



278 WHITES BRIDGE ROAD  
STANDISH, MAINE 04084

## Interim (5<sup>th</sup> Year) Report

August 17, 2016

## Table of Contents

Table of Contents .....	0
Introduction .....	2
Report Contributors .....	3
Institutional Overview.....	4
Response to the Five Areas Identified for Special Emphasis (ASE).....	4
1. The New Strategic Plan .....	5
2. Integrated Academic Structure.....	9
3. The Governing Board .....	11
4. Multi-Year Financial Plan .....	13
5. Use of Assessment Results.....	17
Standards Narrative .....	19
Standard 1 – Mission and Purpose .....	19
Standard 2 – Planning & Evaluation.....	20
Standard 3 – Organization and Governance .....	22
Standard 4 – The Academic Program.....	25
Standard 5 – Students.....	29
Standard 6 – Teaching, Learning and Scholarship .....	31
Standard 7—Institutional Resources .....	34
Human Resources .....	34
Financial Resources.....	35
Instructional Design and Education, Library and Information Technology Resources .....	37
Physical Resources .....	39
Standard 8 – Educational Effectiveness.....	40
Standard 9—Integrity, Transparency and Public Disclosure.....	41
Reflective Essay on Assessment, Retention, Student Success.....	43
1. Course and Program Evaluations .....	43
2. National Survey of Student Engagement (NSSE) .....	47
3. Student Support services .....	49
4. Career Development Office .....	50
5. Office of Student Success.....	51
Institutional Plans .....	53
Appendix .....	57

Affirmation of Compliance with Federal Regulations Relating to Title IV .....	58
List of Transfer Agreement Schools .....	60
List of Current Online Partners .....	61
The Auditor’s Management Letter .....	64
Most Recent Audited Financial Statement .....	70
Interim Report Forms (DataFirst).....	71
GENERAL INFORMATION .....	71
Standard 1: Mission & Purposes .....	72
Standard 2: Planning & Evaluation.....	73
Standard 3: Organization and Governance.....	74
Standard 3: Institutional Organization Chart .....	75
Standard 3: Organization & Governance (Locations & Modalities) .....	76
Standard 4: The Academic Program.....	78
Standard 5: Students – Admissions (On Campus Only) (formerly Std. 6) .....	81
Standard 5: Students – Enrollment (formerly Std. 6).....	83
Standard 5: Students – Financial Aid, Debt & Developmental Courses (formerly Std. 6) .....	85
Standard 6: Faculty (formerly Std. 5) .....	86
Standard 7: Financial Resources (formerly Std. 9) .....	87
Standard 7: Revenue and Expenses (formerly Std. 9).....	89
Standard 7: Debt (formerly Std. 9).....	91
Standard 7: Supplemental Data (formerly Std. 9).....	92
Standard 9: Integrity (formerly Std. 11) .....	93
Standard 9: Public Disclosure (formerly Std. 10) .....	95
Student Achievement and Success Forms .....	99
The E Series .....	100
The S Series .....	121
Sustaining the Promise Strategic Plan .....	128
Dual Degree Policy .....	129

## Introduction

The College has welcomed this opportunity to assess our current state of affairs and report on the significance of recent changes within the contexts of the NEASC Standards for Accreditation. Completing this report also has provided an opportunity to study how the College's evergreen strategic plan, "*Sustaining the Promise: Toward Saint Joseph's College's Second Hundred Years*," aligns with the NEASC Standards and provides a roadmap for progress and for continuous improvement.

In spring 2015, Dr. Michael Pardales, Vice President and Chief Learning Officer (CLO), appointed Co-Chairs to assist the Dean of Undergraduate Studies, Dr. Patricia Ireland, in the completion of the report. Associate Professor of Sociology, Dr. Katrina Hoop, and Director of Online Business Programs, Nancy Kristiansen, served as the Co-Chairs to coordinate and oversee the assessment and reporting process. All four attended the NEASC Orientation Workshop in June 2015 and subsequently formed an inclusive assessment approach that would draw upon the knowledge and experience of a diverse cross-section of subject matter experts. Committees were formed around each standard and included several members with responsibility for content pertaining to the five areas of special emphasis identified in the 2011 Accreditation Letter and the content of the 2013 NEASC response to the 2012 report from President Jim Dlugos.

To foster collaboration, the Co-Chairs created SharePoint network sites to contain and provide access to relevant reference material. Committee members attended workshops in August and September 2015 to explain the Areas of Special Emphasis and to ensure understanding of the purpose and intention of the report. The workshops also provided an outline for conducting assessments and resource materials. Further, Committee members were given the opportunity to discuss their standards and ask questions in two meetings on campus with Dr. Tala Khudairi, Vice President, Commission on Institutions of Higher Education, NEASC.

The Co-Chairs began their review of the first draft of the revised standards received in late August. They developed project planning spreadsheets and checklists for each standard to manage the process and content. Committees were asked to submit drafts to the Co-Chairs by November 15, 2015. December through March, the Co-Chairs began reviewing the Standards drafts, working with Committees to evaluate and revise. There were varying levels of difficulty, depending on the extent to which changes at the College have occurred since 2011, as well as the impact resulting from changes to the NEASC Standards from those first received in August.

The Co-Chairs delivered two summary presentations to Board of Trustees Sub-Committees in December and March. Dean Ireland reviewed and edited the draft to ensure accuracy and thoroughness, and then she submitted the Draft to the College's Senior Leadership Team and the Board to provide final approval to submit the Draft. The steering and oversight committee elected to use the 2011 versions of the Interim Report Forms for purposes of this report.

## Report Contributors

### *Steering and Oversight Committee*

Co-Chair, Katrina Hoop, Associate Professor of Sociology  
Co-Chair, Nancy Kristiansen, Director of Online Business Programs  
Patricia Ireland, Director of Online Theology, Dean of Undergraduate Studies  
Michael Pardales, Vice President and Chief Learning Officer

### *Faculty and Staff Contributors*

Sr. Michele Aronica, Professor/Chair of Sociology  
Kris Avery, Associate Vice President and Chief Human Resources Officer  
Joanne Bean, Vice President and Chief Advancement Officer  
Kristin Belanger, Director, Center for Instructional Design and Educational Technology  
Yvonne Berry, Vice President and Chief Financial Officer  
Holly Braley, Controller  
Jennifer Brayall, Associate Registrar (formerly)  
Lynn Brown, Senior Director for Student Success Initiatives  
Loni English, Associate Director of Enrollment Management  
Christopher Callaway, Associate Professor of Philosophy  
Shelly Davis, Director of Wellehan Library  
James Dlugos, President  
Matt Goodwin, Dean of Campus Life  
Kathleen Kiley Clements, Assistant Professor/Chair of Education  
Thomas Hancock, Assistant Professor of Education  
William C. Hoyt, Assistant Professor of Chemistry  
Jesse Lane, Online Academic Advisor  
Gayle Langis, Director, Information Technology Services (formerly)  
Maureen LaSalle, Director of Alfond Center-Events and Wellness  
David McCall, Online Admissions Counselor and Trainer  
Father John McHugh, Chaplain  
Kevin Murphy, Project Manager for Technology Solutions  
Suzan Nelson, Director of Online Education Programs  
Kevin Paquette, Registrar  
Nelson Peters, Director of Online Operations  
Kimberly Post, Director of Community Based Learning  
Janice Rey, Assistant Professor of Education  
Lynne Robinson, Dean of Admissions and Enrollment Operations  
Nathan Rohman, Academic Advisor  
Tory Ryden, Director of Communications and Marketing (formerly)  
Elizabeth Schran, Director of Corporate and Foundation Relations  
Daniel Sheridan, Professor of Theology  
Don Tanguay, Director of Facilities Operations  
Elaine Trumble, Associate Dean of Academic Affairs  
Jonathan Tuttle, Associate Registrar  
Twila Weiszbrod, Director of Online Health Administration Programs  
Joan Flagg-Williams, Assistant Professor of Education  
Sherrie Winton, Director of Online Interdisciplinary Studies Programs  
Brent Wooten, Director of Online Marketing

## **Institutional Overview**

In 2012, Saint Joseph's College celebrated its centennial anniversary by honoring our rich history as a Catholic liberal arts college sponsored by the Institute of the Sisters of Mercy. While recognizing our shared heritage and past successes, we also work to embrace the potential of the future. The College recently has undergone a number of changes that are addressed in this report.

### **Sustaining the Promise Strategic Plan**

In spring 2013, the College began a new strategic planning process, and after over a year of planning and review, in fall 2014 the Board of Trustees approved a new Strategic Plan, *Sustaining the Promise: Toward Saint Joseph's College's Second Hundred Years*. The Plan is described and referenced throughout the report (<https://www.sjcme.edu/about-us/strategic-plan/>).

This institutional-level plan provides direction, structure, and flexibility as the College grows and evolves and includes seven initiatives: Stewarding Our Enrollment; Strengthening the Faculty and Staff Community; Enhancing and Diversifying Our Revenue Streams; Developing a 21<sup>st</sup> Century Educational Program; Preserving and Extending Our Legacy, Stewarding our Campus Environment; Institutionalizing Our Commitment to Excellence.

### **Organizational Structure**

Dr. James Dlugos joined the College as President in June 2012 and was inaugurated in fall 2013. Under his leadership, the College implemented a new organizational structure with the goal of integrating and supporting institutional bodies, while also delineating lines of responsibility. The Board of Trustees also significantly changed its committee structure and membership to better meet the needs of the institution and the implementation of the *Sustaining the Promise*.

Under President Dlugos, the organizational structure of the College was changed to integrate oversight of online and on-campus programs, two formerly distinct entities, financially, organizationally, and academically ([Organization Chart](#)). There was a reduction in the number of VPs from nine to four. These four institutional areas include Finance and Administration, Institutional Advancement, Sponsorship and Mission Integration, and Learning. Two new Associate Vice President positions were included to oversee Human Resources and Information Technology. These and other institutional changes address the ongoing challenges of tuition dependency, New England's shifting demographics, and the College's potential to adapt and innovate through the twenty-first century.

## **Response to the Five Areas Identified for Special Emphasis (ASE)**

A brief synopsis of the Five Areas of Special Emphasis (ASE) outlined in the 2011 Accreditation Letter and reiterated in response to President Dlugos report of 2013 are covered in this section as follows:

1. Implementing initiatives of the new strategic plan;

2. Continuing to develop an integrated academic structure with clear lines of responsibility that provides effective oversight of all academic programs however delivered;
3. Continuing to develop the governing board, ensuring the expertise and experience needed to fulfill its responsibilities;
4. Providing greater emphasis on the institution's successful development of a multi-year financial plan, linked to the Strategic Plan that addresses the institution's financial challenges (standards on *Planning and Evaluation* and *Financial Resources*);
5. Demonstrating the use of assessment results to improve academic programs and student experiences, in keeping with the College's standards on *Planning and Evaluation* and *The Academic Program*.

The image below illustrates the inherent synergy and alignment to the Strategic Plan among the areas addressed:



## 1. The New Strategic Plan

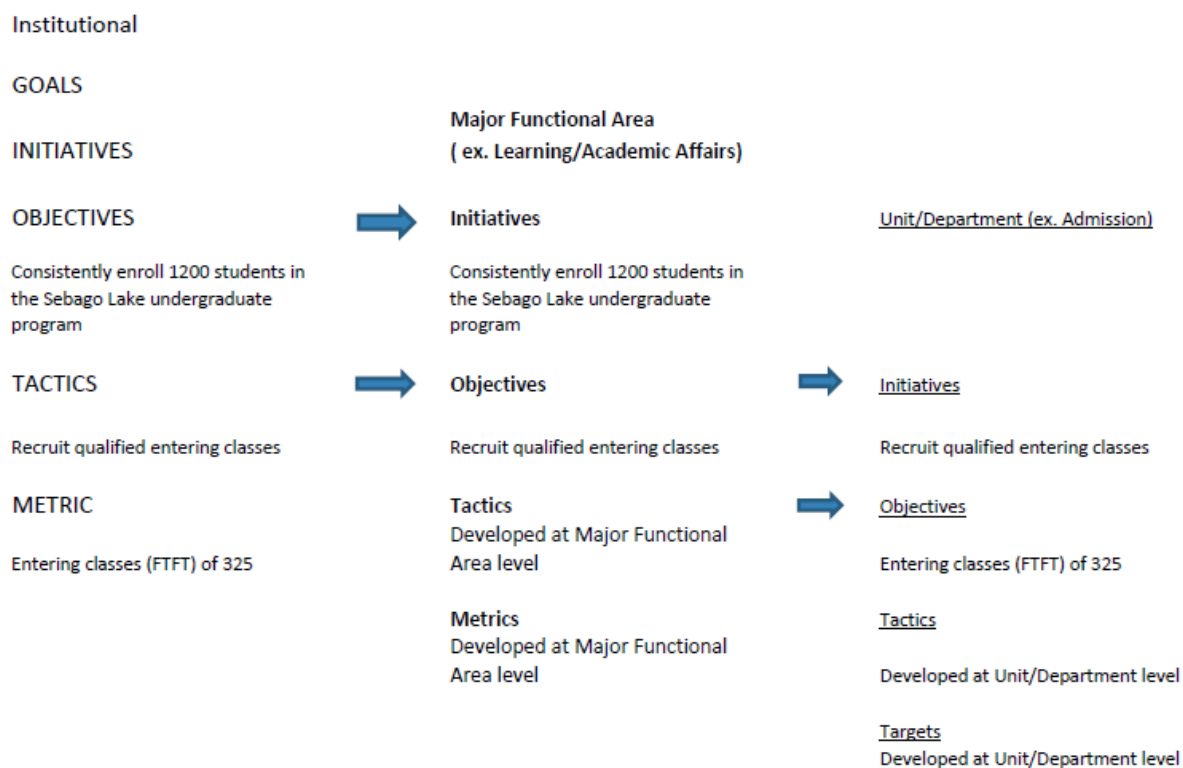
**“...implementing initiatives of the new strategic plan.”**

Described in depth in the President's 2013 Report to the Commission, the College deployed a process approach, with the early stages devoted to formulating an organizationally shared Vision Statement and an “environmental scan” utilizing the College's 2011 Self-Study and NEASC's Visiting Team's Report, along with an independent SWOT analysis conducted by GDA Integrated Services. In accordance with a Strategic Planning Calendar, President Dlugos drafted a strategic narrative, and the Strategic Planning Committee held several “visioning and listening” sessions to foster collaboration among all members of the College. Operating under the premise that inclusion is a necessary ingredient of commitment and successful achievement of outcomes, the result was a four-page final Strategic Narrative and Six Strategic Goals (matrix graphic in ASE section) that would chart the path towards realization of the vision. There are two characteristics that differentiate our current strategic plan from those of the past.

First, and essential to ongoing planning and evaluation, the *Sustaining the Promise* Strategic Plan encompasses the “evergreen” concept; whereby, the strategic initiatives do not change, but as plans unfold and initiatives enacted, adjustments are made for specific goals and objectives. These adjustments are fully incorporated into the Strategic Plan, including the planning budget. The “evergreen” process allows for a fully functioning, living strategic plan to guide the College.

Secondly, the *Sustaining the Promise* Strategic Plan incorporates a cascading approach to strategic planning with appropriate levels of specificity to ensure the ability to engage in ongoing evaluation of progress. The cascading plan is composed of strategic initiatives guided by objectives, tactics, and metrics. Detailed planning is centered on each of the Initiatives. The graphic representation of the cascading approach includes an example.

#### Cascading Strategic Plans



#### Appendix A, Strategic Planning Process Document

<https://www.sjcme.edu/uploadedfiles/sites/sjcmeedu/pages/mysjc/administration/files/strategicplan-final.pdf>

The Goal-Initiative Map below shows the alignment of the seven strategic initiatives with the six strategic goals:



GOAL-INITIATIVE MAP										
		Strategic Initiatives								
		<div>Stewarding Our Enrollment</div> <div>Strengthening the Faculty and Staff Community</div> <div>Enhancing and Diversifying Our Revenue Streams</div> <div>Developing a 21st Century Educational Program</div> <div>Stewarding Our Campus Environment</div> <div>Preserving and Extending Our Legacy to Excellence</div> <div>Institutionalizing Our Commitment</div>								
Strategic Goals										
Saint Joseph's College will be										
	recognized as an exemplary 21st Century, Catholic, liberal arts college in the Mercy tradition	X	x	X	X	X	X	X		
	a vibrant, diverse, multi-generational learning community	X	X	X	X	X	X			
	a highly evolved learning community	X	X		X		X	X		
	recognized nationally as a "learning destination"	X	X	X	X	X	X	X		
	will be financially sound	X	X	X	X	X	X	X		
	will be recognized as a "Best Place to Work"		X			X	X	X		

Sustaining the Promise Strategic Plan, Appendix C, Goal-Initiative Map

<https://www.sjcme.edu/uploadedfiles/sites/sjcmeedu/pages/mysjc/administration/files/strategicplan-final.pdf>

Each initiative has one or more sets of objectives, tactics, and assessment metrics, and each are subject to revision as part of the regular review of strategic progress. From Fall 2014 through early 2016, the following progress occurred on initiatives of the strategic plan:

**Strategic Initiative 1—Stewarding Our Enrollment:**

- Hiring additional admission counselors and a recruitment transfer counselor;
- Developing an extra-regional recruiting model to start fall 2015;
- Increasing Sebago Lake Campus enrollment with the largest incoming freshmen class in four years;
- Decreasing online program enrollments due to the temporary suspension of the Family Nurse Practitioner (FNP) Program to address curriculum issues;
- Hiring a transfer counselor to support the transfer population;
- Implementing a multi-year persistence plan;
- Scheduling visits by President Dlugos to select high schools to form connections;

- Re-naming Career Services as Career Development and adding a Connections Stipend program to assist students financially with academic and career related opportunities, such as internships, study away, research opportunities, etc.
- Increasing campus resident student enrollment capacity by working on a plan to increase beds to 1, 060 and developing strategies to address housing needs;
- Enhancing the campus aesthetics through a variety of projects, such as Lake Front, Campus Pedestrian Ways, Fire Pit, and Phase 1 of College Commons project
- Working with Maguire Associates to develop financial aid strategies starting with the 2015-16 entering class;
- Revising the General Studies program into an Interdisciplinary Studies program;
- Re-organizing separate on campus and online admission offices into a single, coordinated unit.

#### **Strategic Initiative 2—Stewarding the Faculty and Staff Community:**

- Developing a strategic staffing model in early 2016 for use in fiscal year 2017;
- Implementing a College-wide performance management system in 2015;
- Incorporating the College's Core Values in performance evaluations in 2015;
- Conducting 360° performance evaluations of the President in 2015 and Vice-Presidents in 2016;
- Forming a Presidential Task Force on governance in 2016;
- Combining individual departments into larger department, divisions, or areas, starting with combining Natural Science and Biology into the Sciences in Fall 2015.

#### **Strategic Initiative 3—Enhancing and Diversifying Revenue Streams**

- Stabilizing the discount rate for Sebago Campus programs;
- Improving first-to-second year retention rate to 80%;
- Increasing Annual Fund giving, training staff in planned giving, hiring a development officer for major gifts, and initial planning for a comprehensive capital campaign;
- Engaging in a comprehensive planning study for possible hotel conference center (now lodge), active senior community, and barn event venue.

#### **Strategic Initiative 4—Building a Sustainable 21<sup>st</sup> Century Educational Program:**

- Revising student learning outcomes, approved in 2015 to be implemented in 2017;
- Conducting a detailed cost analysis of the curriculum;
- Begin dispersing the Connections Program stipends in summer 2016.

#### **Strategic Initiative 5—Stewarding Our Campus Environment:**

- Constructing a turf field, renovating the barn as a venue site, and entering Phase I of enhancing the campus through landscape and lighting;
- Renovating Heffernan Hall and initiating a new housing plan;
- Implementing a Sustainability and Climate Action Plan and Greenhouse Gas Inventory designed to achieve carbon neutrality by 2036 and launching a Green Revolving Fund for furthering investments into renewable energy sources.

**Strategic Initiative 6—Stewarding Our Legacy:**

- Expanding relationships with Maine’s K-12 Catholic schools;
- Integrating the College’s Mission-oriented elements into performance reviews;
- Forming a new government relations advisory committee;
- Redesigning the College’s website to improve navigation and visual appeal.

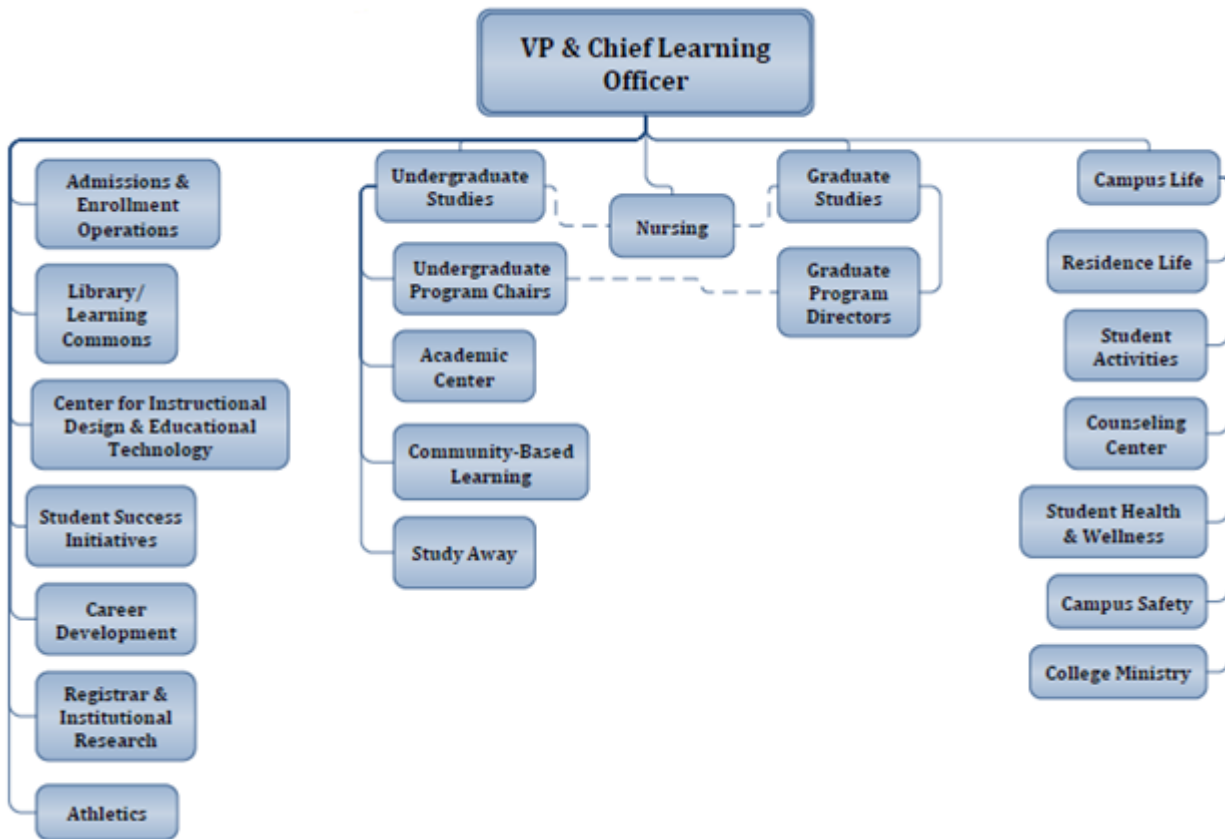
**Strategic Initiative 7—Institutionalizing Our Commitment to Excellence:**

- Developing divisional strategic plans and an institutional Fact Book with assistance from a Davis Educational Foundation grant;
- Devising Key Performance Indicators (KPIs) that represent three years of longitudinal internal data in a number of significant areas: enrollment, student development, finance, and advancement; updating the KPI’s annually;
- Establishing a comparison group of colleges to serve as external benchmarks.

**2. Integrated Academic Structure**

**“...continuing to develop an integrated academic structure, with clear lines of responsibility, that provides effective oversight of all academic programs however delivered.”**

As addressed in the Progress Reports of 2013 and 2014, Saint Joseph’s College continues to progress in integrating formerly two distinct entities: the 4-year campus and online "division," as the once sharp demarcation between online and on-campus diminishes. Goals of the new organizational structure include creating a culture of collaboration, creativity, and appropriately integrated decision-making. A VP/Chief Learning Officer (CLO) position, filled by Dr. Michael Pardales, now oversees all aspects of students’ direct and indirect experiences, allowing for a fully integrated, systems-wide unification of planning, implementation, and evaluation of academic and developmental programming. With the primary objective to enhance networks for the purpose of taking advantage of development potential, undergraduate academic department Chairs and Program Directors from both campus and online programs report to a single Dean of Undergraduate Studies, who reports to the CLO. Graduate Program Chairs report directly to the CLO, who serves as Dean of Graduate Studies while this position remains unfilled.



Dr. Pardales has supported the emergence of connections through intentionally diverse committees collaboratively working towards consensus on various initiatives. As a result, projects generally reflect shared ownership and, thusly, a shared sense of responsibility for success. The integration of both online and face-to-face modalities, as opposed to the former separation between programs according to their primary mode of delivery, has enabled increased collaboration among Program Chairs (campus) and Directors (online). Through their regularly scheduled meetings with Drs. Pardales and Ireland, the existing processes for improving programs and developing new ones are examined and revised accordingly to ensure a student-focused environment. Programs continue to evolve through the effective marriage of pedagogy and technology, no longer limited by the formerly segregated structure. Effectiveness of the new structure and its leadership is currently understood through indications of new programs, projects, and organizational improvements that take advantage of the collective knowledge of subject matter experts from both online and campus areas. Examples that indicate increasing integration within the new organizational structure among institutional resources and campus and online entities include the following.

- Online Program Directors have been working with on-campus Department Chairs to make sure outcomes of core and many major online courses are compatible across modalities, so an on-campus student is better able to take an online course and have it accepted as a major or core course.

- Two new programs have been developed that bridge on-line and on-campus teaching: The Bachelor of Science in Business Administration in Information Technology (BSBA-IT, fall 2017) and the Bachelor of Social Work (BSW, fall 2016).
- In the spirit of building connections, the annual summer teaching conference for online faculty was expanded to include on-campus faculty in 2014. Their inclusion resulted in redesign of the conference format and an increase in campus faculty attendance from two in 2013 to twenty in 2016. After-conference evaluations provide direction for continuous improvement of the design and logistics of the conference.
- The Director of Community-Based Learning (CBL) now provides support for and has helped implement CBL opportunities in classes delivered online and in hybrid structures (reference the reflective essay for more information).
- A revamped career development office focuses on providing campus and off-campus student and alumni support for internships and career initiatives through increasing connections to the local community (reference the reflective essay for more information).
- The new College website integrates all modalities of learning, and one marketing department now supports both areas of the College.

Overall, it can be stated that integration continues to build momentum as a discovery process; whereby, the College is better able to leverage its human capital in the best interests of our students.

### **3. The Governing Board**

**“...continuing to develop the governing board, ensuring the expertise and experience needed to fulfill its responsibilities.”**

In spring 2013, the Board engaged in a retreat facilitated by Dr. Theodore E. Long, President Emeritus of Elizabethtown College and Consultant for the Association of Governing Boards of Universities and Colleges. There, the Board reviewed “best practices” for private college board governance and completed the AGB Board Assessment Survey. One result was that the Board adopted several “best practices,” including developing an inventory of board member characteristics and qualifications to identify and recruit new Board Members.

There are currently twenty-three members of the Board. Since President Dlugos’ 2014 report, nine members have been replaced. New Board members represent increasing diversity in geography and expertise, coming from Massachusetts, New Jersey, Pennsylvania, and Virginia. Expertise has been diversified through the membership of the Chancellor of the Archdiocese of Boston; a Saint Joseph’s College alumnus currently serving as Director of Emergency Management at Virginia Tech; and professionals in healthcare, human resource and facilities management, philanthropy, and financial investment.

During the 2013 retreat, the Board committed to a review of its committee structure over the 2014-2015 year. In May 2015 the Board approved a new structure that reduced the number of committees from nine to seven yet provides Board-level oversight for more of the College’s operations. The new committee structure is linked to the Strategic Plan, effectively shifting the

Board's orientation from responsive (review-based) to proactive (future-based) and, therefore, strategic.

<b>Committees prior to May 2015</b>	<b>Committees since May 2015</b>
<ul style="list-style-type: none"> <li>• Executive Committee</li> <li>• Finance and Audit Committee</li> <li>• Academic Affairs Committee</li> <li>• Student Life Committee</li> <li>• Buildings and Grounds Committee</li> <li>• Institutional Advancement Committee</li> <li>• Trustees Committee</li> <li>• Planning and Assessment Committee</li> <li>• Mission Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Committee</li> <li>• <b>Strategic Directions Committee</b></li> <li>• Finance Committee</li> <li>• Student Life and Learning Committee</li> <li>• College Environment Committee</li> <li>• Audit Committee</li> <li>• Mission and Legacy Committee</li> </ul>

One of the most significant changes to the committee structure, especially in relation to this area of special emphasis, was the formation of the Strategic Directions Committee, responsible for proposing new Trustees and addressing strategic planning for long-term sustainability of the College at the board, committee, trustee, and institutional levels.

The Strategic Directions Committee also is charged with assessing the effectiveness of individual board members and the Board as a whole. The primary vehicle for this assessment is an annual Board Member Experience Evaluation Form that asks board members about their satisfaction with logistics of the Board (meetings times and schedules; distribution of information; use of technology; regularity of communication; etc.) and about their levels of engagement with their committees and the full Board. The survey also asks for suggestions to improve the Board experience in terms of effectiveness and engagement. The completed Forms are reviewed annually by the Chair of the Strategic Directions Committee, who shares the results with the Board, along with any proposed changes resulting from this review. This assessment process is being used for the first time in the summer of 2016 in anticipation of the 2016-17 Board year.

Additional changes related to the Board included altering the meeting schedule to reduce the number of times Board members would be asked to commit to Board business; aligning meetings with the academic year, so the Board could meet when students are on campus; adding a dinner with various groups from the College community to facilitate greater interaction with the campus community; and increasing technological capacity to allow members to participate remotely. The effects of these changes on Board engagement and effectiveness will be part of this first assessment cycle.

The overall impact of changes to the Board's committee structure and membership make-up reflects improved involvement and effectiveness in strategic planning and increased engagement with the campus community.

#### **4. Multi-Year Financial Plan**

**“...emphasis to the institution’s success in developing a multi-year financial plan, linked to the strategic plan that addresses the institutions financial challenges (standards on *Planning and Evaluation* and *Financial Resources*).”**

##### **The Sustaining the Promise Strategic Planning Process**

This area of special emphasis calls for a report on the “. . . success in developing a multi-year financial plan, linked to the strategic plan, that addresses the institution’s financial challenges.” The 2014 *Sustaining the Promise* Strategic Plan is a clear beacon to guide the College for the next ten years and beyond. A primary focus of the Senior Leadership Team is on the Plan’s goal of financial stability, “to look toward the future with confidence and creativity, knowing that we are positioned to respond in any given budget cycle to an increasingly volatile higher education marketplace in an uncertain economy” (*Sustaining the Promise*). Ongoing financial planning is woven throughout the plan, and the institution’s financial challenges are the focus of Strategic Initiative 3—Enhancing and Diversifying Revenue Streams

##### **Metrics and Key Performance Indicators**

Evaluation is an inherent aspect of the “evergreen” strategic planning process and follows the same cascading “hierarchy” established through the Strategic Plan’s Goals, Initiatives, Objectives, Tactics, and Metrics. As can be seen in Strategic Initiative 1—Stewarding Our Enrollment, objectives may be quantitative or qualitative in nature, while tactics deployed for achieving them are typically evaluated against a timeline goal. Periodic progress evaluations may indicate needed adjustments to objectives and tactics. Pages 49 through 53 of the Strategic Plan outline objectives and timeline for goals.

Serving as a reference “dashboard,” a set of “Key Performance Indicators” (KPI) provides a high level perspective of overall quantitative performance against established Strategic Initiatives, Objectives, Tactics, and Metrics. Currently, KPI include those that are most indicative of the overall financial “health” of the College: Enrollment, Student Development, Finance, and Advancement/Annual Fund.

KPI are reported to the Board and College Community via the “Board Dashboard” each fall, as can be seen from the November 2015 Report. The dashboard tracks internal data across three years and includes external/comparison group data from the most recently available single year. Strategic planning metrics are included as a reference point, and the current year performance level is assessed in relation to its “progress towards goal” (green), “away from goal” (red), or “static relative to goal” (yellow).

			Desired Trend	Comparison Group	Fall 2013	Fall 2014	Fall 2015	Strategic Metric
<b>ENROLLMENT</b>								
<b>CAMPUS PROGRAM</b>								
# Freshman Applicants			up		1580	1456	1436	1800
% Applicants Accepted			down	78%	78%	78%	76%	75%
% Accepted Who Enrolled			level	26%	24%	23%	26%	24%
Average SAT Scores of Enrolled								
Math			up	489	480	476	484	
Reading			up	485	480	471	481	
% Enrolled From Maine			down		62%	61%	58%	40%
% Enrolled From Away			up		38%	39%	42%	60% (40%+20%)
New Transfers Enrolled			up		21	35	30	50
Total FTE	Undergraduate				971	957	974	1200
<b>ONLINE PROGRAM</b>								
New Enrollments (course registrations)			up		1867	1501	1035	
Continuing Enrollments (course registration)			up		9043	8122	6751	
Totals			up		10910	9623	7786	
FTE	Undergraduate		up		256	236	340	
	Graduate		up		596	525	615	
	Totals		up		852	761	955	
Headcount	Undergraduate		up				1666/1202*	2000
	Graduate		up				1285/807*	3000
							*Includes Active/Excludes Active	

<b>STUDENT DEVELOPMENT</b>								
<b>CAMPUS PROGRAM</b>								
1st to 2nd Year Retention			up		76%	80%	79%	95%
4-Year Graduation Rate			up	43%	45%	51%	52%	75%
6-Year Graduation Rate			up	57%	55%	65%	54%	75%
Student-Faculty Ratio			up/level	13:01	12:1	12:1	10:1	14:01
Average Class Size			up/level		16	15	17	19-22
<b>ONLINE PROGRAM</b>								
Persistence Data								
Entered FY11: % Remain							26%	
Undergraduate			up		70%		11	
Graduate			up		74%		15	



<b>FINANCE</b>						
<b>Campus Program</b>						
Net Revenue per Student FTE	up		\$ 29,115	\$ 29,992	\$ 29,045	
Tuition Discount Rate	down		45.75%	48.75%	50.34%	48%
<b>Online Program</b>						
Net Tuition Revenue per Student FTE						
Undergraduate	up		\$ 14,715	\$ 17,110	\$ 17,166	
Graduate	up		\$ 11,225	\$ 12,304	\$ 11,991	
<b>Endowment</b>						
Market Value - End of Fiscal Year	up		\$ 16,328,590	\$ 19,070,823	\$ 19,449,931	
% Return	up		13.20%	20.35%	3.87%	
Academic Support as % of Total Expenses	level	12.3% (5%)	5.03%	4.67%	4.57%	
Instruction as % of Total Expenses	level	50% (44.4%)	23.57%	45.59%	40.55%	
Institutional Support as % of Total Expenses	level	21.9% (22%)	20.05%	20.77%	24.65%	
Student Services as % of Total Expenses	level	18.8% (23%)	21.30%	21.90%	22.66%	
Primary Reserve Ratio	up		0.37	0.42	0.56	

<b>ADVANCEMENT</b>						
<b>Annual Fund</b>						
<b>Campus Program</b>						
# of Sebago Lake Program alumni Donors	up		462	485	458	
Total \$ Amount given	up		\$96,502	\$114,543	\$140,021	
% Participation in Annual Fund	up		7.81%	7.71%	7.42%	
(Donations/Total Alumni & Donations/Program Alumni)						
<b>Online Program</b>						
# of Online Program alumni donors	up		358	371	326	
Total \$ Amount given	up		\$23,495	\$27,212	\$25,976	
% Participation in Annual Fund	up		3.72%	3.72%	3.05%	
Total Gifts, Inkind Gifts, Grants and contract	up		\$1,049,903	\$759,717	\$1,071,889	
		Total Alumni	15,853	16,228	17,405	
		Sebago	5,918	6,289	6,172	
		Online	9626	9973	10,700	

The KPIs are, of course, single data points and not the more fundamentally important trends, which is why they are tracked over three-year periods. Recognizing positive and negative trends is the real value of using the KPIs. For areas where the trend appears to be promising, the relevant administrator will need to identify the elements that have contributed to the positive outcome and build those into budgeting and planning for future years. Conversely, for areas where the trend appears to be negative, the relevant administrator will need to identify the reasons and build mitigating factors in the budgeting and planning for the future. In this way, the KPIs record past performance, but more importantly contribute to future planning.

Furthermore, as part of the process whereby the Board approves the coming year's budget, the Chief Financial Officer presents a set of "budget assumptions" that shows the core components of the budget as well as compares those elements to the Financial Strategic Plan. For example, the Strategic Budget metric for net campus-based student revenue for FY 17 is \$22,409,000; the Board approved FY 17 budget assumes net student revenue from this source of \$24,430,000.

This continual comparison of actual and short-term and long-term projected performance allows the College to understand and chart the way forward.

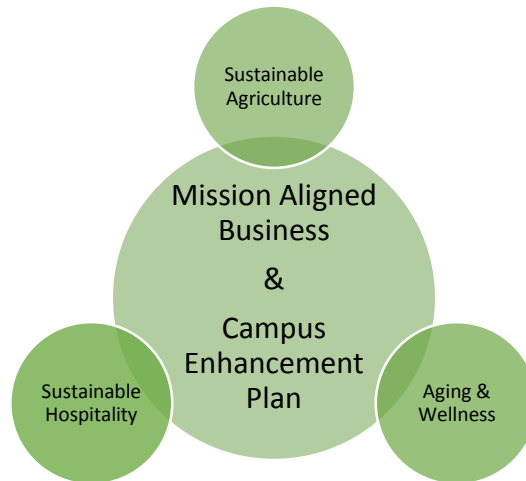
### **Multi-Year Financial Planning**

Also embedded in the Strategic Plan is a ten-year budget forecast for assessing progress towards goals. The first five years represent a planning budget, and the subsequent five years serve to assess the longer-term impact of resulting benchmark achievements. Each year, the ten-year budget forecast is updated with realistic revisions, and another year of the planning budget is added. The third yearly revision, begun in 2013, currently is underway. During these initial years of rolling out the “evergreen” strategic plan, the process and the planning budgets can be considered on track, as indicated by the following examples that highlight new strategies aimed at contributing to reaching desired outcomes.

A Budget Advisory Committee was formed in 2014 at the beginning of the ten-year planning budget process, and membership is representative of the entire College community, including a current student, faculty member, and staff from Admissions, Student Life, Sponsorship, and Academics. The Committee is charged with applying the lens of the Strategic Plan to review budget performance and proposals as they work with the Leadership Team to construct the annual planning budget and update the ten-year budget plan. This work serves to meet the financial goals of attaining greater financial stability and becoming less tuition dependent by 2015, as stated in the College’s 2011 Self-Study. Three key benchmarks include growing the endowment to \$15 million, increasing annual fundraising to \$1.5 million, and beginning income producing programs through the campus facilities to 10% of the annual budget.

With ongoing efforts focused on the initiative to enhance and diversify the College’s revenue streams, recent results indicate that the endowment has grown to \$19 million. The annual fundraising grew to just over \$1 million in FY15, with a goal of \$1.2 million in FY16. With the support of the facilities staff, the College launched the first student led campaign in 2015, “My Mark,” and raised just over \$15K for beach improvements.

Additionally, efforts are underway to diversify revenue streams through the Mission Aligned Business initiative and the implementation of the Campus Enhancement Plan that includes 2016 underway projects: creation of a tented lakefront and renovation of the stone barn as event spaces. These enhanced facilities will serve the needs of the campus community and also will generate non-student revenue through event-space rental to groups from outside the College.



The Stone Barn renovation and the lake-side improvements are part of the Mission-Aligned Business cluster focusing on “sustainable hospitality.” The two other clusters that the College is developing are “sustainable agriculture” and “aging and wellness.” Each of the clusters has three goals in common: 1) they address real economic needs in the state of Maine; 2) they provide experiential learning opportunities and student employment (“earn and learn”); and 3) they generate non-student revenue to support the overall financial health of the College and to address the important issue of affordability.

## 5. Use of Assessment Results

**In keeping with our standards on *Planning and Evaluation* and *The Academic Program*, the Fall 2016 report will afford the institution an opportunity to demonstrate its "use of assessment results to improve its academic programs and student experiences provided for students."**

Saint Joseph’s College has been implementing a number of initiatives to assess academic programs and experiences provided for students. In spring 2015 the Faculty Senate approved a new set of five Institutional Learning Outcomes. Alignment of course and departmental outcomes and the Institutional Learning Outcomes began in fall 2016. Annual Departmental Program Reviews assist with assessing the alignment. A Core Curriculum Committee tasked with revising the Core to meet the Institutional Learning Outcomes commenced its work in September 2016, and Faculty Senate approved the new Core Curriculum in April 2016, to be implemented in 2017-18. Assessment will be ongoing, particularly through Annual Program Reports and student success tracking.

The core curriculum is a set of courses (44-48 credits) that reflects the College’s vision of what it means to be an educated person. It is the heart of our baccalaureate education, and provides the grounding for the student’s major course of study. The core curriculum’s concentration on the liberal arts and science supports key parts of the College’s mission: to “encourage students to explore widely the arts and sciences while they also prepare to

lead ethical and meaningful lives” and to “enhance students’ awareness of human dignity and the meaning of life.” Moreover, the core curriculum supports the College’s Institutional Learning Outcomes (ILO):

1. Identify and apply the ethical and moral dimensions of students’ particular field of study.
2. Demonstrate effective communication skills in both written and oral formats.
3. Demonstrate competency in programmatic content and career preparation through applied and/or experiential learning opportunities.
4. Engage in responsible citizenship, social justice, and environmental stewardship.
5. Demonstrate critical thinking skills and the ability to analyze and evaluate information from diverse sources and perspectives.

*Core Curriculum Addresses Institutional Learning Outcomes (numbered):*

**Foundations for College Level Thinking (ILO 2)**

College Writing

MA elective (or MA course required by major)

**The Human Condition and the Human Story (ILO 1, 2, 4, 5)**

Modern Global History

Intro to the Judeo-Christian Tradition

Human Nature & Ethics

Choose an elective from each of the following disciplines: HY, TH, PH

**Nature and Society (ILO 1, 2, 3, 4)**

Ecology and the Environmental Challenge

One additional course from a specified list of courses in natural or social science

**Art, Creativity, and Self-knowledge (ILO 2, 3, 4, 5)**

EH English elective

One additional course from list of courses in this area

All departments were reviewed via self-assessment (Annual Program Review) and an external review by the Austen Group, hired by the College to conduct an economic analysis of all programs that compared program funding and costs, enrollments, and demand. The Austen Group reported its findings to the College community in fall 2015. The information provides opportunities for collaboration, integration, and creativity in addressing program viability.

The College engages in an on-going process to improve ways of assessing and tracking student academic success. The Educational Standards Committee created a new campus-wide course evaluation form to encourage robust student responses to teaching effectiveness (2015). The Senior Director for Student Success Initiatives works with students at-risk of transferring out of the College and conducts exit interviews with on-campus students leaving the College about their academic and social experiences. A Task Force on Advising (2014-15) surveyed students, faculty, and staff on their advising experiences and conducted research on best practices. Because the initial findings indicated a lack of support for faculty advisors, the Task Force was charged with identifying ways to strengthen the process for all involved. Resulting initiatives for

the Sebago Lake programs include offering advising trainings for faculty, utilizing professional advisors in limited capacity, and creating advising handbooks for academic advisors and students. A pilot-advising program for first-year nursing students began in 2014 that pairs students with both a faculty advisor and a professional academic advisor. Finally, the College financially supports faculty pedagogical innovation through Faculty Development Grants and Merit compensation.

## **Standards Narrative**

### **Standard 1 – Mission and Purpose**

*The institution's mission and purposes are appropriate to higher education, consistent with its charter or other operating authority, and implemented in a manner that complies with the Standards of the Commission on Institutions of Higher Education. The institution's mission gives direction to its activities and provides a basis for the assessment and enhancement of the institution's effectiveness.*

#### ***Overview***

The Mission and Core Values have a long history with intentional actions woven into many processes throughout Saint Joseph's College. Some of these actions have been a tradition for many years. Others are a rejuvenation of once dormant practices. Still others are recent additions in alignment with the Strategic Plan.

#### ***Appraisal***

The College's Board of Trustees approved a new strategic plan in September 2014, *Sustaining the Promise: Toward Saint Joseph's College Second Hundred Years*. The Plan, which is consistent with the Mission and Core Values, guides the strategic planning and implementation of initiatives by the vice-presidents of the institution's four major functional areas: Learning/Academic Affairs, Sponsorship and Mission Integration, Finance, and Advancement.

While the Sponsorship and Mission Integration office has not yet designed a strategic plan, the recently hired Vice President, Dr. Michael Sanderl, will be charged with designing the action plan. Although there is currently no formal action plan in place, some new practices that highlight the Mission and Core values are in place. Among these are efforts to increase the awareness of various faith communities alongside the Catholic identity and presence by establishing a multi-faith prayer room, recognition of religious observances across denominations, daily and Sunday Catholic Mass, and a weekly ecumenical prayer experience. The Board of Trustees also has maintained its commitment to the Mission and Core Values, and has renamed its Mission Committee, Mission & Legacy, to better reflect its charter and to ensure the continuance of the Catholic identity and the Sisters of Mercy's founding mission. The Mission and Core Values inform faculty, staff, and student life directly through the following:

- Incorporating Mission and Core Values in employee performance evaluations since 2014;
- Adopting Institutional Outcomes that reflect the Mission and Core Values in 2014;

- Referencing the Mission and Core Values in course curricula, such as inserting a Core Value into syllabi;
- Beginning Faculty Senate meetings with a prayer or reflection;
- Practicing the Mission and Core Values on the part of faculty, staff, and students, through Community Based Learning, internships, and volunteerism;
- Emphasizing the Mission and Core Values in the First Year Experience course;
- Including the Mission and Core Values in Yearbooks;
- Encouraging student athletes to engage with the Core Values through the Athletic Department's "Building Principles" initiative;
- Hosting workshops on respect that are facilitated by outside consultants, such as "Building a Culture of Employee Respect" and "Safe-Zone Training."

### ***Ongoing Planning and Evaluation***

The Strategic Plan, especially Strategic Initiative 6—Preserving and Extending Our Legacy, highlights long-standing practices that permeate facets of the entire campus community. The ongoing liturgical aspect of the College honors the Mission and Core values with daily Mass, spiritual retreats, ecumenical prayer services, and online meditations. Staff and faculty also play an important role in mission and sponsorship, and in 2015 the College began a yearlong celebration of the liturgical Year of Mercy with activities centered on respect and volunteerism. The Board of Trustees includes a committee for Mission and Sponsorship as well. The College continues its commitment to those in need through local, national, and international service projects, such as Catherine's Cupboard, Midnight Run, Homeless Awareness, Spring Break Workfest, and annual Haiti and Guatemala trips. Finally, the College awards honorary degrees to persons whose personal and professional endeavors embody the Mission and Core Values.

## **Standard 2 – Planning & Evaluation**

*The institution undertakes planning and evaluation to accomplish and improve the achievement of its mission and purposes. It identifies its planning and evaluation priorities and pursues them effectively. The institution demonstrates its success in strategic, academic, financial, and other resource planning and the evaluation of its educational effectiveness.*

### ***Overview***

As the ASE section established, the College has adopted a rigorous planning and evaluation process through the *Sustaining the Promise* Strategic Plan that is closely monitored by the Board's new Strategic Directions Committee. Strategically aligned planning and evaluation design activities, begun in January 2013 and finalized with the Board's approval of the Vision Statement (below) and Strategic Plan in May of 2014, continue to be led by the Senior Leadership Team through implementation of the comprehensive plan.

*Saint Joseph's College will be recognized for its preparation of life-long learning through innovative course delivery and content that empowers people and communities to meet the challenges of a changing world.*

In addition to the changes noted in the ASE section, several others have transpired that show the College's commitment to careful planning and thoughtful evaluation. Reflecting alignment with initiatives from *Sustaining the Promise*, the following paragraphs summarize key plans.

### *Appraisal*

#### **Strategic Planning and Evaluation**

The hierarchical, cascading planning approach described in the ASE section marks a fundamental difference in the planning approach and structure described in the 2011 Self-Study because integration of financial, academic, and other planning is achieved through each of the initiatives. The 2011 plans (Academic Plan, IT Plan, Retention Plan, etc.) found alignment with financial planning reactively, thus contributing to a sense of disconnection among departments, divisions, and functions. Alignment of initiatives at this higher level ensures adequate understanding of the financial needs and implications of the multiple objectives associated with them and foster the emergence of an increasingly pro-active and integrated institution.

In order for planning to demonstrate effectiveness, it is important to utilize factual evidence to assess past and current results and then develop plans for improvement. The institutional Fact Book serves as a source for enrollment and demographic data as well as retention and graduation rates. A number of objectives and tactics within the Strategic Plan aim to improve overall institutional effectiveness, with particular attention to the inherent relationships between financial, enrollment, and academic planning that were described in the ASE section. Refer to the ASE section, especially Strategic Initiative 7—Institutionalizing Our Commitment to Excellence, to review specific tactics designed to ensure the use and availability of data to aid in evidence-based planning and decision-making processes. Refer to the *Sustaining the Promise* Strategic Plan for a full outline of planning and evaluation objectives, tactics, and metrics, many of which are described elsewhere in this report. Although each strategic initiative serves as a plan for its achievement, a number of sub-plans are embedded within the initiatives described below and referenced in the Interim Report Form associated with this standard.

#### ***Ongoing Planning and Evaluation***

In relation to Strategic Initiative 1—Stewarding Our Enrollment, the College's goal is to enroll 1,200 full-time undergraduate students in the Sebago Lake campus program. Tactics include expanding the geographic profile of the entering class and increasing the number of qualified transfer students. A concerted emphasis also has been placed on improving retention and graduation rates. Saint Joseph's College is making student retention a priority through several avenues, notably through the ten-year retention goals specified in the Strategic Plan; the Institutional Persistence Plan (reference the reflective essay for more information) that includes all college departments and a multi-year timeline with specified tactics (spring 2015); and a Customer Service Initiative designed to improve students' experiences and thus encourage persistence towards earning their degrees (spring 2016).

Also in relation to Strategic Initiative 1—Stewarding Our Enrollment, are plans to increase online undergraduate and graduate program enrollments, with strategic plans for accomplishing these goals that also are associated with Strategic Initiative 4—Developing a 21<sup>st</sup> Century Educational

Program. In support of Strategic Initiative 5—Stewarding Our Campus Environment, strategies include a Master Facilities Plan, a Technology Infrastructure Plan, and a Climate Action and Sustainability Plan, all of which are addressed in more detail elsewhere in this report.

At this juncture, the College is well positioned to ensure effectiveness assessment measures are appropriately identified in the early planning stages of new programs, projects and organizational improvements.

### **Standard 3 – Organization and Governance**

*The institution has a system of governance that facilitates the accomplishment of its mission and purposes and supports institutional effectiveness and integrity. Through its organizational design and governance structure, the institution creates and sustains an environment that encourages teaching, learning, service, scholarship, and where appropriate, research and creative activity. It demonstrates administrative capacity by assuring provision of support adequate for the appropriate functioning of each organizational component. The institution has sufficient independence from any other entity to be held accountable for meeting the Commission's Standards for Accreditation.*

#### **Overview**

President Dlugos' 2013 Report to the Commission explains changes to the College's internal institutional structure, while the College's relationship remains the same with the sponsoring Roman Catholic religious order, the Institute of the Sisters of Mercy of the Americas. The Canonical Sponsor Council of the Institute exercises direct oversight for Mercy Higher Education, which monitors institutional effectiveness and maintains appointment and removal authority over the Board of Trustees and the President. The Board of Trustees exercises operational control of, and responsibility for, the College. The Board nominates the President, who is approved by the Conference for Mercy Higher Education.

#### **Appraisal**

##### **Board of Trustees**

Changes related to the Board of Trustees' Committee Structure and to senior level staffing, described more fully in the ASE section, have occurred since the submission of the Self-Study of 2011 and since the receipt of the April 2014 letter. In summer 2015 the Conference on Mercy Higher Education approved amendments to the By-laws that have been incorporated into Part I of the [Faculty Handbook](#). Part I is non-contractual and includes the Charter of the College, the By-Laws of the Trustees, Article I on the Board of Trustees that describes Board Committees, and Article II on the Governance of the College. Additionally, a Director of Government Affairs, reporting to the President, also serves as Board Liaison.

Of note, the Association of Governing Boards (AGP) invited President James Dlugos to participate in a plenary session on "Re-Organizing Board Committees" at a 2015 workshop in Philadelphia. The College also was included as an "Example of Change" in an AGP report, titled, "Restructuring Board Committees: How to Effectively Create Change."

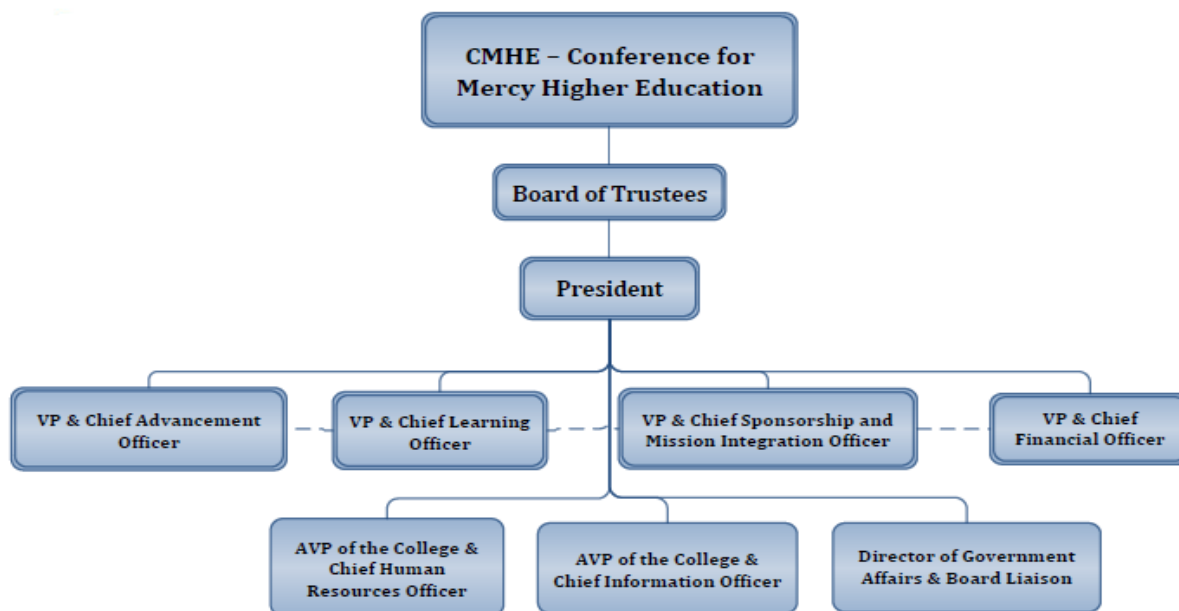


## Senior Leadership Team

Further adjustments to the organizational structure of the College reflect a commitment to the Mission and the *Sustaining the Promise* Strategic Plan. Refer to the organization chart link in the Institutional Overview section of the report for a graphic representation of the current organizational structure of the College.

The Faculty Senate approved proposed amendments to the *Faculty Handbook* in Spring 2015 that the Board of Trustees ratified at their Fall 2015 meeting. The amendments largely involved changes in titles of the academic administration, and similar changes were made to the Faculty Senate By-Laws. The changes in administration since 2011 are described below.

- *At the time of the submission of the NEASC Self-Study of 2011*, the President's primary responsibilities were fund raising and strategic planning. The Executive Vice President and Chief Operating Officer was the single direct report to the President. The following reported to the Executive Vice President: VP for Finance; VP for Academic Affairs and Dean of the College; VP for Sponsorship and Mission Integration; VP for Enrollment Management; VP for Institutional Advancement); Dean of Student Life; Dean of Graduate and Professional Studies (online programs); Director of Administration.
- *In the fall of 2014, subsequent to the letter from NEASC of April 28, 2014*, the President's primary responsibilities were fund raising, strategic planning, and operating the College. The following reported directly to the President: VP and Chief Advancement Officer; VP and Chief Learning Officer; VP and Chief Sponsorship and Mission Integration Officer; VP and Chief Financial Officer; Director of Presidential Initiatives and Board; Director of Human Resources; Director of External Relations; Director of Institutional Research.
- *At the time of the Fifth Year Interim Report*, the President's primary responsibilities continue to be fund raising, strategic planning, and operating the College. Directly reporting to the President are four Vice Presidents, two Associate Vice Presidents, and one Director: VP and Chief Advancement Officer; VP and Chief Learning Officer; VP and Chief Sponsorship and Mission Integration Officer; VP and Chief Financial Officer; AVP and Chief Human Resources Officer; AVP and Chief Information Officer; Director of Government Affairs and Board Liaison.



With the intention to develop a more fully integrated academic structure, the Vice President and Chief Learning Officer position (CLO) was created to provide oversight of all aspects of students' experiences (see ASE section). The addition in early 2016 of an Associate Vice President and Chief Information Officer (CIO) will serve to provide vision and leadership in the development and implementation of College-wide information systems, educational technology programs, and the associated infrastructure.

### Faculty Senate

Much progress has been attained regarding re-integration of the Sebago Lake Campus and the College Online under the leadership of CLO Michael Pardales. The online Program Directors, on-campus Chairs, and faculty across both modalities serve together on committees and task forces, and several on-campus and online programs are coming together under one Program Director. During the 1970s through 1990s, Program Directors enjoyed faculty status and rank with full voting privileges in Faculty Senate. When online learning expanded, the Program Directors' status changed from faculty to administration, thereby suspending voting privileges. In 2010 the Faculty Senate approved granting online Program Directors voting privileges; however, in fall 2015 the Senate President deemed invalid the process leading up to the 2010 Senate vote. In summer 2016, the College Administration restored Program Directors' faculty status with rank and tenure eligibility, thus insuring their full participating in the academic life of the college through Faculty Senate voting and fostering greater integration.

### Student Governance

Since 2011, Student Government (SG) leaders have been connected far more to the College's Academic Administration. The SG president meets biweekly with President Dlugos; the Student Academic Senate Vice President meets biweekly with Dean Ireland, and she attends several SG and Senate meetings throughout the year. The Dean of Student Life, who is a co-advisor of SG,

meets weekly with students. Students also serve on various college committees and task forces, such as the Budget Advisory Committee and several faculty and staff Search Committees.

### ***Ongoing Planning and Evaluation***

The Strategic Plan has incorporated under Strategic Initiative 2—Strengthening the Faculty and Staff Community a number of objectives intended to infuse the entire campus community with the ability to contribute to the overall sustainability of the College. With the Objective that "the College's governance system recognizes and gives voice to all of the appropriate constituencies," ongoing efforts to increase participation and collaboration will continue to evolve and revise the governance system over the next few years. To accomplish this aim, President Dlugos formed a college-wide Governance Task Force that began its work in summer 2016 with the following goals: (1) review existing college governance structures; (2) review “best practices” for college governance structures; (3) draft a statement of principle for a comprehensive governance system; (4) draft a college-wide governance structure to work synergistically with established government structures—Faculty Senate, Student Government, Board of Trustees.

## **Standard 4 – The Academic Program**

*The institution’s academic programs are consistent with and serve to fulfill its mission and purposes. The institution works systematically and effectively to plan, provide, oversee, evaluate, improve, and assure the academic quality and integrity of its academic programs and the credits and degrees awarded. The institution sets a standard of student achievement appropriate to the degree or certificate awarded and develops the systematic means to understand how and what students are learning and to use the evidence obtained to improve the academic program.*

### ***Overview***

Saint Joseph’s College offers undergraduate and graduate degree programs to full-time and part-time students through on-campus and online modalities. Since the 2011 comprehensive academic review, there have been several significant developments addressing academic programs’ quality and academic credit. As addressed in the Areas of Special Emphasis, assessment of student learning continues to be a priority.

The College continues to address the challenge of granting equivalent course completions across online and on-campus modalities, where students take a blend of 3-credit and 4 credit courses. The problem has been that several department Chairs for on-campus programs would not allow online courses to fulfill major or Core requirements in their disciplines because of the discrepancy in credit values, and, therefore, the student's class contact hours. In this practice, they only looked at the credits awarded and not the course outcomes. Since the 2011 Self-Study, Online Program Directors have been working with on-campus Department Chairs to make sure outcomes of core and many major online courses are compatible across modalities, so an on-campus student would be able to take an online course and have it accepted as a major or core course. Further, the New Core Curriculum looks at comparable course outcomes, rather than credit differences, to ensure equivalent courses across modalities. The implementation of the new

Core will allow greater scheduling flexibility for on-campus students to take Core and major courses across modalities.

### ***Appraisal***

The following paragraphs highlight initiatives started since 2011 that enhance particular areas of Standard Four and that are expected to contribute, directly or indirectly, to meeting enrollment goals, that, in alignment with the strategic plan, aim to increase Sebago campus annual growth rates by 3.5% and to consistently enroll 2000 students in the undergraduate online program.

In an April 2014 letter addressed to President Dlugos, NEASC acknowledged that a new strategic planning process was initiated in 2012 and approved for implementation in May 2014. Several changes in academic organization took effect in 2013, beginning with the College Online replacing the Division of Graduate and Professional Studies (GPS) to delineate all distance learning programs, generally referred to as “online” throughout this report. The institutional leadership position of Vice-President and Chief Learning Officer (CLO) was created to oversee the Learning Division of the College, while the Dean of Undergraduate Studies was given responsibility for all academic undergraduate programs, fostering integration and collaboration among online and on-campus programs and faculty. The CLO also functions at present as the graduate dean to oversee all graduate programs in collaboration with Program Directors of graduate level courses of study.

The online General Studies (GS) program was redesigned to become Interdisciplinary Studies (IDS) in 2015. The GS model required students to specialize in a single program area and complete a high number of general electives; whereas, the IDS redesign offers students the ability to specialize in two disciplines and to integrate academic experiences across disciplines.

The Austen Group analyzed current programs from a financial perspective to aid in the process of academic planning, and the Group shared results with the college community to aid in making decisions about restructuring and strengthening programs.

The B.S. in Information Systems program approved by NEASC in the April 2014 letter underwent a number of curricular changes and was renamed Information Technology (BSIT) to reflect those changes. The current status of this program is explained in great detail in the Implementation Report submitted by Dr. Michael Pardales on behalf of Dr. Christian M. Graham, Director of Information Technology Programs, in advance of the planned Spring 2016 NEASC site visit to assess it.

The Educational Standards Committee (ESC) undertook a yearlong study of appropriate course leveling and presented guidelines to all academic programs for a thorough review of all courses to insure proper course level designations. Departments assessed course levels according to ESC guidelines and adjusted course levels accordingly.

In The Academic Center (TAC), a Coordinator of English Language Learners (ELL) position was established to facilitate the mastery of collegiate-level English language skills among

students for whom English is not their primary language. In June 2015 TAC began administering freshmen and transfer student writing and math testing for accurate course placement.

Brightspace, a new Learning Management System (LMS), was implemented in 2014 with extensive and ongoing training and support offered to faculty and students.

The Center for Instructional Design and Educational Technology (CIDET) replaced the Course Design department, which previously had worked only with online programs. CIDET collaborates and fosters teaching excellence with technology for both online and on-campus programs and faculty. CIDET's operation is discussed more fully in relation to Standard 7.

New Institutional Learning Outcomes were implemented into the curriculum in 2015-16, and a new Core Curriculum explicitly aligned with the Outcomes and that is compatible with the online program will commence with the 2017-18-freshman class. Both are listed in the ASE section of this report, #5 Use of Assessment Results.

The annual Faculty Development Conference, formerly a teaching and learning symposium for online faculty, became campus-wide to include on-campus faculty in 2014.

Support for Community-Based Learning (service learning) has expanded to online courses. The Carnegie Foundation awarded the College's commitment to community service.

Information literacy and fluency has been introduced in all core English classes, and a growing number of online and on-campus courses have embedded librarians into syllabi.

An interdisciplinary Leadership and Community Engagement minor course of study has been created for on-campus students, while the proposed MFA joint-program affiliated with the Maine Media College was taken out of consideration.

Teacher Education (online and on-campus) is the first program to fully implement e-Portfolio assessment in all its classes.

Saint Joseph's College has a Confidentiality Policy that addresses verification of student identification. The College has a secure sign-on and strong username and password configuration that is used each time a student logs-in to complete online work. Each student receives a dedicated SJC email account at the time of first enrollment, and this is the sole email account used for all College communications. For student verification and public safety, before entering a clinical site, undergraduate and graduate nursing students must provide a certified background check, documented health history, and photo ID badge with driver's license match. SJC also has a contract with Turnitin to allow students and faculty to check for plagiarism (<http://catalog.sjcme.edu/content.php?catoid=27&navoid=826>)

Saint Joseph's College, a member the National Alliance of Concurrent Enrollment Partnerships (NACEP) and the New England Chapter (NEACEP), participates in a number of concurrent enrollment programs. As part of the Early Scholars Program (ESP), the College partners with six secondary schools.

The College established an Office of Study Away in fall 2014, which has contributed towards marked increases in student participation, especially in semester programs, with anticipation of continued growth. In addition to the College's partnership with Study Abroad agencies, there are numerous SJC faculty led study away or abroad programs.

<b>Type of Study Away Experience</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17 anticipated</b>
Full Semester Away (Fall, Spring, or Summer)	1	10	11	44
1-2 Week On Site Hybrid or Immersion Courses.	8	26	12	24
1-2 Week International Community Based Learning Experiences	42	46	52	55
<b>Total</b>	<b>51</b>	<b>82</b>	<b>75</b>	<b>123</b>

### ***Ongoing Planning and Evaluation***

Saint Joseph's College plans several areas of focus over the next five years, including the assessment of new initiatives mentioned above. Key areas of review and reform are identifying and engaging in programmatic growth in line with the College's Strategic Plan, especially Strategic Initiative 4—Developing a 21<sup>st</sup> Century Education Program. In fall 2015 the College initiated an eight-year projection of major and minor growth to meet enrollment and program goals. Major programs have begun revisions to allow greater flexibility and, where possible, a reduction in overall credit number requirements. Academic plans will be developed for the College Online programs, as well. Note that any data for online is currently best understood primarily through numbers of enrollments (seats filled), as opposed to number of students (headcounts). Discussions are currently underway to develop metrics that include completion rates and time-to-degree completion rates. Newly emerging plans that are aimed at meeting the strategic objective to consistently enroll 3000 students in online graduate programs will include metrics for annual growth projections that are now simply estimated at approximately 3.5% across the board for the coming year. Plans for growing enrollments include the development of new programs that draw from a strong foundation of existing online and campus faculty and program content and the pursuit of additional accreditations, such as ACBSP, that will provide increased visibility and competitive advantage.

Related to Strategic Initiative 2—Strengthening the Faculty and Staff Community, a new administrative structure is planned that will combine departments into larger areas, beginning in fall 2015 with the convergence of individual science departments into a unified Sciences Department. The College intends to enter into more dual enrollment programs in accordance with our policy on Concurrent Enrollments (see example in appendix) with area high schools, adding to the list of current partnerships.

- Bridgton Academy
- Maranacook HS
- Biddeford HS
- Windham HS

- Portland HS

The College also is developing new and strengthening existing articulation agreements with community colleges, expanding co-curricular programs, preparing for discipline-specific accreditation visits, and incorporating e-Portfolio across more majors. With a new Webmaster and redesigned website with embedded links to the catalog, the college has published all program outcomes in the catalog.

## **Standard 5 – Students**

*Consistent with its mission, the institution sets and achieves realistic goals to enroll students who are broadly representative of the population the institution wishes to serve. The institution addresses its own goals for the achievement of diversity among its students and provides a safe environment that fosters the intellectual and personal development of its students. It endeavors to ensure the success of its students, offering the resources and services that provide them the opportunity to achieve the goals of their educational program as specified in institutional publications. The institution's interactions with students and prospective students are characterized by integrity.*

### **Overview**

Saint Joseph's College supports students' academic success. Collegial suggestions emerging from the 2011 Self-Study include ongoing work related to admissions, community building, and academic, financial, and social support of on-campus and online students.

### **Appraisal**

#### **Admissions and Academics**

The College has taken steps in 2015 toward the strategic initiatives to “expand geographical profile of entering class” and “recruit and enroll qualified transfer students”: hiring additional admissions counselors and creating two new Associate Director positions for Transfer Admissions and for Partnerships.

A number of academic programs and policies have been enhanced or implemented to address the academic needs of students.

- The mandatory First Year Experience (FYE) program started in fall 2011 added a Peer Mentoring component in 2014, matching a peer mentor with each FYE section.
- Smarthinking, an online 24/7 academic tutoring service used by online students, was made available to on-campus students in fall 2105 as a supplement to on-campus tutoring services.
- In 2015, The Academic Center added a staff position with the dual role of English Language Learner Coordinator (ELL) and Online Accommodations Coordinator.
- Career Development Office directs the Connections Program, which offers \$2,000 stipend per student for academic or career pursuits. The office also acquired a data management system, Outcomes Survey, to manage the tracking of internship placements, alumni, and companies and organizations where students are placed.

## **Student Life and Services**

The needs of students continue to play an important role at SJC in the areas of dining, residence life, career development, counseling services, athletics, student government and financial aid.

- In fall 2013, the College brought the food-service operation in-house. Pearson's Food Service, purchasing more foods locally and grown on Pearson's farm, offers the College community healthy nutritional choices.
- In summer 2015, the Career Development Office moved to Mercy Hall, a central location, to increase visibility and encourage drop-in visits. The Offices of Campus Life, Student Activities, and Campus Ministry moved to Heffernan Hall as a first step in creating a new Student Center. The Wellehan Library has diversified into a Learning Commons, providing students with quiet study, meeting rooms, tutorial sessions, a One Button Studio (video), and assistance with technology use in courses.
- The Counseling Center added a new counseling staff position in Fall 2015.
- Approximately fifty students participate in student government.
- As of fall 2015, 320 student athletes participate in nineteen varsity sports and one junior varsity team competing in the NCAA Division III. Faculty, academic support and athletic staff regularly communicate schedules and academic needs of student athletes.
- The College's website now offers prospective students two financial calculators: NETPRICE Calculator, which calculates student costs and SCHOLARSHIP Calculator, which helps first time freshman determine eligibility for merit scholarships.
- Saint Joseph's College partners with SALT, a non-profit organization that has developed a free educational program to help its students manage their money and student loans.
- SJC developed a "MyAid" personal web portal where prospective and current students view application status, documents received, and student loan history.

## **Advising**

A number of online and on-campus advising initiatives have begun to address ways to fortify academic support and increase student retention and persistence.

- The Online College standardized training of advisors in spring 2014 and includes regular meetings with Program Directors, technology education, and advising protocols.
- Nursing programs, since fall 2015, create individualized study plans for each nursing student.
- In fall 2015, Academic advisors for online students began the practice of sending advising syllabus to students in their caseloads, which includes contact information, office hours, advisor and advisee roles and responsibilities, policy notes, reminders, and important dates.
- A college-wide Task Force on Advising met in 2014-15 to study advising best practices and began implementing their recommendations in spring 2016.

## ***Ongoing Planning and Evaluation***

Saint Joseph's College continues to focus on a number of specific challenges in student support that were identified in the 2011 Self-Study: tracking retention and student persistence statistics (addressed in the Reflective Essay); assessing the impact of the First Year Experience and its



Peer Mentoring Program; monitoring enrollments in online programs; addressing alcohol and substance abuse on the Sebago campus.

Strategic Initiative 1—Stewarding Our Enrollment addresses retention and graduation rates. In 2014, the College hired its first Senior Director for Student Success Initiatives, Lynn Brown, who is charged with addressing student persistence, especially among at-risk students, by using predictive analytics to inform recruitment and retention efforts. Ms. Brown formed a task force to evaluate all College departments and devised a Student Persistence Plan.

The First Year Experience program with a peer-mentoring component is in the process of collecting data on the impact the program has on retention. The hope for the Peer Mentor Program, currently finishing up its second year, is that personal connections to mentors by students will help with student persistence and academic success.

The Division of Campus Life currently includes the departments of Residence Life, Campus Safety, Health and Wellness, Counseling Center, Student Activities, Campus Ministry, and Student Government. The Division of Campus Life, under the leadership of the Dean of Campus Life, also coordinates the student conduct process, non-academic grievances, and the campus response to Title IX reports.

In addition to continuing to provide and assess a vibrant and diverse campus experience for students, the Division of Campus Life has engaged in the following endeavors:

- Advocated for and provided a plan to address the physical, emotional, and spiritual needs of students in the organizational structures of Campus Ministry, Student Activities, and Campus Recreation. Results include hiring an additional full-time, licensed, counseling clinician, as well as new staff in Health & Wellness, Student Activities, and Residence Life;
- Building community coalitions and coordinating emergency response plans with various campus departments and the local fire, police, and rescue departments. This includes the campus response to hazardous materials and situations in and out of the classroom;
- Revising student handbook information and modifying policies and processes in line with national standards and best practices;
- Reintegrating the local community food pantry, Catherine's Cupboard, into the Division of Campus Life to educate students on social justice and to encourage civic engagement.

## **Standard 6 – Teaching, Learning and Scholarship**

*The institution supports teaching and learning through a well-qualified faculty and academic staff, who, in structures and processes appropriate to the institution, collectively ensure the quality of instruction and support for student learning. Scholarship, research, and creative activities receive support appropriate to the institution's mission. The institution's faculty has primary responsibility for advancing the institution's academic purposes through teaching, learning, and scholarship.*

### ***Overview***

Saint Joseph's College continues to address faculty qualifications, duties, pedagogical and research incentives, and quantitative data. The Faculty Senate, as well as Standing and Ad Hoc Committees, review, evaluate, revise, and initiate programs, policies, and practices to support and improve teaching, learning, and scholarship.

### ***Appraisal***

#### **Faculty Qualifications, Hiring and Duties**

- The College has hiring policies on non-discrimination, affirmative action, and job postings. As an EEO employer, employment decisions are based on merit, qualifications, and abilities.
- SJC's faculty members participate in and lead recruitment efforts for other faculty members and participate in search efforts for individuals seeking administrative roles.
- Compensation programs for full-time faculty, enhanced in 2013, are ongoing with a new annual merit pay increase program begun in 2014-15.
- Individual departments and administration determine faculty assignments equitably.
- Sebago Lake Faculty works collaboratively with members of The Academic Center (TAC) to help support the academic needs of students.

#### **Recognition of Faculty/Incentives**

Members of the faculty are expected to review their student evaluations, as well as monitor progress toward meeting their personal and professional goals of teaching, keeping current in their fields, scholarship, and service to the College.

- Professional development opportunities are provided to full-time faculty through grant money for training, research, conferences, presentations, and pedagogical innovations.
- The College Online offers workshops and webinars to distance faculty on issues related to effective practices in online teaching.
- Faculty members are expected to demonstrate scholarship and participate in activities related to their faculty status, rank, and discipline.
- An annual teaching, learning, and best practices conference, initially created to support online faculty has expanded to include all faculty.
- Online faculty receives support for teaching effectiveness from the full college community, especially through their work with CIDET, the library, and Program Directors.
- Faculty may exercise academic freedom in the classroom and in their research, publications, speeches, and writings, with expectations on limitations of academic freedom outlined in the Faculty Handbook.

#### **Qualitative Data on Faculty**

The student/faculty ratio for the Sebago Lake programs is 14:1, and online college is 10:1. Data on faculty did not include online faculty until 2015, hence the jump in part-time faculty from 2012 to 2015 as indicated in the data table below. Additional data is provided in the Standard 6 Interim Report Form.

	2012	2015	2016
<b>FULL-TIME</b>	67	69	67
<b>Professors</b>	9	11	10
<b>Associate Profs</b>	22	20	16
<b>Assistant Profs</b>	29	29	32
<b>Instructors</b>	7	7	7
<b>Other</b>	0	2	2
<b>Appointed (New FT faculty)</b>	4	7	6
<b>Tenured and Tenure-Eligible</b>	37	31	32
<b>Departing</b>	5	4	2
<b>Retiring</b>	2	3	2
<b>PART-TIME</b>	81	186	196
<b>Appointed (New PT faculty)</b>	0	15	30

Data from 2013 to 2017 were compared to data from the 2011 Self-Study, showing far more part-time faculty in the 2013-17 report because online faculty were included, so this report will serve as a baseline for future comparisons. Regarding full-time faculty, the total numbers were slightly higher in 2013-17 with the greatest increase seen in the “Professor” category and a small decrease in the “Associate Professor” category. The other categories of data were similar between the past five years and the recent five years.

### ***Ongoing Planning and Evaluation***

A number of ongoing initiatives support faculty and staff, including advising and course-related initiatives, compensation, and faculty composition and review.

### **Advising and course-related initiatives**

Findings and research on best practices of advising resulted in a series of recommendations for the College, including advising training sessions for faculty and staff and the creation of advising handbooks for advisors and students in fall 2016. The College promoted course leveling guidelines and adopted new Institutional Learning Outcomes for 2016 and a new Core Curriculum for 2017.

### **Compensation**

The College has made progress towards equitable salary adjustments since 2013 for increases based on the market, cost of living, merit, and compression. Human Resources participates in the annual salary and benefits survey administered by the College and University Professional Association for Human Resources and purchases the data to compare Saint Joseph’s College’s salaries to similar higher education institutions. In 2014-15, the College initiated a merit award program for the full-time Sebago Lake faculty, and in FY16, the Online College improved the compensation structure for adjunct online faculty.

### **Faculty Composition**

The number of tenured and tenure eligible positions has decreased since 2012; however, with new faculty hires for fall 2016, the percentage shows a one-year increase. Finally, data not

included in this report, but addressed in the 2011 Self Study, are the number of full-time faculty in each category by gender, salary, highest degree earned, teaching load, and department.

The Faculty Senate is addressing the topic of a formalized process of faculty evaluation and has formed an ad-hock committee composed of tenured and non-tenure eligible faculty to develop a proposal for periodic review of all faculty to present to the Senate in 2016.

## **Standard 7—Institutional Resources**

*The institution has sufficient human, financial, information, physical, and technological resources and capacity to support its mission. Through periodic evaluation, the institution demonstrates that its resources are sufficient to sustain the quality of its educational program and to support institutional improvement now and in the foreseeable future. The institution demonstrates, through verifiable internal and external evidence, its financial capacity to graduate its entering class. The institution administers its resources in an ethical manner and assures effective systems of enterprise risk management, regulatory compliance, internal controls, and contingency management.*

### **Human Resources**

#### ***Overview***

The Human Resources (HR) department, now overseen by the AVP and Chief Human Resource Officer (CHRO), has been restructured to include a full-time HR Representative in addition to an HRIS Analyst, Assistant HR Director, and a Director of Human Resources. The CHRO position is focused to align HR planning with the strategic plan, and the CHRO serves as Co-Chair of the College Environment Committee for the Board of Trustees. The addition of the HR Representative position allows a focus on the recruitment and hiring processes, such as hiring for fit and coordinating the student employment process. The Director of HR manages daily operations and handles employee relations and management coaching. The Assistant HR Director administers the compensation and benefits programs, and the HRIS Analyst manages the HR database system and performs data extraction for HR reporting purposes.

#### ***Appraisal***

The Human Resource (HR) Department was assessed and determined to be in compliance with the new requirements in the Institutional Resources standard.

In 2014, HR migrated two data systems (Payroll and HRIS) into one system to maximize efficiency by eliminating duplications and to automate several manual HR processes, such as timesheet entry. In 2016, HR implemented HR Metrics for quarterly reporting and comparison purposes. HR now collects, monitors, and reports data related to staffing, compensation and benefits, performance management, and HR projects. Additionally, HR now has access to the CUPA-HR Data on Demand system to assess SJC's compensation structure in comparison to the ten peer institutions identified in the Strategic plan.

### ***Ongoing Planning and Evaluation***

Human Resources drafted an HR Divisional Strategic Plan that is directly aligned with the Strategic Plan, especially Initiative 6—SJC will be recognized as a Best Place to Work.” In 2016, the College participated in the survey sponsored by the Chronicle of Higher Education in partnership with ModernThink, demonstrating a high level of engagement with a 64% participation rate as compared to the average of 40%. Strategic Plan Initiative 2—Strengthening the Faculty and Community is the focus of HR’s work, and since the 2011 Self-Study, the College has demonstrated its commitment to a well-informed human resources department and will continue to assess its progress.

### **Financial Resources**

#### ***Overview***

The finance office was assessed and determined to be in compliance with the new requirements in the Institutional Resources standard. A number of changes have been implemented in the management of financial resources since the 2011 Self-Study. The ASE section of this report provides a description of how financial planning is linked to the *Sustaining the Promise* Strategic Plan. A link to most recent auditor’s management letter and audited financial statements (2015) can be found in the appendix.

#### ***Appraisal***

The following key areas have been enhanced since 2011: finance committees, financial planning, financial integrity and risk management, fundraising, and policies and procedures.

- In 2014, the Budget Advisory Committee was created to advise the Senior Leadership Team in the construction of the annual planning budget and the annual update of the ten-year planning budget. In 2016 the Audit Committee was formed to assume responsibility for the College’s risk management system and institutional effectiveness assessment system. The Finance Committee and its duties are consistent with the 2011 Self-Study.
- Regarding financial planning, the College continues to be tuition dependent, with student revenues accounting for 93% of available operating resources; however, the enrollment of students in the Online College diversify the student “customer” base and thus mitigate the risks associated with this revenue structure.
- Pertaining to integrity and risk management, a position control system was launched in 2016. The Administration reports budget variance and fiscal year forecasts to the Board of Trustees quarterly. Internal controls to protect assets from fraud, waste, or abuse are adequate and subject to continuous improvement activities.
- The College directs all fundraising towards the fulfillment of priority needs, and the Office of Institutional Advancement (IA) operates with published policies regarding gifts of all types. In August 2015, IA completed the Institutional Advancement Donor Relations and Stewardship Plan, a comprehensive document that covers gift acceptance policies, gift management and acknowledgement, donor recognition, and gift reporting and stewardship. This plan was developed with strict adherence to the *CASE Reporting Standards & Management Guidelines*, 4<sup>th</sup> Edition.

- The College maintains various policies and procedures affecting material financial assets and transactions, and compiling these for central reference would enhance compliance. Areas for further development and definition involve purchasing, including travel; debt management; space assignment and utilization; and compensation practices.

The Interim Report Forms for Standard 9—Financial Resources reflect the trends that have characterized the College’s recent financial history and, in some ways, of our segment of the higher education landscape—student revenue dependent, smaller colleges.

Over the past five years our revenue from tuition and fees has bounced around a bit, but with a general upward trend line. The summary reporting required by the form does not, however, reveal the greater complexity and opportunity that results from the fact that the College generates tuition and fees from two different programs: the campus-based undergraduate program and the online undergraduate and graduate programs. These two programs generate revenue independently of each other and, to some extent, insulate the College from enrollment volatility in one or the other segment.

Furthermore, the FY 16 numbers reflect the Board-approved budget, and the most recent year-end forecast points toward an almost \$1.4 million positive variance for total student income, more than offsetting a forecast negative expense variance of \$869,100.

The Board-approved FY 17 budget likely has under-projected the student revenue significantly due to too conservative assumptions about the number of students enrolled in spring 2016 who would return for fall 2017. Using the FY 16 forecast and our current understanding of the FY 17 student revenue, we see a generally flat student revenue line over the past three years at the same time as we see a 4.5% increase in the discount rate for the campus-based program. For this same period, the total revenue trend line looks very similar, with non-student revenue growing only slightly over the three-year period.

These three—net student revenue, the discount rate, and total revenue—are all closely watched on an annual and quarterly basis, and each is addressed in the Strategic Plan and, in the cases of Student Revenue and the Discount Rate, are among the College’s KPIs.

### ***Ongoing Evaluation and Planning***

As described in the ASE section of this report, with the adoption of the Strategic Plan, the College developed a ten-year budget forecast (updated annually) aimed at increasing the level of financial stability. The first five years are used for planning purposes, and the subsequent five years are referenced to gauge long-term consequences of anticipated strategic objectives. The ten-year planning budget is integrated fully with *Sustaining the Promise*, Strategic Initiative 3—Enhancing and Diversifying Our Revenue Stream, with the goal of reducing discount rates by 2024 and providing a significant source of revenue through the IA Office, the College Events and Conference Office, and partnership with Mission-Aligned Businesses.

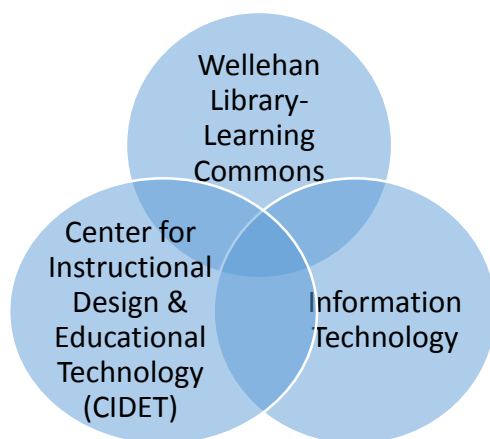
Over the next five years, the College expects to see revenue growth from the College's online programs, although not at the rate that that revenue grew from 2008 through 2013. We expect to see modest growth in the campus revenue due to a combination of modest improvements in new student enrollment and improved retention (as appears to be the case from FY16 to FY17). The discount rate, which is targeted in the strategic plan for a reduction to 48%, likely will be flat for the next three years, with the expectation of improvements in this area in FY20, when extra-regional recruitment tactics have matured.

Over the same five-year period, Saint Joseph's College expects to see significant increases in non-student revenue in the areas of gifts and contracts and, especially, in revenue generated by the new Mission-Aligned Businesses. As work continues with the development of these clusters, their business models will reflect the revenue expectations we have for them.

### **Instructional Design and Education, Library and Information Technology Resources**

#### ***Overview***

In 2014, the CLO enacted a new, more distributive approach to the ongoing development and provision of technology resources and services. A significant change since the 2011 Self-Study, the alignment of resources and goals increases the effectiveness of efforts to ensure student success through increased collaboration among separate but related functions. While the Information Technology (IT) Department maintains responsibility for the College's technology infrastructure, the Center for Instructional Design and Educational Technology (CIDET) and the Wellehan Library-Learning Commons share responsibility for educational technology, that is, the resources, training, and support needed to enhance educational experiences. CIDET supports faculty, and the library supports students. The library staffs a Help Desk for students' questions pertaining to the use of Brightspace, e-Portfolio, Microsoft Office, Turnitin, Smarthinking, etc.



#### ***Appraisal***

The Wellehan Library-Learning Commons is a student-centered, full-service, learning, research and project space that brings together three major components: (1) modern library resources and services; (2) educational technology support for students; (3) tutoring in the form of a satellite Writing Center and support in the use of Smarthinking.

The Wellehan Library-Learning Commons continues to build its print and online collections. Through purchase-on-demand (via Kindle) and interlibrary loan services, the library provides ready access to resources not owned or licensed. Collaborations with faculty to facilitate students' development of information literacy skills are on-going and growing, especially through the "embedded" librarian into several course syllabi.

In the past two years, the College has made significant enhancements and upgrades that have contributed to the evolution of the library to the learning commons model. In 2015 an interim facility was constructed on the lower level of the Heffernan Center to house the Wellehan Library-Learning Commons. This well-designed space includes a quiet study room, collaborative study and technology rich rooms and areas, and a small video production studio. In advance of the move, the library, in collaboration with faculty, undertook a thorough review and weeding of the entire circulating and reference collections to remove books in poor condition or out-of-date.

In 2014, the CLO tasked the Online College's Course Design and Delivery department to envision a new approach to support faculty in all course modalities. The Center for Instructional Design and Educational Technology (CIDET) was formed to establish a change in scope, vision, and purpose. CIDET is a faculty-supporting, instructional design unit that focuses on creating powerful teaching and learning environments through technology-rich courses.

Saint Joseph's College added a new position in 2016: Associate Vice President and Chief Information Officer (CIO), who is committed to manage successfully complex information technology resources, secure financial support for campus technology needs, and develop internal and external partnerships to enhance information systems as they support the College's teaching, learning, scholarship, and operating objectives. As a member of the President's Senior Leadership Team, the CIO will engage and advise colleagues on the strategic direction for IT as it complements or directly impacts the College's academic, student, and business strategies. The need for this position was supported by the 2015 recommendations of an outside consultant who assessed overall technology use and needs at the College.

Since 2011, IT has been instrumental in the following endeavors: refreshing and updating classroom technology; deploying a new accounting system for financial tracking; investing in a new hospitality ERP; implementing a new Learning Management System (LMS) and Student Information System (SIS); offering an electronic transcript service to graduates.

### ***Ongoing Evaluation and Planning***

The library provides an annual report with data on the use of library resources and services and the provision of information literacy instruction. The report also reviews the previous year's goals and establishes new ones, and all goals are tied to the Mission and Core Values. The librarians seek feedback from faculty on resources, services, and information; the library apprises the faculty of new resources available.



Since 2014, CIDET has made modest but significant inroads in working with the Sebago Lake campus faculty on greater utilization of the Brightspace LMS overall and, specifically, on course enhancements; furthermore, in 2016 CIDET offered incentives for on-campus faculty to enroll in Quality Matters workshops. CIDET keeps data on technology use, and together with online Program Directors, reviews courses annually to keep them up to date. Finally, under the direction of the CLO, the Library-Learning Commons and CIDET are working on plans for greater integration of services towards student and faculty support

Information Technology (IT) works closely with all sectors of the College to deliver high quality technology functions. The CIO will review overall needs with a view to streamline practices through strategic use of hardware and software across campus. Integral to this process is working with all academic departments, CIDET, and the Wellehan Library to insure that teaching and learning technology is up-to-date. There are two areas with timely need: 1) enhancements to the interface between the Brightspace LMS and Campus Café SIS and 2) greater and more accurate reporting capability for enrollments and retention in the Online College.

## **Physical Resources**

### ***Overview***

The College actively has been investing in the students' learning environment. Keeping in mind environmental concerns of the present and future SJC community, the College has strived to lower the carbon footprint and promote sustainability. Towards this end, in October 2012 President Dlugos signed the American College and University Climate Commitment (ACUPCC), and in March 2016 the Board of Trustees endorsed the College's Climate Action and Sustainability Plan that subsequently was submitted to the ACUPCC, now operating under the name, "Second Nature" (<http://reporting.secondnature.org/cap/1315/>).

### ***Appraisal***

The Strategic Plan's Initiative 5—Stewarding Our Campus Environment provides a vital planning component for many of the College's enterprises, and in spring 2015, the College introduced a Campus Enhancement Plan that includes many campus improvements and new ventures, such as developing the lakefront and farm for internal and external use through landscaping and building projects.

Ambitious renovations and additions to current facilities have been taking place since the 2011 Self-Study. Notable projects either completed or underway include the following: renovating and adding science labs; installing a turf field; moving the Offices of the Registrar, Financial Aid, and the Treasure together to a central location (Enrollment Services); moving indoor student gathering spaces to one primary location; creating a Hall of Fame meeting room to honor past athletes; creating new recreational student spaces, such as an outdoor fire pit with seating and a basketball court; replacing indoor and outdoor lighting with LED lights; relocating the Wellehan Library and adding new technologies and ergonomic furniture to enhance student collaboration; constructing a new Teacher Education Curriculum Lab; renovating the dining hall for better

traffic flow through strategically placed food stations; installing single-stream recycling bins throughout the campus and composting through dining services.

### ***Ongoing Evaluation & Planning***

The *Sustaining the Promise* Strategic Plan includes a number of objectives aimed at “Stewarding Our Campus Environment” well into the future, many that are part of the Campus Enhancement Plan. Plans address increasing and enhancing nursing labs as well as expanding the following: athletic venues, the Sebago Lake frontage, Pearson’s Farm, and student gathering spaces/commons. Additional plans involve ensuring the appropriate utility and technology infrastructure, replacing classroom furniture for flexible learning environments, adding and updating student residential options, and adding faculty and staff office space. Other objectives that impact the College’s physical resources involve creating, renovating, and maintaining venues that support SJC’s efforts to enhance and diversify its revenue stream through Mission Aligned Businesses and “other than degree” offerings that take advantage of SJC’s natural and facility resources for a more diversified learner population (see Strategic Initiatives 3, 5 and 6)

## **Standard 8 – Educational Effectiveness**

*The institution demonstrates its effectiveness by ensuring satisfactory levels of student achievement on mission-appropriate student outcomes. Based on verifiable information, the institution understands what its students have gained as a result of their education and has useful evidence about the success of its recent graduates. This information is used for planning and improvement, resource allocation, and to inform the public about the institution. Student achievement is at a level appropriate for the degree awarded.*

### ***Overview***

Saint Joseph’s College faculty and staff have been addressing student achievement in an intentional, systematic, and institutional manner, focusing since 2014 on institutional and departmental learning outcomes and measures of the success of current students and graduates.

### ***Appraisal***

- As described in the Academic Program section of the report, the Faculty Senate approved a new set of five Institutional Learning Outcomes and a new Core Curriculum true to the College’s mission to provide a liberal arts education and solid career preparation.
- The Educational Standards Committee recommended appropriate course leveling (2015).
- Freshmen and transfer student writing and math testing was administered for accurate on-campus course placement.
- A Student Persistence Plan involving all departments began implementation in fall 2015.
- The Academic Center (TAC) identifies at-risk students through an Early Detection program. TAC offers academic probation counseling, tutorial services, ADA accommodations, and ELL services, and TAC administers freshmen and transfer placement testing, servicing 900-1000 students (includes students accessing multiple services).
- The Career Development Office’s active outreach to alumni has resulted in a number of panel career discussions. Further, alumni work is highlighted on SJC’s website as well as in publications for the public (<https://www.sjcme.edu/about-us/alumni/>).

- SJC was awarded the Carnegie Classification for community engagement, and community-based learning is an integral part of the College's culture.

### ***Ongoing Planning and Evaluation***

Assessing student learning and monitoring student persistence will continue to remain a crucial focus at the College. The persistence plan for the Sebago Lake programs includes a multi-pronged approach involving financial aid, technology, student life, academic programs, and career development. A number of goals with timelines have been identified for each area to help support student persistence. The First Year Experience (FYE) program, entering its third year in fall 2016, will begin to analyze the qualitative impact of peer mentors. Annual Program Reviews include self-assessment protocols and external reviews. Finally, Career Development will use a new data management system, Gradleaders Outcomes Survey, to track graduates' job placements and continued education. Further, the Gradleaders platform includes the Alumni Mentor module that allows users to connect current students more efficiently with alumni in their fields for career information, tips on success, resume review, and internship and job placement.

## **Standard 9—Integrity, Transparency and Public Disclosure**

*The institution subscribes to and advocates high ethical standards in the management of its affairs and in its dealings with students, prospective students, faculty, staff, its governing board, external agencies and organizations, and the general public. Through its policies and practices, the institution endeavors to exemplify the values it articulates in its mission and related statements. In presenting the institution to students, prospective students, and other members of the public, the institutional website provides information that is complete, accurate, timely, readily accessible, clear, and sufficient for intended audiences to make informed decisions about the institution.*

### ***Overview***

Integrity is one of the College's Core Values; transparency is a vital element of shared governance; public disclosure fosters both integrity and transparency in ensuring accurate and accessible information about the institution. The policies, processes, and procedures that have been in place since the 2011 Self Study remain intact, with significant efforts made since then to foster open, honest, communication.

### ***Appraisal***

#### **Open Communication**

The academic administration has engaged in creating forums that include the following: two all-faculty meetings before and after each academic year devoted to themes set by administration; four general faculty meetings during the year to address questions, answers, and topical discussions generated by faculty; meetings of specific interest to tenured, tenure eligible, and non-tenure eligible faculty; monthly meetings of the Dean of Undergraduate Studies with Department Chairs and Program Directors; and periodic meetings during the year between the

Dean and individual departments and their Chairs. Further, the President holds periodic town hall meetings for all staff on a variety of topics pertinent to the campus-wide community, and the President meets monthly with the Management Council comprised of directors of all major sectors of the College to collaborate and disseminate information.

### **Public Discourse**

The Marketing and Communications Department is responsible for communications, publications, and marketing activities, and works closely with other administrative, academic, and athletic offices to produce the College's main sources for information: the website, catalogs, student handbooks, and magazine. In 2014, the College integrated online and on-campus marketing and communication under one department. Significant changes include a new SJC website launched in 2015 that merged into one and strengthened formerly separated on-campus, online, and password protected community portal sites.

### **Academic Honesty**

A comprehensive Copyright policy is posted on the Saint Joseph's College website, and the Director of Library Services communicates this information during the fall semester of each year to campus students. The Library and CIDET frequently provide web-based workshops to online students and faculty throughout the year. The College subscribes to Turnitin, and CIDET has developed an integrated set-up in Brightspace for its use.

### **Diversity**

The College embraces diversity and adheres to non-discriminatory policies in recruitment, admissions, employment, evaluation, disciplinary action, and advancement. In 2014 the College invited faculty, staff, and students to participate in Safe Zone training to foster respect and awareness of one's gender and sexual identity. In 2016, The Academic Center (TAC) began collaborating with Catholic Charities of Portland to support ELL students and students from underserved populations.

### ***Ongoing Evaluation and Planning***

Saint Joseph's College practices transparency, integrity, and public disclosure in its operations and hiring practices. These values are reflected particularly in certain portions of *Sustaining the Promise* Strategic Plan. Strategic Initiative 7—Institutionalizing our Commitment to Excellence ensures that the College's Mission is an integral part of planning and self-evaluation efforts. Strategic Initiative 2—Strengthening the Faculty and Staff Community, equips, recognizes, and rewards faculty and staff for adhering to effective and honest work practices, and this Initiative also makes certain that the various College constituencies and stakeholders possess adequate voice and a share in decision making. Further, the College will continue communication practices to ensure transparency and robust public discourse among the community, such as open forums, general meetings, and dissemination of materials through various media.

## Reflective Essay on Assessment, Retention, Student Success

As the mission statement claims, Saint Joseph's College is a place "that nurtures intellectual, spiritual, and social growth in students of all ages and all faiths within a value-centered environment." *Sustaining the Promise* highlights the committed focus on students and their successes in their educational pursuits and beyond graduation in their chosen fields of employment or graduate study. A number of the Goals and Strategic Initiatives directly speak to the assessment of student learning outcomes. These include being an exemplary, twenty-first century, Catholic, liberal arts college in the Mercy tradition; being comprised of a diverse, multi-generational learning community; evidencing a highly evolved learning community; and becoming recognized as a respected learning destination (See Strategic Initiatives: #1—Stewarding Our Enrollment; #5—Developing a 21<sup>st</sup> Century Educational Program; #7—Institutionalizing Our Commitment to Excellence).

Saint Joseph's College's Mission and Core Values are universal to Sebago Lake Campus and the College Online students. From the 2011 Self-Study, the College recognized that the Institutional Learning Outcomes were focused on the needs of the on-campus students primarily; therefore, the College Online, known at the time as the Division of Professional and Graduate Studies (GPS), created a separate set of "Divisional Outcomes." In 2015 the Faculty Senate approved college-wide Institutional Learning Outcomes to be implemented in 2017

In his 2013 report to the Commission, President Dlugos noted that GPS became the College Online, a parallel structure to the 4-Year College, with shared goals and interests, but with differences, too, among them the very diverse make-up of the undergraduate and graduate online student body and how online programs are delivered. While traditional age students largely comprise the campus programs, older and often working adults enroll in distance-learning education, with median ages in the forties. Further, the student populations vary among programs, requiring sensitivity to the unique needs of each. It is necessary to take into account program delivery methods and student demographics in evaluating educational effectiveness through the assessment of academic programs, retention, and student success.

Driven by the new *Sustaining the Promise* Strategic Plan, the College has set numerous goals to address improving students' academic experiences and their success rates. Assessment of these endeavors is ongoing, with increasing emphasis on identifying assessment methods early in the planning stages. Since the 2011 Self Study, the College has been addressing many related areas in various stages. Below are listed five pertinent initiatives completed, underway, or planned.

### **1. Course and Program Evaluations**

#### **Capstone and course evaluations**

In 2014, departments evaluated their capstone courses, specifically assessing learning outcomes. Programs with capstone courses are Communications, Education, English, Environmental Science, Exercise Science, History, Nursing, Philosophy, Psychology, Sociology, Criminal Justice, and Theology. As all online courses adhere to Quality Matters Standards, course

assessment is ongoing. Two departments have begun the capstone process early in a students' academic program, with Fine Arts offering a weekly colloquium to majors starting freshmen year that culminates in the senior capstone, and in 2016-17, Biology will begin the capstone research in spring semester of junior year culminating in a senior research project the following year.

The capstone learning outcomes are addressed using rubrics and student feedback, and students are evaluated against the established standards for each program. The results are employed to improve course content and student experience and to market respective programs to new students. Based on the findings, programs have changed their capstone courses in various ways, such as developing opportunities for more research projects among students, increasing student interaction, and extending the capstone experience over more than one semester. For example, the Sciences Department, in order to prepare students better for their capstone research projects, is adding two new labs in fall 2016, and in fiscal year 2016, the Sciences received a substantial increase in funding to equip current and future labs to enhance research capabilities of faculty members and students. In departments other than the Sciences, many senior capstone courses have research components, and seniors are provided the opportunity to present their research every spring to the college community at a Research Fair. The number of presenters has grown over the past few years as more students have chosen to participate.

<b>2015 ~ Selected student research project presentations</b>	
<b>Biology</b>	
Amanda N. Villineau	The Inhibition of Chemoreception of <i>Dardanus venosus</i> in a Reduced pH Environment
Dejan Varagić	The Transmission and Disinfection of <i>Staphylococcus epidermidis</i> in Optometry Clinics
Faisal Abdillahi	Effects of Bisphenol-A (BPA) on Leopard Frog Development
Heather Eaton	Efficacy of Ivermectin against <i>Trichostrongylus colubriformis</i> in Katahdin and Southdown Sheep at Pearson's Town Farm
Nicole Poirier	The Effects of Sucralose on <i>Rana pipiens</i> Embryos and <i>Artemia</i>
<b>Natural Science</b>	
Yu Ping Hu	FT-IR and Raman Spectroscopic Studies of Ferric Sulfates at Different Relative Humidities and Temperatures
<b>Psychology</b>	
Brittany Roy	Exploring Gender Bias in the Work Place
Caitlyn Thompson	An Examination of Anxiety with Undergraduate College Students

Chantel Cote	Gender Differences: Body Satisfaction, Body Surveillance, and Self-Objectification with Undergraduate College Students
Kelly Carter	Omission and Commission in Moral Situations
McKenzie Cathcart	An Examination of Intimate Partner Aggression with College Students
Meghan Bradley	Relationship between Musical Training and Academic Achievement with College Student

<b>Sociology</b>	
Paige Topazio	Experiences of Being Adopted
Shannon Simpson	Perceptions of Sexual Violence Among College Students
Shaun Young	Inmates' Perceptions of Law Enforcement

Following the Research Fair, a Senior Awards dinner highlights each program's top students' successes, and Marketing advertises these events to the college community and the public.

Responding to the need for greater constructive feedback on Sebago Lake campus courses, the Education Standards Committee (ESC) redesigned course evaluations to assess courses more effectively. The new, enhanced, evaluation was delivered electronically in 2015. Students have responded to the new evaluation and delivery modality positively, with a sharp increase in the number and quality of student comments and a greater variety of scores. For example, students are asked about the use of technology in classes, a topic not addressed in the previous evaluation form, but a timely topic based on students' complaints about insufficient technology capabilities. In response, the college has hired a Chief Information Officer, who is working to improve technology capabilities across campus. Students' concerns are also about uneven faculty use of technology, specifically the Learning Management System, Brightspace. The college is promoting use of the LMS, especially Gradebook, by offering training sessions to current faculty and having new faculty become trained in a robust manner before starting to teach.

Utilizing the electronic evaluation processes for reporting and analysis, College Online Program Directors draw from the results to provide feedback and content to inform annual faculty evaluations and employment renewal decisions. Program Directors receive compiled program data monthly, and faculty receive data on their own courses quarterly. Course evaluations also assist in assessing the effectiveness of the online courses. For example, if numerous students of an online course provide low ratings on the navigability of an online classroom, this would indicate need for improvement of the classroom design, an aspect of the students' experience over which the faculty may have little or no control. In this case, the Center for Instructional Design and Educational Technology (CIDET) would be involved in the problem solving cycle.

In addition to providing feedback on courses through course evaluations, students also are informed of the Consumer Grievance Policy and procedure to file a grievance regarding academic matters and other topics. Students are encouraged to address their grievances first with Program Directors and Department Chairs before appealing to a dean.

### **Center for Instructional Design and Educational Technology**

When the former Online Course Design Department went college-wide as the Center for Instructional Design and Educational Technology (CIDET) in 2014, instructional designers started to work with Sebago Lake campus faculty to enhance their courses through the use of technology, particularly the Brightspace LMS. All instructors who design online courses receive Quality Matters (QM) training prior to developing their first course, and Saint Joseph's College has supported extended training for a number of instructional designers and online faculty to become QM Certified Peer Reviewers. Following the QM standard ensures that assessment measures (assignments, rubrics, activities) are closely aligned with lesson and course level outcomes, thus enabling effective assessments of students' learning as they progress. With all faculty trained to the QM standard, courses reflect consistency in the manner that they are designed, a clear factor of student success and integral to our system of online learning.

### **Program Evaluations**

All departments are reviewing closely the data on the numbers of majors, the number of courses offered, how many faculty they have, the productivity of faculty with regard to scholarship and service to the college, and students' accomplishments. Findings are both positive and negative:

- Student involvement in faculty scholarship is uneven across programs and, thereby, needs to be addressed.
- Program reviews showed that program outcomes are, overwhelmingly, measurable, and revisions were made to the 2015-16 program outcomes where they fell short of this goal.
- Notably, all programs included courses each semester that, as a total, meet institutional and program outcomes.

One example of a program reevaluation is the Fine Arts major (BFA). In 2015, the department saw the need to increase the number of majors. As a result, the course AT121 Colloquium, an interdisciplinary course that fosters discussions about contemporary art and challenges students to push their artistic practices, was created to engage first year students in the field. This plan's effectiveness will be assessed in the coming years with the hope that introducing students early in their academic career to a Fine Arts colloquium will yield more majors and increase persistence. After only the first year, students report high satisfaction with the Colloquium course, and Fine Arts faculty note more highly developed student critiques.

The College maintains that student success and assessment should be factored at the beginning of any process for developing new programs. Employability as a measure of student success should be understood as a consideration for any new program proposal. All proposals for new programs and for significant changes to existing programs include a substantive research-based rationale



for expected success in meeting students' employment needs. The United States Department of Labor is a valuable resource, especially in conjunction with Eduventures reports.

Eduventures is used to assess the efficacy of ideas for institutional improvements and new programing proposals. Eduventures research has assisted with such projects as student persistence planning and new program market feasibility. For example, a graduate Criminal Justice Leadership degree proposal was not approved largely because the extensive Eduventures data was not strong enough to suggest success.

Program improvements also can consist of techniques and strategies that draw from the discipline of continuous improvement, including analysis of program factors, as well as from the annual evaluation of changes in the industry and feedback from students, as can be seen in the examples that follow.

The online business department assessed all facets of the Leadership MBA, including content, course documents (syllabi, assignment instructions, rubrics, etc.), technology, the process for students progressing through the program on an annual basis, and faculty, utilizing a department meeting that takes place during the annual Faculty Development Conference. Recognizing that clear expectations from the start are essential for student success and that communication gaps and discrepancies can undermine their success, an Ishikawa style analysis is used to surface inconsistencies that could lead to student confusion and poor performance. One finding relating to "clarity of expectations" resulted in the creation of a required new student orientation module. While the impact of this initiative is difficult to assess, it falls into the realm of generally accepted "best practices" in any endeavor with performance expectations. Additionally, faculty collaborated on a student "welcome letter," and the Program Director reviewed online classroom layouts and course materials to ensure consistency among them. The same assessment and improvement project is planned for the Master of Accountancy Program later in 2016.

The Master of Health Administration (MHA) program is implementing a process; whereby, entering students assess themselves against the competencies established for the program. At the end of their course of study, students again assess themselves in reference to the established competencies. Over several years of this process, the MHA program should have enough data comparing student self-assessments at the start of their degree program with their actual experiences upon degree completion, which the MHA Program Director will use to adjust courses to best benefit the students' achievements at a high level.

## **2. National Survey of Student Engagement (NSSE)**

The NSSE was last administered in 2014 and again in the spring of 2016. First-year students and seniors were surveyed on academic challenge, learning with peers, experiences with faculty, and the campus environment. Discussed here are a few findings and how they have been assessed. First, the spring 2014 NSSE report indicates that the College ought to make greater effort in creating learning communities. One positive response was the creations of the College's first immersion program for Environmental Science students in the 2014 fall semester. The Environmental Science Semester (ESS) included students spending nine weeks in in the field

with two faculty members, traveling mostly by water through Maine and Eastern Canada, taking four science courses that utilized the environment for hands-on learning. The experience was published widely with a blog written by students and faculty. The second ESS is scheduled for fall 2016, with two main instructors, and two other instructors participating as guest lecturers for weeklong periods. The students in the inaugural 2014 ESS participated in pre and post-focus groups to gauge the impact of their learning experience. The researcher conducting the focus groups reported that all students indicated the pedagogy of hands-on learning was invaluable to them. It is too early to quantitatively compare the academic success of ESS students to non-ESS students; however, student academic performance and course evaluations, coupled with instructor feedback, suggest that ESS students retained more knowledge from the courses, possess a deeper understanding of course material, and understand how various fields of science (biology, chemistry, marine science, etc.) are integrated, compared with non-ESS students.

On the NSSE Survey, students also were surveyed on their participation in high-impact practices, such as learning communities, community-based learning experiences, internships, and study abroad. These results were compared with other New England institutions of higher education and institutions that earned the Carnegie Classification. Significant findings from the 2014 survey include the following:

- Saint Joseph's College's first-year students and seniors fall below comparison groups in terms of academic challenge (combining ideas from different courses, diverse perspectives in course discussions, and critically examining own views on a topic).
- Related to the College's comparison groups, SJC's seniors rank significantly higher with regard to student-faculty interaction (talking with faculty about career plans, working with faculty outside classroom, and discussing class challenges with faculty).
- Both freshmen and seniors engage in Service Learning and Internships in higher percentages at SJC alongside comparison groups.

One example of how Saint Joseph's College has responded to these findings was to increase the opportunities to study away from campus. The Study Away program has increased its visibility significantly since the 2011 Self Study, due in large part to the fall 2014 appointment of a half-time Study Away Coordinator and the establishment of a visible office location. The coordinator has hosted a number of presentations and socials for students, and she, along with students returning from studying away experiences, has visited every Freshman Year Experience (FYE) class. In addition to study away opportunities through partner organizations, such as CIEE and ISA, there are several Saint Joseph's College faculty-run study away programs.

The work of the Study Away office has been successful, judging from the increased number of participating students. Of note, the 2016 NSSE results likely will improve these statistics, as noted earlier in Standard 4—The Academic Program; whereby, from 2013-14 to 2015-16, students studying abroad for a full semester increased from one to eleven, with over forty students projected to complete a semester abroad in 2016-17.

The NSSEE survey addressed students' Community-Based Learning (CBL) experiences. While CBL (service learning) has been an institutional commitment rooted in the Core Values for approximately twenty-five years, Saint Joseph's College has expended significant efforts over the past few years, embedding CBL in both online and on-campus classes. Under the guidance of the Director of Community Based Learning, extensive community and faculty engagement contributed to the college being awarded the Carnegie Classification in 2015. In 2014-15 one hundred six courses were designated CBL courses, with about six of these being taught online. In spring 2015, the CBL Director worked with all Department Chairs and online Program Directors to assist in determining appropriate courses for CBL components, notably nearly doubling the number of online CBL courses.

Since 2013, student transcripts have indicated successful completion of a CBL course component. In 2011, the College began presenting a Community Engagement Award to one faculty member and one student in recognition of significant work with a community partner. The CBL Director also manages the Community and Sustainability Engaged Scholars (CASE) program, begun in 2013, and by fall 2016 there will be eight Scholars supporting CBL programing in various capacities while furthering their Sustainability Studies.

With regard to external communication, the *Saint Joseph's College Magazine*, published three times a year, highlights community engagement in every issue through an article devoted to individuals and groups who have made a positive difference in the community by bringing their educational experiences into extra-institutional contexts.

### **3. Student Support services**

The Academic Center (TAC) houses the First Year Experience (FYE) course and Peer Mentor program, the Peer Tutor Support Program, the Writing Center, English Language Learning (ELL) support, and disability (ADA) support services. These programs are continuously reviewed for improvement.

The First Year Experience (FYE) program and its newer accompanying Peer Mentor program completing its second year are assessed continually to meet students' need. Taking into consideration faculty and student feedback, FYE is being revised for the 2016-17 academic year. For example, students suggested including Public Safety in course presentations, a discussion of academic integrity, and technology support for students and faculty. Further, in line with the Persistence Plan, two new sections of FYE will be opened for students with an undeclared major. FYE currently is marketed to prospective students when they visit the college. Beginning in 2016-2017, the Peer Mentor program will be represented at Junior Open House days and other events for prospective students. Funded by a MELMAC grant, the success of the Peer Mentoring program within FYE has been highlighted in college marketing materials like the SJC Magazine. ([https://www.sjcme.edu/about-us/magazine/spring-2014/peer-to-peer\\_mentoring/](https://www.sjcme.edu/about-us/magazine/spring-2014/peer-to-peer_mentoring/)).

In 2014, the College Online developed FY 100, The Art of Student Success, an introductory online course for undergraduate at-risk new students to acquaint them with online learning, provide resources, and develop study skills and strategies. This category of students includes

students who have not attended high school or college for decades, students who enter with a minimum GPA, international students, and English Language Learner (ELL) students. Students report the course is helpful in the adjustment to college and online learning, especially in the area of building confidence and developing study skills.

TAC staff has implemented a number of other initiatives to address student success. For example, in spring 2016, TAC began working with the Office of Academic Affairs on a program to train faculty academic advisors for undeclared majors. Previously, TAC staff served as advisors for undeclared majors. By identifying and supporting the undeclared students early in their college careers through faculty advisors trained to work with this population, as well as offering FYE classes for undeclared majors, Saint Joseph's College hopes to shorten the time it takes for these students to declare a major and to increase their persistence rate. Assessment of the effectiveness of this program will be ongoing, tracking data, such as time to declare academic major, undeclared students' retention rates freshmen to sophomore year, and student persistence to graduation rates.

After reviewing survey information on the topic of student retention and persistence, starting in fall 2016, all instructors are required to issue midterm grades of C- or below. TAC staff, working with faculty, identifies at-risk students and provides support through the Peer Tutoring program. The Office of Student Success (discussed below) maintains statistics on student involvement with TAC and the Peer Tutoring program.

TAC developed an English Language Learner (ELL) program and appointed a program Coordinator in fall 2014, who works with on-campus and online students for whom English is a second language. Retention of ELL students is low, so TAC has begun collaborating with Catholic Charities of Portland to add support mechanisms for at-risk ELL students. In addition to its Peer Tutor Support Program, in fall 2015, TAC partnered with CIDET to offer Smarthinking tutoring to on-campus students, previously available to online students only.

#### **4. Career Development Office**

The newly restructured Career Development Office (2015) tracks graduating seniors, works with current students to identify internship and work placements, hosts campus events, and runs the Connections Program. Currently, data collection of students is done through surveys and through informal channels, such as LinkedIn. Students indicate if and where they are working, or if they have chosen to attend graduate school. In fall 2016, A new data management system, Gradleaders Outcomes Survey, will be used to track more accurately students' post-graduation status. The primary focus of this survey is job placement, and this program also will allow companies and organizations to post job and internship announcements.

As identified on the S-Series form, a few departments continue to send its graduates to graduate school. Providing financial and institutional support for students to explore their interests—whether a research project or an internship position—was identified by the College as a priority in supporting the intellectual and social growth of students. The Connections Program provides students with financial support in \$2,000 block stipends for academic, experiential, and career-

related activities. In spring 2015 students began submitting applications to receive financial stipends for internships, study away programs, research projects, job interview wardrobes, etc. The Connections program is marketed widely on-campus, and Career Development and the Marketing Department are collaborating on ways to publicize the program to the public (<https://www.sjcme.edu/academics/career-development/connections/>).

## **5. Office of Student Success**

In the academic year 2012-2013, the Retention Committee commissioned the firm Noel Levitz to administer a survey assessing Student Satisfaction. As a result of these findings, the Office of Student Success was created in 2014, and a Senior Director of Student Success Initiatives was hired. The director and a committee created a Persistence Plan in the spring of 2015 that tracks statistics towards student success, such as retention and student persistence, for both the College Online and Sebago Lake Campus programs.

The Senior Director engages with the students in key ways:

- Conducting exit interviews with all students who leave the College prior to earning their degrees utilizing the Withdrawal Questionnaire developed in 2011;
- Counseling students who are considering leaving the college to assess reasons for their discontent and, subsequently, trying to meet their needs through interfacing with appropriate departments and personnel, such as Financial Aid, Campus Life, and Academic Affairs;
- Consulting with "Retention Liaisons" from various campus departments to bolster practices that encourage student persistence.

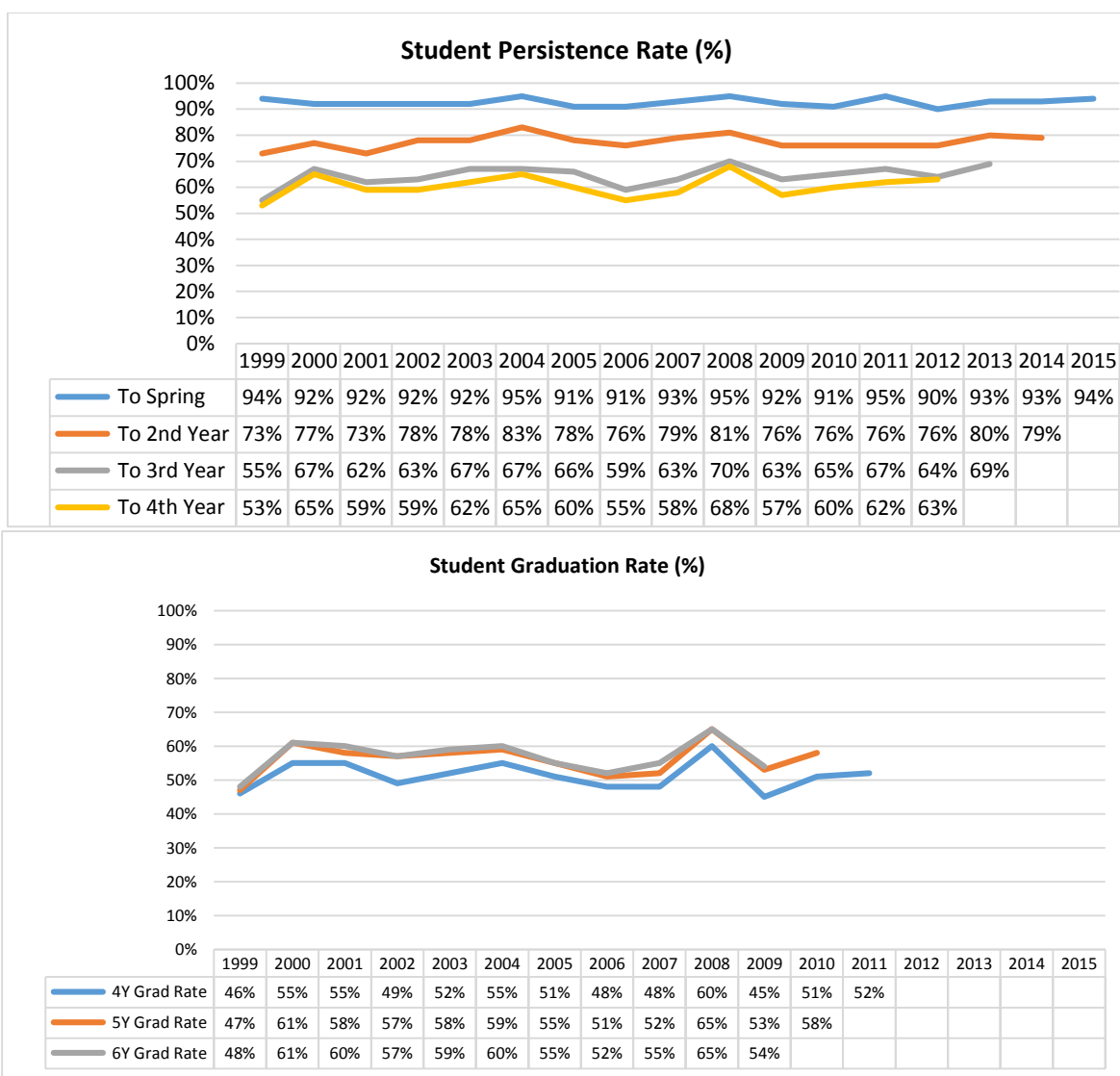
The Persistence Plan identifies obstacles and their negative impacts that hinder students from persisting at the College and offers possible solutions. All departments are included in the Plan, such as Academic Affairs, Campus Life, Financial Aid, Bursar, Food Service, Library, IT, etc. As identified in the E-Series (E1), retention figures are tracked.

## **Sebago Campus Persistence Rates**

Saint Joseph's College makes the student retention a priority through several avenues:

- A strategic plan which includes specific retention goals for the next decade;
- An Institutional Persistence/Retention Plan with a timeline and specific tactics;
- A Customer Service Initiative designed to improve students' experiences and encourage persistence toward their SJC degree.

The Sebago Campus Persistence Plan's objective is to improve first-to-second year retention rates to 95%, second-to-third year rates to 83%, and third-to-fourth year rates to 79%. Retention rates have continued to improve steadily over the last two years. Specifically, the first-to-second year persistence rate has improved from a consistent 76% to currently 79%. Second-to-third year rate also has increased, which bodes well for attaining the College's graduation rate goal.



The Senior Director of Student Success Initiatives shares data with staff and faculty as a way to collaborate on initiatives to strengthening student support towards their success and, further, to help identify potentially at-risk students before they end up on probation. For example, TAC's FYE program addresses problems with persistence by working to connect first year students to peer mentors.

While the director conducts exit interviews, they are only given to students who leave the college before graduating; therefore, an additional Student Satisfaction Survey will be administered to seniors that will provide information for internal use to support academic success. The work of the Student Success Initiatives Office is connected directly to the Strategic Plan and, specifically, Initiative 1—Stewarding Our Enrollment. Tactics and metrics for Initiative 1 are included below.

Program directors in the Online College are developing enrollment plans that incorporate completion time-to-degree metrics in order to reach the objective of consistently enrolling 5,000 students: 2,000 undergraduate and 3,000 graduate students.

1.1.C **Tactic** Recruit qualified transfer students

**Metric** Recruit and enroll 50 full-time students annually

1.1.D **Tactic** Improve retention

**Metric** Improve first-to-second year retention rates to 95%; second-to-third year rates to 83%; third-to-fourth year rates to 79%

1.1.E **Tactic** Improve graduation rates

**Metric** Improve four-year graduation rates to 75%

Saint Joseph's College received a MELMAC grant in 2016 that provides undeclared majors with more focused academic counseling about major options and increases career development efforts, with the goal of earlier declaration of majors. The Senior Director of Student Success Initiatives currently is working on a project to develop predictors of students most at risk of being put on probation as well as those who do not persist due to withdrawals, leaves, or dismissals. This effort is part of a larger project in its initial stages to use predictive analytics to inform the College's recruitment and retention efforts.

Additionally, the faculty approved a new Core Curriculum for the College that will be implemented in 2017-18. The Core is designed to provide students with greater flexibility in their choices of courses, while at the same time providing a more intentional approach to meeting the Institutional Learning Outcomes. The Office of Student Success Initiatives will aid in tracking if the new Core will have a positive effect on retention and persistence.

## Institutional Plans

Saint Joseph's College underwent significant college-wide changes following the 2011 Self-Study. Above all, the alterations to the organizational structure of the College and the Board of Trustees since the start of President James Dlugos' term in 2012 mark a deeper cultural shift. The creation of a collaborative Senior Leadership Team ensures that every sector of the institution is represented in evaluating current practices and planning for the future. Similarly, the Board of Trustees' committee restructuring aligns with areas of responsibility associated with each member of the Leadership Team. As previously discussed, these new structures foster proactive engagement of Senior Leadership, the Board, and the community as a whole.

Every college department also underwent key changes since 2011, as elaborated through the Standards narrative, especially from 2014 to the present, building on the earlier groundwork laid by the Senior Leadership Team. All changes are in line with the Initiatives put forth in the Strategic Plan, *Sustaining the Promise*. While specifics are variable, most changes reflect the Plan's well-reasoned tactics. As the Strategic Plan stretches over ten years, with significant

headway being made, the fulfillment of each Initiative lies in the future; thus, the next five years likely will be characterized as a period of noteworthy change. Some changes will be the completion of underway projects, and others will be additional phases of multi-phased plans. Completely new projects will commence, while remaining changes will take place beyond this period, and these will include both existing plans and those that now subsist as destinations to which *Sustaining the Promise* leads.

Enacting change and accepting change pose challenges. Initial challenges faced by Saint Joseph's College since 2011 relate to faculty and staff accepting a new and significantly altered organizational structure that still is evolving with the most recent additions of two Associate Vice President positions, the Chief Human Resources Officer and the Chief Information Officer. The Senior Leadership Team members have mitigated this challenge by taking a team-building approach with their direct reports by including them in relevant decision-making. At times, College departments fall back on the older silo-type approach to operating, and the challenge is to acknowledge this problem and to take steps to overcome it.

Many departments have changed or diversified their responsibilities, and this has brought the challenge of communicating new ways of operating that motivate faculty and staff both to adapt and to embrace these procedures. Other infrastructure changes, such as new technology and campus renovations, present the challenge of helping the community overcome anxiety about having to leave behind a familiar software program, known duties, a comfortable office space, etc. With every initiative, too, comes the challenge of having the proper resources for implementation and completion. Over the next five years, Saint Joseph's College plans to continue apace meeting the operational, programmatic, and facilities-related goals of the Strategic Plan, as well as, the challenges they bring.

Saint Joseph's College boasts a spacious lakefront campus that also offers several miles of wooded hiking trails and a working farm. The College will continue its multi-phase development of the campus for internal and external use, such as an outdoor concert venue, water sports, multi-use barn conference and reception use, lake area retirement cabins, and modest beginnings of a limnology research center. By adding new, apartment-style student housing, the College will serve the growing residential population and be able to offer attractive summer housing for groups that use the camps for their meetings, conferences, workshops, and personal events, such as weddings. Building renovation has a two-fold purpose of functionality and pleasing aesthetics; thus, the College plans to rotate student and professional artworks in high visibility spaces.

The Strategic Plan calls for diversifying revenue streams, and each of the plans listed contributes to this aim, as does a new venture in its nascent stages: partnering with Mission-Aligned Businesses that will support the College's academic initiatives and community outreach efforts. The mission of this endeavor is "to sustain and support Saint Joseph's College by creating and operating enterprises that strengthen the financial health of the institution and enhance its mission." Specific goals include developing experiential learning opportunities for students, providing financial and other resource support to help the College realize the Strategic Plan, and



collaborating on ways to address the needs of the state of Maine. Saint Joseph's College and *Maine Magazine* co-hosted the Mission-Aligned Businesses kick-off event, Shaping Maine, celebrating *Maine Magazine*'s "50 Mainers" in June 2016.

Specific to enrollments, student experiences, and academics, the College plans several new programs or expansions, with one plan constituting Substantial Change, for which SJC will consult with NEASC at the appropriate time:

- Increasing on-campus enrollments to 1,100 students and online enrollments to 4,000 by 2021, on the way to achieving the ten-year enrollment goals of the 2014 Strategic Plan;
- Conducting Admissions outreach to potential Sebago Lake students beyond northern New England, especially the Mid-Atlantic states and strategic regions across the country;
- Growing enrollments by expanding athletic programs;
- Combining the Mercy Market grab-n-go café and the Chalet after hours dining and social gathering spot, into one, all-day and evening pub-style eatery and student commons space;
- Achieving 75% Quality Matters (QM) trained on-campus faculty (QM training is required of all online faculty course developers);
- Reconfiguring existing classroom spaces to allow for greater functionality, such as opening adjoining seminar rooms and installing movable, soundproof room dividers;
- Developing and begin implementing a plan to replace existing classroom furniture with multi-purpose ergonomic furniture;
- Reconfiguring two classroom spaces into a Human Subjects/Social Science Research Lab with a two-way mirror observation room;
- Expanding existing science and nursing lab space and adding two new science labs;
- Considering accreditation for professional programs beginning with a self-evaluation of Business Programs in 2016-17, as a means of taking the first step towards becoming a member of the Accreditation Council for Business Schools and Programs (ACBSP);
- Adding the first doctoral program, a Doctor of Nursing Practice (DNP) while exploring specializations, such as Gerontology, Family Medicine, and Maternal Health (the DNP is a natural starting point, as SJC offers a Post Graduate Family Nurse Practitioner Certificate);
- Diversifying the MBA program to include concentrations in Finance, Health Administration, Knowledge Management, and Logistics;
- Complementing the Social Work (BSW) and Information Technology (BS-IT) undergraduate degrees with master degree programs (MSW and MS-IT);
- Developing non-credit training certifications and continuing education opportunities that are natural extensions of the College's degree programs or enterprises, such as Agricultural Studies, Food Systems, Logistics, and IT Systems;
- Creating Advising Handbooks for students and faculty advisors, expanding hands-on advising training, and evaluating a pilot advising program after its third year (2016-17) that pairs professional advisors with faculty advisors to determine if the merits warrant expanding its scope;
- Partnering with Catholic Charities of Portland to support English Language Learner students and other at-risk student populations;

- Integrating services and operations of the Wellehan Library-Learning Commons and the Center for Instructional Design and Educational Technology (CIDET).

Integral to the successful completion of all five-year goals is a strong marketing plan with substantial resources to expand the College's reach, and Administration plans to increase marketing dollars over the next several years. Further, the Institutional Advancement Office's work is essential in securing necessary resources for achieving short-and long-term goals and for ensuring the financial stability and growth of the College.

All institutional plans and endeavors discussed in this Interim Report conform to *Sustaining the Promise* Strategic Plan, realize the Mission of Saint Joseph's College as a "Roman Catholic liberal arts college for men and women of all ages and faiths," and model the Core Values of faith, excellence, integrity, community, respect, compassion, and justice.

## Appendix

Included in the Appendix are the following documents:

- Affirmation of Compliance
- List of Transfer Agreement Schools
- List of Current Online Partners
- The Auditor's Management Letter
- The Most Recent Audited Financial Statement
- Interim Report Forms (DataFirst)
- Student Achievement and Success Forms (E Series and S Series)
- Sustaining the Promise Strategic Plan
- Dual Degree Policy



## New England Association of Schools and Colleges

### COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

3 Burlington Woods, Suite 100, Burlington, MA 01803-4514

Voice: (781) 425 7785 Fax: (781) 425 1001 Web: <http://cihe.neasc.org>

#### Affirmation of Compliance with Federal Regulations Relating to Title IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

- 1. Credit Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	<a href="http://catalog.sjcme.edu/content.php?catoid=26&amp;navoid=766&amp;hl=definition&amp;returnto=search#Credit">http://catalog.sjcme.edu/content.php?catoid=26&amp;navoid=766&amp;hl=definition&amp;returnto=search#Credit</a>
Print Publications	
Self-study/Fifth-year report Page Reference	Page 25

- 2. Credit Transfer Policies.** The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.44 and 10.5.)

URL	<ul style="list-style-type: none"><li>• Campus: <a href="https://www.sjcme.edu/admissions/applying-to-sjc/transfer-students/oncampus/">https://www.sjcme.edu/admissions/applying-to-sjc/transfer-students/oncampus/</a></li><li>• Online: <a href="https://www.sjcme.edu/admissions/applying-to-sjc/transfer-students/online/">https://www.sjcme.edu/admissions/applying-to-sjc/transfer-students/online/</a></li><li>• Transfer Agreements: <a href="https://www.sjcme.edu/admissions/transfer-agreements/online/">https://www.sjcme.edu/admissions/transfer-agreements/online/</a></li></ul>
Print Publications	
Self-study/Fifth-year Report Page Reference	Pages 7, 40, 59

- 3. Student Complaints.** “Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered.” (*Standards for Accreditation* 6.18, 10.5, and 11.8.)

URL	<a href="https://www.sjcme.edu/admissions/applying-to-sjc/consumer-grievance-policy/">https://www.sjcme.edu/admissions/applying-to-sjc/consumer-grievance-policy/</a>
Print Publications	
Self-study/Fifth-year Report Page Reference	Pages 30, 45

- 4. Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . . The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.42.)

Method(s) used for verification	<ul style="list-style-type: none"> <li>Secure sign-on and strong username/password configuration Dedicated SJC email account used for all College communications</li> <li>Family Nurse Practitioner Students are required to submit identification verification materials prior to engaging in clinical rotations.</li> <li>Turnitin</li> </ul>
Self-study/Fifth-year Report Page Reference	Page 27

**5. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and**

**Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (CIHE Policy 77.)

URL	N/A
Print Publications	N/A
Self-study Page Reference	N/A

The undersigned affirms that Saint Joseph’s College (institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.



Chief Executive Officer: \_\_\_\_\_

Date: July 27, 2016

## List of Transfer Agreement Schools

Transfer Agreement Schools	
<a href="#"><u>Anne Arundel Community College</u></a>	<a href="#"><u>Baptist Hospitals of Southeast Texas</u></a>
<a href="#"><u>Baptist School of Health Professions</u></a>	<a href="#"><u>Beal College</u></a>
<a href="#"><u>Bon Secours Richmond Health System</u></a>	<a href="#"><u>Bucks County Community College</u></a>
<a href="#"><u>Central Maine Community College</u></a>	<a href="#"><u>Children's Hospital Medical Center of Akron</u></a>
<a href="#"><u>Chippewa Valley Technical College</u></a>	<a href="#"><u>City College of San Francisco</u></a>
<a href="#"><u>Community College of Philadelphia</u></a>	<a href="#"><u>Covenant School of Radiology</u></a>
<a href="#"><u>Eastern Maine Community College</u></a>	<a href="#"><u>Fulton-Montgomery Community College</u></a>
<a href="#"><u>Georgia Northwestern Technical College</u></a>	<a href="#"><u>Great Falls College Montana State University</u></a>
<a href="#"><u>Harris Health Systems</u></a>	<a href="#"><u>Hutchinson Community College</u></a>
<a href="#"><u>Ivy Tech Community College</u></a>	<a href="#"><u>Kennebec Valley Community College</u></a>
<a href="#"><u>Lakes Region Community College</u></a>	<a href="#"><u>Manchester Community College</u></a>
<a href="#"><u>MassBay Community College</u></a>	<a href="#"><u>Mercer County Community College</u></a>
<a href="#"><u>Mercy Medical Center</u></a>	<a href="#"><u>Methodist Healthcare Memphis Hospital</u></a>
<a href="#"><u>Middlesex Community College</u></a>	<a href="#"><u>Mount Wachusett Community College</u></a>
<a href="#"><u>Nashua Community College</u></a>	<a href="#"><u>NHTI Concord's Community College</u></a>
<a href="#"><u>North Shore Community College</u></a>	<a href="#"><u>Northern Essex Community College</u></a>
<a href="#"><u>Rapid City Regional Health</u></a>	<a href="#"><u>San Joaquin Valley College</u></a>
<a href="#"><u>South Hills School of Business and Technology</u></a>	<a href="#"><u>Southern Maine Community College</u></a>
<a href="#"><u>Southern Union State Community College</u></a>	<a href="#"><u>Tidewater Community College</u></a>
<a href="#"><u>Unity Point Health Des Moines</u></a>	<a href="#"><u>Winchester Medical Center</u></a>
<a href="#"><u>York County Community College</u></a>	

## List of Current Online Partners

Current Online Partners
American College of Health Care Administrators (ACHCA)
Archdiocese of Detroit
Archdiocese of Boston
Archdiocese of Hartford
Archdiocese of Santa Fe
Avila Institute of Gerontology
Benedictine Health System
Benesyst
Biddeford School Department
Catholic Apostolate Center
Catholic Healthcare Partners
Catholic Medical Center
Catholic Volunteer Network
Central Maine Health Care (under MDF)
Dartmouth-Hitchcock
Diocese of Camden
Diocese of Portland (Roman Catholic Bishop of Portland)
Diocese of Providence
Diocese of Richmond
Diocese of Wilmington
Diocese of Worcester
Eastern Maine Health System (under MDF)
EdAssist
Eddor Data Services
First Atlantic Healthcare

Franklin Community Health Network (Under Maine Health)
Home Health Visiting Nurses (Under Maine Health)
Huggins Hospital
Kingsway Community
Lincoln Country Healthcare (Under Maine Health)
Little Sisters of the Poor - Baltimore
Little Sisters of the Poor - Chicago
Lowell General Hospital (MA)
MDF - Maine Employer's Initiative
Maine General Health (under MDF)
Maine Health
Lincoln County HC (Under Maine Health)
Maine Medical Center (Under Maine Health)
Maine Mental Health Partners (Under Maine Health)
Pen Bay Health Care (Under Maine Health)
Southern Maine Medical Center (Under Maine Health)
Nordx (Under Maine Health)
Maine Behavioral Healthcare (Under Maine Health)
Massachusetts General Hospital
Massachusetts Nurses Association
Meadowpark Rehabilitation
Mercy Hospital (under MDF)
Mercy Iowa
Mercy Volunteer Corps
Mid Coast Hospital
Mount Desert Island Hospital
NAHCA
Portland Police Department



Saint Andrew Catholic Church
Sarasota Memorial Hospital
Sebago Alliance - Gorham
Sebago Alliance - MSAD 6
Sebago Alliance - RSU 14 (Raymond/Windham)
Sebago Alliance - Scarborough
Sebago Alliance - Westbrook
Saint Mary's Health System (under MDF)
Shriners Hospital - Boston
Sisters of Mercy
South Nassau Communities Hospital
St. John University Parish
Straighterline
Synernet (Under Maine Health)
Valley Regional Healthcare
VTEC
Waldo Country General Hospital (Under Maine Health)
Western Maine Health (Under Maine Health)
Wells-Ogunquit Community School District
Wentworth-Douglass Hospital
White Plains Hospital
<i>This does not include all the companies that fall under some of the umbrella partnerships.</i>

## The Auditor's Management Letter



# Saint Joseph's College of Maine

Audit Results  
For Year Ending June 30, 2015

Audit Committee Meeting  
October 13, 2015



## Discussion Points and Other Matters

Current Year Matters		
Observation	Potential Effect	Suggested Action
<ul style="list-style-type: none"> <li>The Department of Education issued a Final Audit Determination Letter based on the College's corrective actions in response to FY14 audit findings of errors in NSLDS reporting and one over-award of a direct loan</li> </ul>	<ul style="list-style-type: none"> <li>There were no findings in the current year student financial aid audit, which is great news.</li> <li>Repeated findings can bring DOE threats of termination of participation in the Federal student financial aid program.</li> </ul>	<ul style="list-style-type: none"> <li>The College will need to continue to maintain good discipline over its compliance with Federal student financial aid requirements.</li> </ul>
<ul style="list-style-type: none"> <li>The Federal Perkins loan program expired on September 30, 2015</li> </ul>	<ul style="list-style-type: none"> <li>Students who received loans prior to July 1, 2015 will continue to have access to Perkins loans through September 30, 2020.</li> </ul>	<ul style="list-style-type: none"> <li>Institutions should follow the wind-down instructions issued by DOE in July.</li> </ul>
<ul style="list-style-type: none"> <li>A DOE "Dear Colleague" letter dated September 29, 2015 states that all institutions must calculate and return the Federal portion of any Excess Liquid Capital in their Perkins fund by December 31, 2015.</li> </ul>	<ul style="list-style-type: none"> <li>This is a statutory requirement which has been communicated by DOE for some time but without a deadline, which now must be met.</li> </ul>	<ul style="list-style-type: none"> <li>Calculate and return any Excess Liquid Capital as instructed by DOE.</li> </ul>

Solely for the use of Saint Joseph's College of  
Maine including Management and those  
charged with Governance

## Discussion Points and Other Matters

Current Year Matters		
Observation	Potential Effect	Suggested Action
<ul style="list-style-type: none"> <li>The payroll coordinator has administrative rights to the ADP system. The rights are set so that only Human Resources personnel can add an employee to the system; however, theoretically, the administrator could give herself access to employee set-up and create a fictitious employee.</li> </ul>	<ul style="list-style-type: none"> <li>Lacking sufficient segregation of duties, a fraud could occur.</li> </ul>	<ul style="list-style-type: none"> <li>Identify an individual not involved in the payroll process to be administrator of the system.</li> <li>If that is not feasible, institute a regular review of change logs as a detective control.</li> </ul>
<ul style="list-style-type: none"> <li>Small Federal grants are accounted for as temporarily restricted net assets for convenience in tracking these restricted funds.</li> </ul>	<ul style="list-style-type: none"> <li>Federal funds are generally contracts for tasks to be performed, not outright donations. Accounting for these as unrestricted contracts will put the College in better alignment with upcoming revenue recognition standards and make the Schedule of Federal Expenditures easier to prepare.</li> </ul>	<ul style="list-style-type: none"> <li>Account for Federal grants of any size as unrestricted contract revenue.</li> </ul>

Solely for the use of Saint Joseph's College of  
Maine including Management and those  
charged with Governance

## Discussion Points and Other Matters



Prior Year Matters		
Prior Observation	Status	Next Steps
<ul style="list-style-type: none"> <li>The College accounts for interest on Perkins and Federal nursing loans (\$38k in FY14) as interest income</li> </ul>	<ul style="list-style-type: none"> <li>Resolved. Beginning in FY15, interest has been accrued to advances from the Federal government.</li> </ul>	<ul style="list-style-type: none"> <li>None.</li> </ul>
<ul style="list-style-type: none"> <li>As with many other institutions the discount rate on tuition has been increasing in recent years. The discount was 46% in FY2014 and has increased over the last three years</li> </ul>	<ul style="list-style-type: none"> <li>Management is aware of the issue and will continue to monitor.</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>
<ul style="list-style-type: none"> <li>MHM noted a buildup of A/R and the allowance, partially caused by fewer write-offs of old balances in the current year</li> </ul>	<ul style="list-style-type: none"> <li>Resolved. We noted no similar build up in the current year.</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>



Solely for the use of Saint Joseph's College of  
Maine including Management and those  
charged with Governance

17

## Discussion Points and Other Matters

Prior Year Matters		
Prior Observation	Status	Next Steps
<ul style="list-style-type: none"> <li>Invoices are not being properly aged due to credits being applied to the oldest balance instead of to a specific billing for which the credit was granted</li> </ul>	<ul style="list-style-type: none"> <li>No change. There is no practical modification available at this time, in that the Campus Café system does not allow for payments to be applied to specific invoices.</li> </ul>	<ul style="list-style-type: none"> <li>None. While management has implemented a new general ledger system, Great Plains, in FY16, billing will continue to be done using Campus Café. However, management has diligently pursued collection of outstanding accounts as was evident in our examination of the allowance for doubtful accounts</li> </ul>
<ul style="list-style-type: none"> <li>During FY14 computers and other devices taken out of service by IT department were not listed as disposals for fixed assets</li> </ul>	<ul style="list-style-type: none"> <li>Resolved. Disposed assets were removed from fixed assets listing during year end closing.</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>

## Discussion Points and Other Matters



Prior Year Matters – FY 13		
Prior Observation	Status	Next Steps
<ul style="list-style-type: none"> <li>The Federal Department of Education has shown heightened interest in unused cash balances of Perkins loan funds</li> </ul>	<ul style="list-style-type: none"> <li>Resolved; the College's Perkins cash balance decreased in the current year, reflecting more loan funds extended.</li> </ul>	<ul style="list-style-type: none"> <li>As noted earlier, the College must calculate and return any Excess Liquid Capital by December 31, 2015.</li> </ul>
<ul style="list-style-type: none"> <li>Methodology for calculating the allowance for doubtful accounts should be reevaluated. We recommend that management put more emphasis on the longevity of the receivable at year end</li> </ul>	<ul style="list-style-type: none"> <li>Resolved; the reserve methodology was refined in FY15 by taking into account a look back on prior year collections.</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>
<ul style="list-style-type: none"> <li>In allocating expenses, OLC (formerly GPS) receives 4% of general expenses, whereas other programs receive a share proportionate to their total expense</li> </ul>	<ul style="list-style-type: none"> <li>This year OLC received an allocation of fringe benefit expense, which increased its cost allocation; nonetheless, management is aware that OLC is under-allocated.</li> </ul>	<ul style="list-style-type: none"> <li>A cost allocation study is needed to better refine the cost allocation; given other priorities, this may be a longer term management objective.</li> </ul>



Solely for the use of Saint Joseph's College of  
Maine including Management and those  
charged with Governance

### **Most Recent Audited Financial Statement**

[https://www.sjcme.edu/uploadedFiles/Sites/SJCMEEDU/Pages/HomePage/About\\_Us/Department\\_and\\_Services/Files/financial-statementFY15.pdf](https://www.sjcme.edu/uploadedFiles/Sites/SJCMEEDU/Pages/HomePage/About_Us/Department_and_Services/Files/financial-statementFY15.pdf)



## Interim Report Forms (DataFirst)

Please note that the old Data First forms have been used for this information. The report titles have been adjusted to mirror the new version that is reflected in the report itself.

### GENERAL INFORMATION

Institution Name:

Saint Joseph's College of Maine

OPE ID:

? 00205100

Financial Results for Year  
Ending:

Most Recent Year  
1 Year Prior  
2 Years Prior

?		Annual Audit	
		Certified:	Qualified
?	06/30	Yes/No	Unqualified
?	2015	Yes	Unqualified
	2014	Yes	Unqualified
	2013	Yes	Unqualified

Fiscal Year Ends on:

6/30

(month/day)

Budget / Plans

Current Year  
Next Year

-  
-

Contact Person:

? Dr. Michael Pardales

Title:

VP and Chief Learning Officer

Telephone No:

207-893-6641

E-mail address

[pardales@sjcme.edu](mailto:pardales@sjcme.edu)

## Standard 1: Mission & Purposes

Current mission statement below.

Document		URL		Date Approved by the Governing Board
Institutional Mission Statement	?	<a href="https://www.sjcme.edu/about-us/why-sjc/history-mission-core-values-identity/">https://www.sjcme.edu/about-us/why-sjc/history-mission-core-values-identity/</a>	?	September 19, 2014

### Mission Statement

Rooted in and professing fidelity to the teachings of Jesus Christ and the doctrines and heritage of the Roman Catholic Church, Saint Joseph's College, sponsored by the [Sisters of Mercy](#), is a liberal arts college that nurtures intellectual, spiritual, and social growth in students of all ages and all faiths within a value-centered environment.

In fulfillment of this mission, Saint Joseph's College will:

- foster a strong academic community dedicated to the pursuit of truth through serious study, integration of knowledge, and an ongoing dialogue between faith and reason;
- encourage all students to explore widely the arts and sciences while they also prepare to live ethical and meaningful lives;
- provide a strong foundation for graduate study, professional service, and career advancement;
- offer as an extension of its Mission to multiple areas of the world, both degree and non-degree programs through distance education;
- enhance students' awareness of human dignity and the meaning of life;
- advocate for justice and peace in recognition of each person's responsibility for the welfare of both humankind and the environment.

## Standard 2: Planning & Evaluation

PLANS		Year of Completion	Effective Dates	URL	
Strategic Plans					
Current Strategic Plan	?	2014	?	2014-2024	<a href="https://www.sjcme.edu/uploadedfiles/sites/sjcmeedu/pages/mysjc/administration/files/strategicplan-final.pdf">https://www.sjcme.edu/uploadedfiles/sites/sjcmeedu/pages/mysjc/administration/files/strategicplan-final.pdf</a>
Next Strategic Plan	?	2024	?	2025-2035	

### Other institution-wide plans

Financial Plan	?	2016	?	2013-2024	?	<a href="https://www.sjcme.edu/about-us/department-and-services/treasurers-office/">https://www.sjcme.edu/about-us/department-and-services/treasurers-office/</a>
Campus Enhancement Plan	?	2015	?	2015-2024	?	<a href="https://www.sjcme.edu/about-us/strategic-plan/update/">https://www.sjcme.edu/about-us/strategic-plan/update/</a>
Technology Infrastructure Plan	?	2016	?	2016-2024	?	
Climate Action and Sustainability Plan	?	2016	?	2016-2036	?	<a href="https://www.sjcme.edu/uploadedFiles/Sites/SJCME.EDU/Pages/HomePage/Life_and_Community/Community/Sustainability/climate-action-sustainability-plan.pdf">https://www.sjcme.edu/uploadedFiles/Sites/SJCME.EDU/Pages/HomePage/Life_and_Community/Community/Sustainability/climate-action-sustainability-plan.pdf</a>
Sebago Campus Persistence Plan	?	2015	?	2015-2024	?	(available upon request)
Online Program-Based Enrollment Plan	?	2016	?	2016-2024	?	(available upon request)
Online Strategic Plans	?	2016	?	2016-2024	?	(available upon request)

### EVALUATION

#### Academic program review

Program review system (colleges and departments).  
System last updated:  
Program review schedule (e.g., every 5 years)

URL	
?	2016
	<u>Annually, due in September</u>

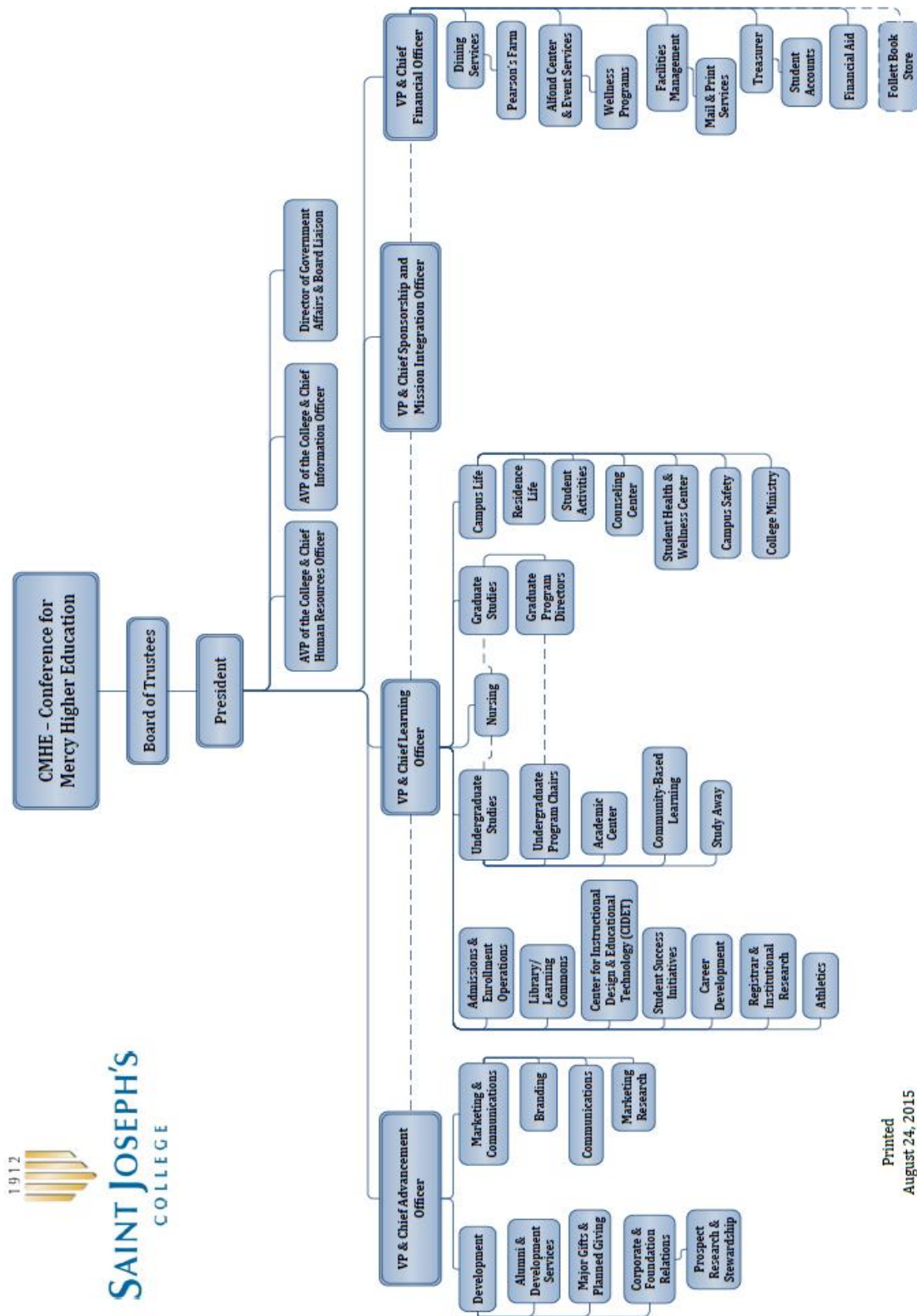
### Standard 3: Organization and Governance

A copy of the institution's  
organization chart is attached

If there is a "related entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the related entity	Conference for Mercy Higher Education
URL of documentation of relationship	<a href="https://www.sjcme.edu/uploadedFiles/Sites/SJCMEEDU/Pages/mySJC/Administration/Files/fac-handbook.pdf">https://www.sjcme.edu/uploadedFiles/Sites/SJCMEEDU/Pages/mySJC/Administration/Files/fac-handbook.pdf</a>
Governing Board	<b>URL</b>
By-laws	<a href="https://www.sjcme.edu/uploadedFiles/Sites/SJCMEEDU/Pages/mySJC/Administration/Files/fac-handbook.pdf">https://www.sjcme.edu/uploadedFiles/Sites/SJCMEEDU/Pages/mySJC/Administration/Files/fac-handbook.pdf</a>
Board members' names and affiliations	<a href="https://www.sjcme.edu/about-us/why-sjc/leadership-team/">https://www.sjcme.edu/about-us/why-sjc/leadership-team/</a>

### Standard 3: Institutional Organization Chart



Printed  
August 24, 2015

### Standard 3: Organization & Governance (Locations & Modalities)

#### Campuses, Branches, Locations, and Modalities Currently in Operation (See definitions, below)

(Insert additional rows as appropriate.)

	City	State or Country	Date Initiated	Enrollment*
Main campus	Portland	ME	7/1/1912	
Main campus	Standish	ME	7/1/1956	1130
Branch campuses				
Other instructional locations				

#### Distance Learning, e-learning

	Date Initiated	Enrollment*
First on-line course	7/7/98	2997
First program 50% or more on-line	7/1/01	
First program 100% on-line	7/1/04	

Distance Learning, other Modality	Date Initiated	Enrollment*

Correspondence Education	Date Initiated	Enrollment*

Low-Residency Programs Program Name	Date Initiated	Enrollment*

#### Definitions

**Main campus:** primary campus, including the principal office of the chief executive officer.

**Other principal campus:** a campus away from the main campus that either houses a portion or portions of the institution's academic program (e.g., the medical school) or a permanent location offering 100% of the degree requirements of one or more of the academic programs offered on the main campus and otherwise meets the definition of the branch campus (below).

**Branch campus (federal definition):** a location of an institution that is geographically apart and independent of the main campus which meets all of the following criteria: a) offers 50% or more of an academic program leading to a degree, certificate, or other recognized credential, or at which a degree may be completed; b) is permanent in nature; c) has its own faculty and administrative or supervisory organization; d) has its own budgetary and hiring authority.

**Instructional location:** a location away from the main campus where 50% or more of a degree or Title-IV eligible certificate can be completed.

**Distance Learning, e-learning:** A degree or Title-IV eligible certificate for which 50% or more of the courses can be completed entirely on-line.

**Distance Learning, other:** A degree or Title IV certificate in which 50% or more of the courses can be completed entirely through a distance learning modality other than e-learning.

**Correspondence Education (federal definition):** Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education.

\* Report here the annual unduplicated headcount for the most recently completed year.

## Standard 4: The Academic Program

### Summary – Enrollment & Degrees

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking FTE
Main Campus FTE		974						974
Other Campus FTE								0
Branches FTE								0
Other Locations FTE								0
Overseas Locations FTE								0
On-Line FTE	9	196	615					820
Correspondence FTE								0
Low-Residency Programs FTE								0
Total FTE	9	1,170	615	0	0	0	0	1,794
Unduplicated Headcount Total	22	1,500	862					2,384
Degrees Awarded, Most Recent Year	9	355	236					600

Student Type/ Location & Modality	Non-Matriculated Students	Visiting Students	Title IV-Eligible Certificates: Students Seeking Certificates
Main Campus FTE	0	0	
Other Campus FTE			
Branches FTE			
Other Locations FTE			
Overseas Locations FTE			
On-Line FTE	0	0	0
Correspondence FTE			
Low-Residency Programs FTE			
Total FTE	0	0	0



<b>Unduplicated Headcount Total</b>	0	0	0
<b>Certificates Awarded, Most Recent Year</b>	n.a.	n.a.	

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

\* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

### Headcount by UNDERGRADUATE Program Type

	<b>3 Years</b>		<b>2 Years</b>		<b>1 Year</b>		<b>Current</b>		<b>Next Year Forward (goal)</b>
	<b>Prior</b>		<b>Prior</b>		<b>Prior</b>		<b>Year*</b>		
For Fall Term, as of Census Date	<b>(FY 2013)</b>		<b>(FY2014)</b>		<b>(FY 2015)</b>		<b>(FY 2016)</b>		<b>(FY 2017)</b>
<b>Certificate</b>	24	-	16		45		27		35
<b>Associate</b>	31	-	44		30		22		28
<b>Baccalaureate</b>	1654	-	1699		1696		1500		1550
<b>Total Undergraduate</b>	1,709		1,759		1,771		1,549		1600

### Headcount by GRADUATE Program Type

	<b>3 Years</b>		<b>2 Years</b>		<b>1 Year</b>		<b>Current</b>		<b>Next Year Forward (goal)</b>
	<b>Prior</b>		<b>Prior</b>		<b>Prior</b>		<b>Year*</b>		
For Fall Term, as of Census Date	<b>(FY 2013)</b>		<b>(FY2014)</b>		<b>(FY 2015)</b>		<b>(FY 2016)</b>		<b>(FY 2017)</b>
<b>Master's</b>	1323	-	1195		991		803		830
<b>Doctorate</b>		-							
<b>First Professional</b>		-							
<b>Other</b>	95	-	71		55		59		

**Total Graduate**

1,418		1,266		1,046		862		
-------	--	-------	--	-------	--	-----	--	--

**Credit Hours Generated at Undergraduate & Graduate Levels**

**Undergraduate**

3 Years Prior (FY 2013)		2 Years Prior (FY2014)		1 Year Prior (FY 2015)		Current Year* (FY 2016)		Next Year Forward (goal) (FY 2017)
17751		18974		18798		18280		1880

**Graduate**

5574		4785		3797		3238		3340
------	--	------	--	------	--	------	--	------

\*"Current Year" refers to the year in which the interim report is submitted to the Commission.

## Standard 5: Students – Admissions (On Campus Only) (formerly Std. 6)

### Admissions, Fall Term

?

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior (FY 2013)	2 Years Prior (FY 2014)	1 Year Prior (FY 2015)	Current Year* (FY 2016)	Next Year Forward (goal) (FY 2017)
Completed Applications	1,318	1,580	1,456	1,436	1,476
Applications Accepted	1,168	1,233	1,136	1,091	1,122
Applicants Enrolled	258	293	257	279	287
% Accepted of Applied	88.6%	78.0%	78.0%	76.0%	76.0%
% Enrolled of Accepted	22.1%	23.8%	22.6%	25.6%	25.6%
Percent Change Year over Year					
Completed Applications	-	19.9%	-7.8%	-1.4%	2.8%
Applications Accepted	-	5.6%	-7.9%	-4.0%	2.8%
Applicants Enrolled	-	13.6%	-12.3%	8.6%	2.9%
Average of Statistical Indicator of Aptitude of Enrollees: (Define Below)	?				
Combined Average SAT		1450	1440	1460	1450
<b>Transfers - Undergraduate</b>	?				
Completed Applications	80	59	79	78	80
Applications Accepted	78	53	71	59	60
Applications Enrolled	32	21	35	30	30
% Accepted of Applied	97.5%	89.8%	89.9%	75.6%	75.0%
% Enrolled of Accepted	41.0%	39.6%	49.3%	50.8%	50.0%
<b>Master's Degree</b>	?				
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
<b>First Professional Degree – All Programs</b>	?				
Completed Applications					
Applications Accepted					
Applications Enrolled					

% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
<b>Doctoral Degrees</b>	<b>?</b>				
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

\*"Current Year" refers to the year in which the interim report is submitted to the Commission.

## Standard 5: Students – Enrollment (formerly Std. 6)

### Enrollment, Fall Census Date

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)
UNDERGRADUATE (On-Campus)		(FY 2013)		(FY 2014)		(FY 2015)		(FY 2016)		(FY 2017)
		?								
First Year										
Full-Time Headcount		?	275	280		287		296		305
Part-Time Headcount		?		1		1		1		0
Total Headcount			275	281		288		297		
Total FTE		?	275.0	280.5		287.6		296.5		305
Second Year										
Full-Time Headcount			234	245		235		237		255
Part-Time Headcount				1						0
Total Headcount			234	246		235		237		
Total FTE			234.0	245.3		235.0		237.0		255
Third Year										
Full-Time Headcount			226	236		263		269		257
Part-Time Headcount			5	1		1		1		1
Total Headcount			231	237		264		270		1
Total FTE			228.3	236.5		263.3		269.3		257.5
Fourth Year										
Full-Time Headcount			172	179		151		156		180
Part-Time Headcount			12	11		11		8		5
Total Headcount			184	190		162		164		12
Total FTE			178.3	181.7		156.9		158.9		182.5
Unclassified										
Full-Time Headcount		?	5	3		5		4		4
Part-Time Headcount			16	106		98		105		105
Total Headcount			21	109		103		109		105
Total FTE			9.8	31.0		30.4		32.0		
Total Undergraduate Students										
Full-Time Headcount			912	943		941		962		
Part-Time Headcount			33	120		111		115		118
Total Headcount			945	1,063		1,052		1,077		118
Total FTE			925.4	974.9		973.2		993.6		
% Change FTE										
Undergraduate			na	5.4%		-0.2%		2.1%		-100.0%

**UNDERGRADUATE**  
**(Online)**

Unclassified						
Full-Time Headcount	?	15	15	10	5	10
Part-Time Headcount		837	841	851	603	620
Total Headcount		852	856	861	608	630
Total FTE		233.8	245.4	233.7	168.2	178

**GRADUATE**  
**(Online)**

GRADUATE (Online)						
	?					
Full-Time Headcount	?	321	260	178	175	180
Part-Time Headcount	?	1,097	1,006	868	687	700
Total Headcount		1,418	1,266	1,046	862	880
Total FTE	?	866.0	761.0	611.3	521.7	540
% Change FTE Graduate		na	-12.1%	-19.7%	-14.7%	3.5%

**GRAND TOTAL**

Grand Total Headcount		2,363	2,329	2,098	1,939	998
Grand Total FTE		1,791.4	1,735.9	1,584.5	1,515.3	540
% Change Grand Total FTE		na	-3.1%	-8.7%	-4.4%	64.4

\*"Current Year" refers to the year in which the interim report is submitted to the Commission.

## Standard 5: Students – Financial Aid, Debt & Developmental Courses (formerly Std. 6)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Budget*	Next Year Forward (as of 7-16) (goal)
	(FY 2013)	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)
<b>Student Financial Aid</b>					
Total Federal Aid	\$15,509,895	\$16,227,674	\$16,045,418	\$13,355,689	9,637,312
Grants	\$1,780,227	\$1,925,360	\$1,769,198	\$1,593,060	1,245,078
Loans	\$13,606,654	\$14,178,605	\$14,132,855	\$11,604,674	8,283,169
Work Study	\$123,014	\$123,709	\$143,365	\$157,955	109,065
Total State Aid	\$290,626	\$217,225	\$224,597	\$279,793	324,200
Total Institutional Aid					
Grants	\$12,277,841	\$13,951,213	\$14,463,018	\$16,376,208	18,115,007
Loans	\$0	\$0	\$0	\$0	0
Total Private Aid					
Grants	\$425,452	\$528,258	\$527,066	\$574,838	304,242
Loans	\$3,243,354	\$3,704,419	\$4,310,151	\$4,027,716	2,533,928
<b>Student Debt</b>					
Percent of students graduating with debt**					
Undergraduates	93%	91%	91%	95%	
Graduates					
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	\$32,999	\$33,182	\$35,737	\$37,302	
Graduates					
Average amount of debt for students leaving the institution without a degree					
Undergraduates					
Graduate Students					
<b>Percent of First-year students in Developmental Courses***</b>					
English as a Second/Other Language	0%	0%	0%	0%	
English (reading, writing, communication skills)	2%	2%	2%	1%	
Math	0%	0%	0%	0%	
Other	0%	0%	0%	0%	
<b>Three-year Cohort Default Rate</b>					
	(FY 2010)	(FY 2011)	(FY 2012)		
Most recent three years					

\* All students who graduated should be included in this calculation.

\*\*Courses for which no credit toward a degree is granted.

\*\*\*"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

## Standard 6: Faculty (formerly Std. 5)

### Rank, Fall Term

	3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)	
	(FY 2013)		(FY 2014)		(FY 2015)		(FY 2016)		(FY 2017)	
<b>?</b>	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
<b>Number of Faculty</b>										
Professor	10		9		11		10		11	
Associate	26		23		20		16		16	
Assistant	26		24		29		32		34	
Instructor	10		5		7		7		7	
Other	8	188	2	207	2	186	2	196	2	unknown
Total	80	188	63	207	69	186	67	196	70	

### Appointments, Tenure, Departures & Retirements, Full Academic Year

	3 Years Prior		2 Years Prior		1 Year Prior		Current Year		Next Year Forward (goal)	
	(FY 2013)		(FY 2014)		(FY 2015)		(FY 2016)		(FY 2017)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
<b># of Faculty Appointed</b>	2	unknown	9	43	7	18	6	30	4	unknown
<b># of Faculty in Tenured Positions</b>	40	0	39	0	31	0	32	0	32	0
<b># of Faculty Departing</b>	6	n/a	2	n/a	4	n/a	2	n/a	unknown	n/a
<b># of Faculty Retiring</b>	1	2	3	0	3	0	2	0	unknown	0



## Standard 7: Financial Resources (formerly Std. 9)

### Statement of Financial Position / Statement of Net Assets

FISCAL YEAR ENDS month & day: ( / )		2 Years Prior (FY 2013)	1 Year Prior (FY 2014)	Most Recent Year FY 2015	Percent Change 2 yrs-1 yr prior--1 yr-most recent	
	<b>ASSETS</b>					
?	CASH AND SHORT TERM INVESTMENTS	\$2,061,864	\$1,200,228	\$1,327,055	-41.8%	10.6%
?	CASH HELD BY STATE TREASURER				-	-
?	DEPOSITS HELD BY STATE TREASURER				-	-
?	ACCOUNTS RECEIVABLE, NET	\$1,218,705	\$1,393,348	\$1,419,300	14.3%	1.9%
?	CONTRIBUTIONS RECEIVABLE, NET				-	-
?	INVENTORY AND PREPAID EXPENSES				-	-
?	LONG-TERM INVESTMENTS	\$17,119,620	\$19,805,117	\$18,733,976	15.7%	-5.4%
?	LOANS TO STUDENTS	\$2,009,952	\$1,933,407	\$1,992,517	-3.8%	3.1%
?	FUNDS HELD UNDER BOND AGREEMENT	\$838,604	\$1,295,420	\$1,341,095	54.5%	3.5%
?	PROPERTY, PLANT AND EQUIPMENT, NET	\$38,147,721	\$37,665,726	\$38,681,766	-1.3%	2.7%
?	OTHER ASSETS	\$1,887,454	\$3,234,371	\$3,072,968	71.4%	-5.0%
	<b>TOTAL ASSETS</b>	<b>\$63,283,920</b>	<b>\$66,527,617</b>	<b>\$66,568,677</b>	5.1%	0.1%
	<b>LIABILITIES</b>					
?	ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	\$2,806,915	\$3,182,533	\$2,827,676	13.4%	-11.2%
?	DEFERRED REVENUE & REFUNDABLE ADVANCES	\$2,934,462	\$2,736,530	\$3,239,118	-6.7%	18.4%
?	DUE TO STATE				-	-
?	DUE TO AFFILIATES				-	-
?	ANNUITY AND LIFE INCOME OBLIGATIONS				-	-
?	AMOUNTS HELD ON BEHALF OF OTHERS				-	-
?	LONG TERM DEBT	\$21,068,379	\$20,451,032	\$19,543,686	-2.9%	-4.4%
?	REFUNDABLE GOVERNMENT ADVANCES	\$1,253,661	\$1,284,352	\$1,321,662	2.4%	2.9%
?	OTHER LONG-TERM LIABILITIES	\$601,798	\$435,260	\$254,085	-27.7%	-41.6%
	<b>TOTAL LIABILITIES</b>	<b>\$28,665,215</b>	<b>\$28,089,707</b>	<b>\$27,186,227</b>	-2.0%	-3.2%

			<b>NET ASSETS</b>			
		UNRESTRICTED NET ASSETS				
		INSTITUTIONAL	<b>\$26,683,487</b>	<b>\$27,929,545</b>	<b>\$28,527,167</b>	4.7% 2.1%
	<b>?</b>	FOUNDATION				- -
		TOTAL	<b>\$26,683,487</b>	<b>\$27,929,545</b>	<b>\$28,527,167</b>	4.7% 2.1%
		TEMPORARILY RESTRICTED NET ASSETS				
		INSTITUTIONAL	<b>\$3,829,667</b>	<b>\$5,004,750</b>	<b>\$5,079,124</b>	30.7% 1.5%
	<b>?</b>	FOUNDATION				- -
		TOTAL	<b>\$3,829,667</b>	<b>\$5,004,750</b>	<b>\$5,079,124</b>	30.7% 1.5%
		PERMANENTLY RESTRICTED NET ASSETS				
		INSTITUTIONAL	<b>\$4,105,551</b>	<b>\$5,503,515</b>	<b>\$5,776,159</b>	34.1% 5.0%
	<b>?</b>	FOUNDATION				- -
		TOTAL	<b>\$4,105,551</b>	<b>\$5,503,515</b>	<b>\$5,776,159</b>	34.1% 5.0%
		TOTAL NET ASSETS	<b>\$34,618,705</b>	<b>\$38,437,810</b>	<b>\$39,382,450</b>	11.0% 2.5%
		<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>\$63,283,920</b>	<b>\$66,527,517</b>	<b>\$66,568,677</b>	5.1% 0.1%

## Standard 7: Revenue and Expenses (formerly Std. 9)

### Statement of Revenues and Expenses

FISCAL YEAR ENDS month & day: (   /   )			3 Years Prior (FY2013)	2 Years Prior (FY2014)	Most Recently Completed Year (FY 2015)	Current Budget* (FY 2016 )	Next Year Forward (FY 2017)
		OPERATING REVENUES					
	?	TUITION & FEES	\$38,007,644	\$40,260,433	\$40,646,646	\$40,716,900	\$42,305,000
	?	ROOM AND BOARD	\$7,722,129	\$8,166,399	\$8,370,226	\$8,937,700	\$9,073,000
	?	LESS: FINANCIAL AID	(\$11,762,826)	(\$13,525,024)	(\$14,240,586)	(\$16,267,700)	(\$16,700,000)
		NET STUDENT FEES	\$33,966,947	\$34,901,808	\$34,776,286	\$33,386,900	\$34,678,000
	?	GOVERNMENT GRANTS & CONTRACTS					
	?	PRIVATE GIFTS, GRANTS & CONTRACTS	\$740,509	\$415,672	\$538,454	\$448,000	\$780,000
	?	OTHER AUXILIARY ENTERPRISES	\$627,804	\$961,654	\$888,391	\$584,000	\$1,087,000
		ENDOWMENT INCOME USED IN OPERATIONS	\$210,719	\$608,767	\$589,820	\$739,000	\$648,000
	?	OTHER REVENUE (specify):	\$932,423	\$735,870	\$609,872	\$610,265	\$445,000
		OTHER REVENUE (specify):		\$94,500	\$115,000		
		NET ASSETS RELEASED FROM RESTRICTIONS					
		TOTAL OPERATING REVENUES	\$36,478,402	\$37,718,271	\$37,517,823	\$35,768,165	\$37,638,000
		OPERATING EXPENSES					
	?	INSTRUCTION	\$16,905,638	\$17,034,920	\$15,065,710	\$15,000,000	\$15,520,000
	?	RESEARCH					
	?	PUBLIC SERVICE					
	?	ACADEMIC SUPPORT	\$1,821,295	\$1,743,638	\$1,699,246	\$1,500,000	\$1,610,000
	?	STUDENT SERVICES	\$7,710,107	\$8,182,970	\$8,417,559	\$8,000,000	\$8,503,000
	?	INSTITUTIONAL SUPPORT	\$7,257,292	\$7,763,040	\$9,158,351	\$8,768,165	\$9,400,000
		FUNDRAISING AND ALUMNI RELATIONS					
	?	OPERATION, MAINTENANCE OF PLANT (if not allocated)					
	?	SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)					
	?	AUXILIARY ENTERPRISES	\$2,496,096	\$2,644,275	\$2,810,226	\$2,500,000	\$2,605,000
	?	DEPRECIATION (if not allocated)					
	?	OTHER EXPENSES (specify):					

		OTHER EXPENSES (specify):					
		<b>TOTAL OPERATING EXPENDITURES</b>	<b>\$36,190,428</b>	<b>\$37,368,843</b>	<b>\$37,151,092</b>	<b>\$35,768,165</b>	<b>\$37,638,000</b>
		<b>CHANGE IN NET ASSETS FROM OPERATIONS</b>	<b>\$287,974</b>	<b>\$349,428</b>	<b>\$366,731</b>	<b>\$0</b>	<b>\$0</b>
		<b>NON OPERATING REVENUES</b>					
	?	STATE APPROPRIATIONS (NET)					
	?	INVESTMENT RETURN	<b>\$1,852,144</b>	<b>\$2,898,094</b>	<b>\$155,011</b>		
	?	INTEREST EXPENSE (public institutions)					
		GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS	<b>\$316,085</b>	<b>\$254,018</b>	<b>\$505,716</b>		
	?	OTHER (specify):		<b>\$80,737</b>	<b>(\$82,818)</b>		
		OTHER (specify):		<b>(\$888,686)</b>			
		OTHER (specify):					
		<b>NET NON OPERATING REVENUES</b>	<b>\$2,168,229</b>	<b>\$2,344,163</b>	<b>\$577,909</b>	<b>\$0</b>	<b>\$0</b>
		<b>INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES</b>	<b>\$2,456,203</b>	<b>\$2,693,591</b>	<b>\$944,640</b>	<b>\$0</b>	<b>\$0</b>
	?	CAPITAL APPROPRIATIONS (public institutions)					
	?	OTHER					
		<b>TOTAL INCREASE/DECREASE IN NET ASSETS</b>	<b>\$2,456,203</b>	<b>\$2,693,591</b>	<b>\$944,640</b>	<b>\$0</b>	<b>\$0</b>

\*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

## Standard 7: Debt (formerly Std. 9)

### Statement of Debt

FISCAL YEAR ENDS month & day ( / )		3 Years Prior (FY2013)	2 Years Prior (FY2014)	Most Recently Completed Year (FY 2015)	Current Budget* (FY 2016)	Next Year Forward (FY 2017)
	<b>DEBT</b>					
	BEGINNING BALANCE	\$22,663,836	\$21,647,243	\$19,759,791	\$18,719,003	\$17,705,303
	ADDITIONS	\$0	\$410,216	\$0	\$0	\$0
	<b>?</b> REDUCTIONS	(\$1,016,593)	(\$1,194,534)	(\$1,040,788)	(\$1,013,700)	(\$965,000)
	ENDING BALANCE	<b>\$21,647,243</b>	<b>\$20,862,925</b>	<b>\$18,719,003</b>	<b>\$17,705,303</b>	<b>\$16,740,303</b>
	INTEREST PAID DURING FISCAL YEAR	\$1,252,448	\$780,980	\$893,382	\$835,900	\$798,000
	CURRENT PORTION					
	<b>BOND RATING</b>					

**DEBT COVENANTS: (1) DESCRIBE INTEREST RATE, SCHEDULE, AND STRUCTURE OF PAYMENTS; and (2) INDICATE WHETHER THE DEBT COVENANTS ARE BEING MET.**

Maine Health Higher Education Finance Authority requires debt covenant ration of 1.2 and the College has met that requirement

**LINE(S) OF CREDIT: LIST THE INSTITUTION'S LINE(S) OF CREDIT AND THEIR USES.**

\$1,5MM LOC used as a bridge loan during the summer months

**FUTURE BORROWING PLANS (PLEASE DESCRIBE)**

\*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

**Standard 7: Supplemental Data (formerly Std. 9)**

FISCAL YEAR ENDS month & day ( / )			3 Years Prior (FY2013)	2 Years Prior (FY2014)	Most Recently Completed Year (FY 2015)	Current Budget* (FY 2016)	Next Year Forward (FY 2017)
		<b>DEBT</b>					
		BEGINNING BALANCE	\$22,663,836	\$21,647,243	\$19,759,791	\$18,719,003	\$17,705,303
		ADDITIONS	\$0	\$410,216	\$0	\$0	\$0
	?	REDUCTIONS	(\$1,016,593)	(\$1,194,534)	(\$1,040,788)	(\$1,013,700)	(\$965,000)
		ENDING BALANCE	\$21,647,243	\$20,862,925	\$18,719,003	\$17,705,303	\$16,740,303
		INTEREST PAID DURING FISCAL YEAR	\$1,252,448	\$780,980	\$893,382	\$835,900	\$798,000
		CURRENT PORTION					
		<b>BOND RATING</b>					

**DEBT COVENANTS: (1) DESCRIBE INTEREST RATE, SCHEDULE, AND STRUCTURE OF PAYMENTS; and (2) INDICATE WHETHER THE DEBT COVENANTS ARE BEING MET.**

Maine Health Higher Education Finance Authority requires debt covenant ration of 1.2 and the College has met that requirement

**LINE(S) OF CREDIT: LIST THE INSTITUTION'S LINE(S) OF CREDIT AND THEIR USES.**

\$1,5MM LOC used as a bridge loan during the summer months

**FUTURE BORROWING PLANS (PLEASE DESCRIBE)**

\*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

## Standard 9: Integrity (formerly Std. 11)

### Standard 11: Integrity

? Policies	Last Updated	URL Where Policy is Posted	Responsible Office or Committee
Academic honesty (Sebago Campus)	2015	<a href="http://catalog.sjcme.edu/content.php?catid=26&amp;navoid=766#acad_hone">http://catalog.sjcme.edu/content.php?catid=26&amp;navoid=766#acad_hone</a>	Academic Affairs
Academic honesty (Online College)	2016	<a href="http://catalog.sjcme.edu/content.php?catid=27&amp;navoid=824">http://catalog.sjcme.edu/content.php?catid=27&amp;navoid=824</a>	Academic Affairs
Intellectual property rights	2015		Academic Affairs
Conflict of interest	2015	<a href="https://www.sjcme.edu/uploadedFiles/Sites/SJCMEEDU/Pages/mySJC/Human_Resources/Files/salaryhandbk.pdf">https://www.sjcme.edu/uploadedFiles/Sites/SJCMEEDU/Pages/mySJC/Human_Resources/Files/salaryhandbk.pdf</a>	Human Resources
Privacy rights (confidentiality) (Sebago Campus)	2015	<a href="http://catalog.sjcme.edu/content.php?catid=29&amp;navoid=924">http://catalog.sjcme.edu/content.php?catid=29&amp;navoid=924</a>	Academic Affairs
Privacy rights (confidentiality) (Online College)		<a href="http://catalog.sjcme.edu/content.php?catid=27&amp;navoid=826">http://catalog.sjcme.edu/content.php?catid=27&amp;navoid=826</a>	Academic Affairs
Fairness for students (Sebago Campus)		<a href="http://catalog.sjcme.edu/content.php?catid=29&amp;navoid=924">http://catalog.sjcme.edu/content.php?catid=29&amp;navoid=924</a>	Academic Affairs
Fairness for students (Online College)	07/01/2015	<a href="http://catalog.sjcme.edu/content.php?catid=27&amp;navoid=826">http://catalog.sjcme.edu/content.php?catid=27&amp;navoid=826</a>	Academic Affairs
Fairness for faculty	07/01/2015	<a href="https://www.sjcme.edu/mysjc/faculty-handbooks/">https://www.sjcme.edu/mysjc/faculty-handbooks/</a>	Human Resources
Fairness for staff	07/01/2015	<a href="https://www.sjcme.edu/mysjc/human-resources/home/">https://www.sjcme.edu/mysjc/human-resources/home/</a>	Human Resources
Academic freedom	07/01/2015	<a href="https://www.sjcme.edu/mysjc/faculty-handbooks/">https://www.sjcme.edu/mysjc/faculty-handbooks/</a>	Academic Affairs
<b>Non-discrimination policies</b>			
Recruitment and admissions (Sebago Campus)		<a href="https://www.sjcme.edu/admissions/applyi ng-to-sjc/oncampus/">https://www.sjcme.edu/admissions/applyi ng-to-sjc/oncampus/</a>	Enrollment Office
Recruitment and admissions (Online College)		<a href="https://www.sjcme.edu/admissions/applyi ng-to-sjc/online/">https://www.sjcme.edu/admissions/applyi ng-to-sjc/online/</a>	Enrollment Office
Employment	2003	<a href="http://keoka.sjcme.edu/careers/">http://keoka.sjcme.edu/careers/</a>	Human Resources
Evaluation	2003	<a href="https://www.sjcme.edu/mysjc/human-resources/performance-appraisals/">https://www.sjcme.edu/mysjc/human-resources/performance-appraisals/</a>	Human Resources
Disciplinary action	2003	<a href="https://www.sjcme.edu">https://www.sjcme.edu</a>	Human Resources
Advancement			
<b>Resolution of grievances</b>			
Students	2011	<a href="https://www.sjcme.edu/admissions/applyi ng-to-sjc/consumer-grievance-policy/">https://www.sjcme.edu/admissions/applyi ng-to-sjc/consumer-grievance-policy/</a>	Human Resources
Faculty	2003	<a href="https://www.sjcme.edu/mysjc/faculty-handbooks/">https://www.sjcme.edu/mysjc/faculty-handbooks/</a>	Human Resources
Staff: salaried	2003	<a href="https://www.sjcme.edu/uploadedfiles/sites/sjcmeedu/pages/mysjc/human_resource s/files/salaryhandbk.pdf">https://www.sjcme.edu/uploadedfiles/sites/sjcmeedu/pages/mysjc/human_resource s/files/salaryhandbk.pdf</a>	Human Resources
Staff: hourly	2003	<a href="https://www.sjcme.edu/uploadedFiles/Sites/SJCMEEDU/Pages/mySJC/Human_R esources/Files/hourlyhandbk.pdf">https://www.sjcme.edu/uploadedFiles/Sites/SJCMEEDU/Pages/mySJC/Human_R esources/Files/hourlyhandbk.pdf</a>	Human Resources

? Other			
	Last Upd ated	Relevant URL or Publication	Responsible Office or Committee
	2010	<a href="https://www.sjcme.edu/uploadedfiles/sites/sjcmeedu/pages/mysjc/human_resource/files/copyrightpolicy.pdf">https://www.sjcme.edu/uploadedfiles/sites/sjcmeedu/pages/mysjc/human_resource/files/copyrightpolicy.pdf</a>	Human Resources
		<a href="https://www.sjcme.edu/academics/library/citing-sources/">https://www.sjcme.edu/academics/library/citing-sources/</a>	Library

Online Policies			
	Last Upd ated	Relevant URL or Publication	Responsible Office or Committee
1 Transfer Credit	07/01/2015	<a href="http://catalog.sjcme.edu/content.php?catid=27&amp;navoid=824">http://catalog.sjcme.edu/content.php?catid=27&amp;navoid=824</a>	Online Policy Committee
2 Undergraduate Admissions	07/01/2015	<a href="http://catalog.sjcme.edu/content.php?catid=27&amp;navoid=824">http://catalog.sjcme.edu/content.php?catid=27&amp;navoid=824</a>	Online Policy Committee
3 Graduate Admissions	07/01/2015	<a href="http://catalog.sjcme.edu/content.php?catid=27&amp;navoid=824#admi_grad_prog">http://catalog.sjcme.edu/content.php?catid=27&amp;navoid=824#admi_grad_prog</a>	Online Policy Committee
4 Program Withdrawal	07/01/2015	<a href="http://catalog.sjcme.edu/content.php?catid=27&amp;navoid=826#with_poli">http://catalog.sjcme.edu/content.php?catid=27&amp;navoid=826#with_poli</a>	Online Policy Committee
5 Course Withdrawal	07/01/2015	<a href="http://catalog.sjcme.edu/content.php?catid=27&amp;navoid=826#with_poli">http://catalog.sjcme.edu/content.php?catid=27&amp;navoid=826#with_poli</a>	Online Policy Committee
6 Graduation	07/01/2015	<a href="http://catalog.sjcme.edu/content.php?catid=27&amp;navoid=825">http://catalog.sjcme.edu/content.php?catid=27&amp;navoid=825</a>	Online Policy Committee
7 Leave of Absence	07/01/2015	<a href="http://catalog.sjcme.edu/content.php?catid=27&amp;navoid=826">http://catalog.sjcme.edu/content.php?catid=27&amp;navoid=826</a>	Online Policy Committee
8 Extensions	07/01/2015	<a href="http://catalog.sjcme.edu/content.php?catid=27&amp;navoid=826">http://catalog.sjcme.edu/content.php?catid=27&amp;navoid=826</a>	Online Policy Committee
9 Incomplete Grades	07/01/2015	<a href="http://catalog.sjcme.edu/content.php?catid=27&amp;navoid=826">http://catalog.sjcme.edu/content.php?catid=27&amp;navoid=826</a>	Online Policy Committee
10 Compensation	07/01/2015	<a href="https://www.sjcme.edu/uploadedFiles/Sites/SJCMEEDU/Pages/mySJC/Human_Resources/Files/Guidebook_for_Faculty_Teaching_Online_Courses_FY17_FINAL.pdf">https://www.sjcme.edu/uploadedFiles/Sites/SJCMEEDU/Pages/mySJC/Human_Resources/Files/Guidebook_for_Faculty_Teaching_Online_Courses_FY17_FINAL.pdf</a>	Online Policy Committee
11 Tuition & Fees	07/01/2015	<a href="https://www.sjcme.edu/admissions/costs-and-billing/online/">https://www.sjcme.edu/admissions/costs-and-billing/online/</a>	CFO/Treasurer/Online Operations



## Standard 9: Public Disclosure (formerly Std. 10)

Information	Web Addresses	?	Print Publications
How can inquiries be made about the institution? Where can questions be addressed?	<a href="https://www.sjcme.edu/about-us/contact-us/">https://www.sjcme.edu/about-us/contact-us/</a>		Admissions viewbooks and materials
Notice of availability of publications and of audited financial statement or fair summary	<a href="https://www.sjcme.edu/about-us/department-and-services/treasurers-office/">https://www.sjcme.edu/about-us/department-and-services/treasurers-office/</a>		Available upon request
Institutional catalog	On Campus: <a href="http://catalog.sjcme.edu/index.php?catoid=26">http://catalog.sjcme.edu/index.php?catoid=26</a>  Online: <a href="http://catalog.sjcme.edu/index.php">http://catalog.sjcme.edu/index.php</a>		Upon request, a print version can be provided
Obligations and responsibilities of students and the institution	On Campus: Online:		Student Handbooks
Information on admission and attendance	On Campus: <a href="https://www.sjcme.edu/admissions/applying-to-sjc/oncampus/">https://www.sjcme.edu/admissions/applying-to-sjc/oncampus/</a>  Online: <a href="https://www.sjcme.edu/admissions/applying-to-sjc/online/">https://www.sjcme.edu/admissions/applying-to-sjc/online/</a>		Admissions viewbooks and materials
Institutional mission and objectives	On Campus: <a href="https://www.sjcme.edu/about-us/why-sjc/history-mission-core-values-identity/">https://www.sjcme.edu/about-us/why-sjc/history-mission-core-values-identity/</a>  Online: <a href="http://catalog.sjcme.edu/content.php?catoid=27&amp;navoid=844">http://catalog.sjcme.edu/content.php?catoid=27&amp;navoid=844</a>		Admissions viewbooks and materials
Expected educational outcomes	On Campus: <a href="http://catalog.sjcme.edu/content.php?catoid=26&amp;navoid=767#gene_educ">http://catalog.sjcme.edu/content.php?catoid=26&amp;navoid=767#gene_educ</a>  Online: <a href="http://catalog.sjcme.edu/content.php?catoid=27&amp;navoid=827">http://catalog.sjcme.edu/content.php?catoid=27&amp;navoid=827</a>		None
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	<a href="http://catalog.sjcme.edu/content.php?catoid=26&amp;navoid=753">http://catalog.sjcme.edu/content.php?catoid=26&amp;navoid=753</a>		Admissions viewbooks and materials
Requirements, procedures and policies re: admissions	On Campus: <a href="http://catalog.sjcme.edu/content.php?catoid=26&amp;navoid=759">http://catalog.sjcme.edu/content.php?catoid=26&amp;navoid=759</a>  Online: <a href="http://catalog.sjcme.edu/content.php?catoid=27&amp;navoid=824">http://catalog.sjcme.edu/content.php?catoid=27&amp;navoid=824</a>		Admissions viewbooks and materials
Requirements, procedures and policies re: transfer credit	On Campus: <a href="http://catalog.sjcme.edu/content.php?catoid=26&amp;navoid=759#tran_stud">http://catalog.sjcme.edu/content.php?catoid=26&amp;navoid=759#tran_stud</a>  Online:		Admissions viewbooks and materials

		<a href="http://catalog.sjcme.edu/content.php?catoid=27&amp;navoid=824#tran_cred">http://catalog.sjcme.edu/content.php?catoid=27&amp;navoid=824#tran_cred</a>	
	A list of institutions with which the institution has an articulation agreement	On Campus: <a href="http://catalog.sjcme.edu/content.php?catoid=26&amp;navoid=762#serv_learning">http://catalog.sjcme.edu/content.php?catoid=26&amp;navoid=762#serv_learning</a>  Online: <a href="https://www.sjcme.edu/admissions/transfer-agreements/online/">https://www.sjcme.edu/admissions/transfer-agreements/online/</a>	None
	Student fees, charges and refund policies	On Campus: <a href="http://catalog.sjcme.edu/content.php?catoid=26&amp;navoid=760">http://catalog.sjcme.edu/content.php?catoid=26&amp;navoid=760</a>  Online: <a href="http://catalog.sjcme.edu/content.php?catoid=27&amp;navoid=830">http://catalog.sjcme.edu/content.php?catoid=27&amp;navoid=830</a>	Admissions viewbooks and materials
	Rules and regulations for student conduct	On Campus: <a href="http://catalog.sjcme.edu/content.php?catoid=26&amp;navoid=766#good_acad_stan">http://catalog.sjcme.edu/content.php?catoid=26&amp;navoid=766#good_acad_stan</a>  Online: <a href="http://catalog.sjcme.edu/content.php?catoid=27&amp;navoid=826">http://catalog.sjcme.edu/content.php?catoid=27&amp;navoid=826</a>	Student Handbook
	Procedures for student appeals and complaints	On Campus: <a href="http://catalog.sjcme.edu/content.php?catoid=26&amp;navoid=766">http://catalog.sjcme.edu/content.php?catoid=26&amp;navoid=766</a>  Online: <a href="http://catalog.sjcme.edu/content.php?catoid=27&amp;navoid=826">http://catalog.sjcme.edu/content.php?catoid=27&amp;navoid=826</a>	None
	Other information re: attending or withdrawing from the institution	On Campus: <a href="http://catalog.sjcme.edu/content.php?catoid=26&amp;navoid=759#appl_admi">http://catalog.sjcme.edu/content.php?catoid=26&amp;navoid=759#appl_admi</a>  Online: <a href="http://catalog.sjcme.edu/content.php?catoid=27&amp;navoid=826#with_poli">http://catalog.sjcme.edu/content.php?catoid=27&amp;navoid=826#with_poli</a>	None
	Academic programs	On Campus: <a href="http://catalog.sjcme.edu/content.php?catoid=26&amp;navoid=763">http://catalog.sjcme.edu/content.php?catoid=26&amp;navoid=763</a> <a href="http://catalog.sjcme.edu/content.php?catoid=27&amp;navoid=835">http://catalog.sjcme.edu/content.php?catoid=27&amp;navoid=835</a> <a href="http://catalog.sjcme.edu/content.php?catoid=27&amp;navoid=832">http://catalog.sjcme.edu/content.php?catoid=27&amp;navoid=832</a>	Admissions viewbooks and materials. Course catalog available upon request
	Courses currently offered	<a href="http://catalog.sjcme.edu/content.php?catoid=26&amp;navoid=765">http://catalog.sjcme.edu/content.php?catoid=26&amp;navoid=765</a> <a href="http://catalog.sjcme.edu/content.php?catoid=27&amp;navoid=836">http://catalog.sjcme.edu/content.php?catoid=27&amp;navoid=836</a> <a href="http://catalog.sjcme.edu/content.php?catoid=27&amp;navoid=833">http://catalog.sjcme.edu/content.php?catoid=27&amp;navoid=833</a>	Admissions viewbooks and materials. Course catalog available upon request

	Other available educational opportunities	<p>On Campus:  <a href="https://www.sjcme.edu/academics/programs/community-based-learning/oncampus/">https://www.sjcme.edu/academics/programs/community-based-learning/oncampus/</a>  <a href="https://www.sjcme.edu/academics/programs/honors-program/oncampus/">https://www.sjcme.edu/academics/programs/honors-program/oncampus/</a>  <a href="https://www.sjcme.edu/academics/career-development/">https://www.sjcme.edu/academics/career-development/</a>  <a href="https://www.sjcme.edu/academics/student-resources/internships/">https://www.sjcme.edu/academics/student-resources/internships/</a>  <a href="https://www.sjcme.edu/academics/student-resources/study-away/oncampus/">https://www.sjcme.edu/academics/student-resources/study-away/oncampus/</a>  <a href="https://www.sjcme.edu/admissions/applying-to-sjc/early-scholars-program/oncampus/">https://www.sjcme.edu/admissions/applying-to-sjc/early-scholars-program/oncampus/</a></p> <p>Online:  <a href="https://www.sjcme.edu/academics/continuing-education/online/">https://www.sjcme.edu/academics/continuing-education/online/</a></p>	Admissions viewbooks
	Other academic policies and procedures	<p>On Campus:  <a href="http://catalog.sjcme.edu/content.php?catoid=26&amp;navoid=766">http://catalog.sjcme.edu/content.php?catoid=26&amp;navoid=766</a></p> <p>Online:  <a href="http://catalog.sjcme.edu/content.php?catoid=27&amp;navoid=826">http://catalog.sjcme.edu/content.php?catoid=27&amp;navoid=826</a></p>	None
	Requirements for degrees and other forms of academic recognition	<p>On Campus:  <a href="http://catalog.sjcme.edu/content.php?catoid=26&amp;navoid=766">http://catalog.sjcme.edu/content.php?catoid=26&amp;navoid=766</a></p> <p>Online:  <a href="http://catalog.sjcme.edu/content.php?catoid=27&amp;navoid=825">http://catalog.sjcme.edu/content.php?catoid=27&amp;navoid=825</a></p>	None
	List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	<p>On Campus:  <a href="https://www.sjcme.edu/about-us/contact-directory/">https://www.sjcme.edu/about-us/contact-directory/</a>  <a href="https://www.sjcme.edu/about-us/why-sjc/faculty-expertise/">https://www.sjcme.edu/about-us/why-sjc/faculty-expertise/</a></p> <p>Online:  <a href="http://catalog.sjcme.edu/content.php?catoid=27&amp;navoid=838">http://catalog.sjcme.edu/content.php?catoid=27&amp;navoid=838</a></p>	None
	Names and positions of administrative officers	<a href="http://catalog.sjcme.edu/content.php?catoid=27&amp;navoid=837">http://catalog.sjcme.edu/content.php?catoid=27&amp;navoid=837</a>	None
	Names, principal affiliations of governing board members	<a href="https://www.sjcme.edu/about-us/why-sjc/leadership-team/">https://www.sjcme.edu/about-us/why-sjc/leadership-team/</a>	None
	Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	N/A	N/A
	Programs, courses, services, and personnel not available in any given academic year.	N/A	N/A
	Size and characteristics of the student body	<a href="https://www.sjcme.edu/about-us/why-sjc/quick-facts/">https://www.sjcme.edu/about-us/why-sjc/quick-facts/</a>	Admissions viewbooks and materials

	Description of the campus setting	<a href="https://www.sjcme.edu/experience-sjc/sebago-lake/">https://www.sjcme.edu/experience-sjc/sebago-lake/</a>	Admissions viewbooks and materials
	Availability of academic and other support services	On Campus: <a href="https://www.sjcme.edu/academics/student-resources/oncampus">https://www.sjcme.edu/academics/student-resources/oncampus</a>  Online: <a href="https://www.sjcme.edu/academics/student-resources/online/">https://www.sjcme.edu/academics/student-resources/online/</a>	TAC Brochure
	Range of co-curricular and non-academic opportunities available to students	<a href="https://www.sjcme.edu/life-and-community/campus-life/oncampus/">https://www.sjcme.edu/life-and-community/campus-life/oncampus/</a>	Campus Life, Athletics, Campus Ministry, Career Services - flyers and brochures
	Institutional learning and physical resources from which a student can reasonably be expected to benefit	On Campus: <a href="https://www.sjcme.edu/academics/career-development/">https://www.sjcme.edu/academics/career-development/</a>  Online: <a href="https://www.sjcme.edu/academics/student-resources/how-online-learning-works/online/">https://www.sjcme.edu/academics/student-resources/how-online-learning-works/online/</a>	None
	Institutional goals for students' education	<a href="http://catalog.sjcme.edu/content.php?catoid=26&amp;navoid=753#stat_stud_goal">http://catalog.sjcme.edu/content.php?catoid=26&amp;navoid=753#stat_stud_goal</a>	None
	Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	On Campus: <a href="https://www.sjcme.edu/admissions/applying-to-sjc/faqs/oncampus/">https://www.sjcme.edu/admissions/applying-to-sjc/faqs/oncampus/</a>  Online: <a href="https://www.sjcme.edu/admissions/applying-to-sjc/faqs/online/">https://www.sjcme.edu/admissions/applying-to-sjc/faqs/online/</a>	None
	Total cost of education, including availability of financial aid and typical length of study	On Campus: <a href="https://www.sjcme.edu/admissions/costs-and-billing/oncampus/">https://www.sjcme.edu/admissions/costs-and-billing/oncampus/</a>  Online: <a href="https://www.sjcme.edu/admissions/costs-and-billing/online/">https://www.sjcme.edu/admissions/costs-and-billing/online/</a>	Admissions viewbooks and materials
	Expected amount of student debt upon graduation	On Campus: <a href="https://www.sjcme.edu/admissions/costs-and-billing/oncampus/">https://www.sjcme.edu/admissions/costs-and-billing/oncampus/</a>  Online: <a href="https://www.sjcme.edu/admissions/costs-and-billing/online/">https://www.sjcme.edu/admissions/costs-and-billing/online/</a>	None
	Statement about accreditation	<a href="https://www.sjcme.edu/about-us/why-sjc/accreditations/">https://www.sjcme.edu/about-us/why-sjc/accreditations/</a>	Admissions viewbooks, Athletic brochures, letters

## **Student Achievement and Success Forms**

## The E Series

### Option E1: Part a. Inventory of Educational Effectiveness Indicators

#### *Sebago Lake Programs*

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)  Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:	Yes; 5 Institutional Learning Outcomes were adopted in 2014	On Campus Catalog:  <a href="http://catalog.sjcme.edu/content.php?catoid=26&amp;navoid=753#stat_stud_goal">http://catalog.sjcme.edu/content.php?catoid=26&amp;navoid=753#stat_stud_goal</a>	Data from NSSE, CIRP, BCSSE, and informal senior surveys provide information about program outcomes.			
For general education if an	Yes	On Campus Catalog:				

undergraduate institution:		<a href="http://catalog.sjcme.edu/content.php?catoid=26&amp;navoid=762#degree_requ">http://catalog.sjcme.edu/content.php?catoid=26&amp;navoid=762#degree_requ</a>				
List each degree program: 1. Biology	Yes	<i>All will be included in FY17 catalog iteration.</i>	<ul style="list-style-type: none"> <li>• Internships, service</li> <li>• learning, practicum</li> <li>• evaluations,</li> <li>• comprehensive</li> <li>• examinations,</li> <li>• research papers,</li> <li>• poster presentations</li> </ul>	Department Faculty		2014-15
2. Business	Yes		<ul style="list-style-type: none"> <li>• Internships,</li> <li>• capstone courses,</li> <li>• research papers,</li> <li>• student portfolios,</li> <li>• professional publications,</li> </ul>	Department Faculty		2014-15
3. Communications	Yes		<ul style="list-style-type: none"> <li>• Internships,</li> <li>• comprehensive</li> <li>• examinations,</li> <li>• capstone courses,</li> <li>• student portfolios,</li> <li>• research papers</li> </ul>	Department Faculty		2014-15
4. Education	Yes		<ul style="list-style-type: none"> <li>• Journals, student</li> <li>• portfolios, class</li> <li>• presentations,</li> </ul>	Department Faculty		2014-15

			<ul style="list-style-type: none"> <li>• peer evaluations, lesson</li> <li>• plans, performance</li> <li>• assessments,</li> <li>• reflection papers,</li> <li>• reflective protocol,</li> <li>• demonstrations,</li> </ul>			
5. English	<p>Yes</p> <p>--have developed good communication skills, revealed in both writing and speaking;</p> <p>--have learned to appreciate, analyze, and interpret literature, including its purpose, method, and ethic/moral dimensions</p> <p>--possess knowledge of canonical and non-canonical world literature</p> <p>--be able to conduct literary research using a variety of critical perspectives</p> <p>--have developed the creative imagination</p> <p>--have deepened intellectual, spiritual, and aesthetic life through creative interaction with</p>		<ul style="list-style-type: none"> <li>• Writing test, student</li> <li>• portfolios,</li> <li>• internships</li> </ul>	Department Faculty		2014-15



	both classical and contemporary literature					
Writing and Publishing	<ul style="list-style-type: none"> <li>--improved in basic writing skills;</li> <li>--experienced writing in a wide range of genres;</li> <li>--learned how to write for different audiences;</li> <li>--gained first-hand experience editing other writers' work;</li> <li>--learned about the history and processes of publishing, including recent changes in the industry;</li> <li>--learned about markets for various types of writing;</li> <li>--gained experience in submitting material for publication;</li> <li>--studied literature and come to appreciate the relationship between reading widely and growth as a writer;</li> <li>--learned about the nature of language and the history and</li> </ul>					

	<p>diversity of the English language;</p> <p>--explored career opportunities for writers.</p>					
6. Fine Arts	<p>Yes</p> <p>Theoretical and moral understanding: Create works of art that engage the public in artistic discourse.</p> <p>Critical Analysis: Demonstrate the ability to use analytical criticism to solve problems and come up with unique solutions.</p> <p>Research and Analytical Reasoning: Demonstrate an ability to perform research and share it through oral, written, and visual communication.</p> <p>Professional Practices: Develop a portfolio that demonstrates a strong technical background across disciplines.</p> <p>Studio Competency: Demonstrate an understanding of their personal studio practice in relation to the multiple</p>		<ul style="list-style-type: none"> <li>• Recitals, public</li> <li>• exhibitions, oral</li> <li>• presentations,</li> <li>• capstone courses</li> </ul>	Department Faculty	<p>Made an adjustment in 2015 that increased the emphases on AT121 Colloquium: an interdisciplinary course that has students engage in discussions about contemporary art and challenges them to push their artistic practices.</p>	2014-15

	historic, ethical, and theoretical discourses in art.					
7. History	Yes		<ul style="list-style-type: none"> <li>• Internships,</li> <li>• Capstone courses,</li> <li>• student portfolios,</li> <li>• poster presentations,</li> <li>• attitudinal surveys,</li> <li>• comprehensive examinations</li> </ul>	Department Faculty		2014-15
8. Political Science	Yes		<ul style="list-style-type: none"> <li>• Internships,</li> <li>• Capstone courses,</li> <li>• student portfolios,</li> <li>• poster presentations,</li> <li>• attitudinal surveys,</li> <li>• comprehensive examinations</li> </ul>	Department Faculty		2014-15
9. Mathematics	Yes		<ul style="list-style-type: none"> <li>• Capstone courses,</li> <li>• research papers, oral presentations</li> </ul>	Department Faculty		2014-15

10. Natural Science	Yes		<ul style="list-style-type: none"> <li>• Internships,</li> <li>• professional conference</li> <li>• attendance, research</li> <li>• papers, laboratory</li> <li>• reports, student</li> <li>• portfolios, poster</li> <li>• presentations,</li> <li>• attitudinal surveys.</li> </ul>	Department Faculty		2014-15
11. Physical Education	Yes		<ul style="list-style-type: none"> <li>• Internships,</li> <li>• Capstone courses,</li> <li>• student portfolios,</li> <li>• research papers,</li> <li>• case studies</li> </ul>	Department Faculty		2014-15
12. Exercise Science	Yes		<ul style="list-style-type: none"> <li>• Internships,</li> <li>• Capstone courses,</li> <li>• student portfolios,</li> <li>• research papers,</li> <li>• case studies</li> </ul>	Department Faculty		2014-15
13. Psychology	Yes		<ul style="list-style-type: none"> <li>• Senior thesis, poster</li> <li>• presentations,</li> <li>• conference</li> <li>• presentations</li> </ul>	Department Faculty		2014-15

14. Criminal Justice/Sociology	<p>Yes</p> <p>Content Area Knowledge- to have students demonstrate knowledge in specific content areas of the major and minor</p> <p>Oral and Written Articulation- to have students demonstrate the ability to express ideas clearly both orally and in written form.</p> <p>Critical thinking Skills- to have students develop, demonstrate and apply critical thinking skills to content areas in the class room, in the community based learning and internship experiences.</p> <p>Ethical Practice/Professional Preparedness – to demonstrate ethical practice and professional preparedness by operating out of the Core Values in their academic and experiential learning opportunities.</p> <p>Global Awareness- to demonstrate knowledge of global issues and affairs which are happening throughout the world.</p>		<ul style="list-style-type: none"> <li>• Internships,</li> <li>• comprehensive exams, senior thesis,</li> <li>• capstone courses,</li> <li>• student portfolios,</li> <li>• attitudinal surveys,</li> <li>• poster presentations</li> </ul>	Department Faculty		2014-15
--------------------------------	--	--	---	--------------------	--	---------

15. Theology	Yes		<ul style="list-style-type: none"> <li>• Journals, term papers, theme papers, class presentations, experiential component</li> </ul>	Department Faculty		2014-15
16. Foreign Languages/Classics	Yes		<ul style="list-style-type: none"> <li>• Conference attendance, comprehensive examinations, capstone courses</li> </ul>	Department Faculty		
17. Philosophy	Yes		<ul style="list-style-type: none"> <li>• Research papers, written exams</li> </ul>	Department Faculty		2014-15
18. Nursing	Yes			Department Faculty		2014-15

### *College Online Programs*

All URL addresses are linked to pages from within the Saint Joseph's College: Online Programs Catalog  
<http://catalog.sjcme.edu/index.php?catoid=27> unless otherwise indicated.

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)  Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review  (for general education and each degree program)
At the institutional level:	Yes; 5 Institutional Learning Outcomes were adopted in 2014  Course/ Lesson Level Outcomes: Course Design Quality Matters criteria are	<a href="http://catalog.sjcme.edu/content.php?catoid=27&amp;navoid=844">http://catalog.sjcme.edu/content.php?catoid=27&amp;navoid=844</a>	Data from surveys conducted by the College Online management team	College Online Program Directors, Undergraduate Dean conduct annual program reviews		

	incorporated into every online course.					
For general education if an undergraduate institution:	Yes	<a href="http://catalog.sjcme.edu/content.php?catoid=27&amp;navoid=831#learning_goal">http://catalog.sjcme.edu/content.php?catoid=27&amp;navoid=831#learning_goal</a>	Data from surveys conducted by the College Online management team	College Online Program Directors, Undergraduate Dean conduct annual program reviews		
<b>At the Undergraduate Level</b> <b>List each degree program:</b> <b>Undergraduate online programs leading to the Associate Degree and Interdisciplinary Minors for both AS and BS</b>						
AS, Radiologic Science Administration	Yes	<a href="http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1635&amp;returnto=832">http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1635&amp;returnto=832</a>	Faculty evaluations of coursework  Course evaluation data  Informal surveys and random degree audits	Ongoing, with Annual Review by the Program Director and the Dean of Undergraduate Studies	No changes needed thus far	May 2015
AS, BS, Interdisciplinary Studies  Minors for both Associate (1 minor) and Bachelor (2	Yes for all of the Bachelor-level undergraduate minors in IDS.	<b>Minors:</b> Accounting <a href="http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1639&amp;returnto=832">http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1639&amp;returnto=832</a> Adult Education & Training <a href="http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1639&amp;returnto=832">http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1639&amp;returnto=832</a>	Faculty evaluation of coursework  Course evaluation data  Informal surveys and random degree audits	Ongoing, with Annual Review by the Program Director and the Dean of Undergraduate Studies  Collaboration	Minor curriculum changes due to transition from General Studies to IDS  IDS integrated minors from	May 2015



minors) degrees	AS minors slated for catalog – July, 2016.	<a href="http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1604&amp;returnto=832">w_program.php?catoid=27&amp;poid=1604&amp;returnto=832</a>  Business Administration <a href="http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1605&amp;returnto=832">http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1605&amp;returnto=832</a>  Criminal Justice <a href="http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1606&amp;returnto=832">http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1606&amp;returnto=832</a>  Health Administration <a href="http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1713&amp;returnto=832">http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1713&amp;returnto=832</a>  Human Services: <a href="http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1607&amp;returnto=832">http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1607&amp;returnto=832</a>  *Information Technology: <a href="http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1716&amp;returnto=832">http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1716&amp;returnto=832</a>  *Long-Term Care Administration: <a href="http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1714&amp;returnto=832">http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1714&amp;returnto=832</a>		between Program Directors and others as needed	other online undergraduate programs in 2015.  *New minors added in 2015	
--------------------	---	---	--	--	---	--

		<p>Psychology:  <a href="http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1608&amp;returnto=832">http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1608&amp;returnto=832</a></p> <p>*Senior Living Leadership:  <a href="http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1715&amp;returnto=832">http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1715&amp;returnto=832</a></p> <p>Theology:  <a href="http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1717&amp;returnto=832">http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1717&amp;returnto=832</a></p>				
<b>Undergraduate online programs leading to the Bachelor Degree</b>						
BS, Business Administration	Yes	<p><b>Majors</b></p> <p>Accounting  <a href="http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1590&amp;returnto=832">http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1590&amp;returnto=832</a></p> <p>*Accounting Information Systems  <a href="http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1733&amp;returnto=832">http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1733&amp;returnto=832</a></p> <p>Banking  <a href="http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1733&amp;returnto=832">http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1733&amp;returnto=832</a></p>	<p>Faculty evaluations of coursework</p> <p>Course evaluation data</p> <p>Informal surveys and random degree audits</p>	<p>Ongoing, with Annual Review by the Program Director and the Dean of Undergraduate Studies</p> <p>Collaboration with other Program Directors as needed</p> <p>Banking- Center for Financial Training (CFT);</p>	<p>Completed transition from term-based to a self-paced format</p> <p>11/15 Updated Banking major curriculum with two new replacement CFT courses</p> <p>*New majors added in 2015</p>	May 2015

		<a href="http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1728&amp;returnto=832">w_program.php?catoid=27&amp;poid=1728&amp;returnto=832</a>  *Information Technology Management Major <a href="http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1734&amp;returnto=832">http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1734&amp;returnto=832</a>  Management <a href="http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1725&amp;returnto=832">http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1725&amp;returnto=832</a>  Sales & Marketing Management <a href="http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1726&amp;returnto=832">http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1726&amp;returnto=832</a>  *Senior Living Leadership <a href="http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1727&amp;returnto=832">http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1727&amp;returnto=832</a>				
BS, Health Administration	Yes	<a href="http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1612&amp;returnto=832">http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1612&amp;returnto=832</a>	Faculty evaluations of coursework  Course evaluation data  Informal surveys and random degree audits	Ongoing, with Annual Review by the Program Director and the Dean of Undergraduate Studies	No changes needed thus far.	May 2015

BS, Health Information Management	Yes	<a href="http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1642&amp;returnto=832">http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1642&amp;returnto=832</a>	Faculty evaluations of coursework  Course evaluation data  Informal surveys and random degree audits	Ongoing, with Annual Review by the Program Director and the Dean of Undergraduate Studies	Courses have been modified in response to accreditation needs; there are very few students in the program so far.	Dec 2015
BS, Information Technology	Yes	<i>Will be included in FY17 catalog iteration.</i>	Faculty evaluations of coursework  Course evaluation data  Informal surveys and random degree audits	Ongoing, with Annual Review by the Program Director and the Dean of Undergraduate Studies	New Program; No changes yet	April, 2016
BS, Long Term Care Administration	Yes	<a href="http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1616&amp;returnto=832">http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1616&amp;returnto=832</a>	Successfully complete the capstone course: Administrator-in-training (AIT).	Ongoing, with Annual Review by the Program Manager, Program Director and the Dean of Undergraduate Studies	Courses are modified as needed upon identification of weakness in the AIT course.	May 2015
BS, Radiological Science Administration	Yes	<a href="http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1636&amp;returnto=832">http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1636&amp;returnto=832</a>	Successfully complete the capstone course	Ongoing, with Annual Review by the Program Director and the Dean of Undergraduate	No changes needed thus far	May 2015

				Studies		
BS, Nursing	Yes	<a href="http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1632&amp;returnto=832">http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1632&amp;returnto=832</a>	<p>Self Evaluation survey</p> <p>Educational Benchmarking (E.B.I).</p> <p>Capstone course</p> <p>National certification exams</p> <p>Assessment courses</p>	Ongoing, with Annual Review by the Program Director and the Dean of Undergraduate Studies		
MA, Theological Studies	Yes	<a href="http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1589&amp;returnto=832">http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1589&amp;returnto=832</a>	The Theological Studies Learning Outcomes were developed from the course outcomes of the entire curriculum. The assignments for each lesson of a course are keyed to the outcomes for the course, which in turn are keyed to the outcomes of the entire curriculum. Thus an inductive and bottom up methodology for assessment is indicated here.	Ongoing, with Annual Review by the Program Director and the Dean of Undergraduate Studies		
<b>At the Graduate Level</b>  <b>List each degree program:</b>						

MAcc, Accountancy	Yes	<a href="http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1618&amp;returnto=835">http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1618&amp;returnto=835</a>	Faculty evaluations of coursework, utilizing standardized rubrics that reflect both course level objectives and program level outcomes and course evaluation data	Ongoing, with Annual Review by the Program Director	Some changes in faculty makeup	Sept, 2013
MBA, Leadership	Yes	<a href="http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1638&amp;returnto=835">http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1638&amp;returnto=835</a>	Faculty evaluations of coursework, utilizing standardized rubrics that reflect both course level objectives and program level outcomes and course evaluation data	Ongoing, with Annual Review by the Program Director	To improve achievement of program outcomes, implemented an orientation course for new students	Mar, 2016
MS, Nursing	Yes	<a href="http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1624&amp;returnto=835">http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1624&amp;returnto=835</a>	Self Evaluation survey Educational Benchmarking (E.B.I). Capstone course National certification exams			
MS, Health Administration	Yes	<a href="http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1620&amp;returnto=835">http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1620&amp;returnto=835</a>	As students complete the program, starting 7/1/2011, they will complete an online self-assessment to determine the degree to which they have achieved the learning outcomes.	Ongoing, with Annual Review by the Program Director	The courses were revised for a transition to term-based format from self-paced to ensure	Dec 2015

					students will meet each competency	
M.S.Ed. Education	Yes	<a href="http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1621&amp;returnto=835">http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1621&amp;returnto=835</a>	Capstone research School leader internship	Ongoing, with Annual Review by the Program Director		
MA, Pastoral Theology	Yes	<a href="http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1619&amp;returnto=835">http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1619&amp;returnto=835</a>	The Theological Studies Learning Outcomes were developed from the course outcomes of the entire curriculum. The assignments for each lesson of a course are keyed to the outcomes for the course, which in turn are keyed to the outcomes of the entire curriculum. Thus an inductive and bottom up methodology for assessment is indicated here.	Ongoing, with Annual Review by the Program Director		
MA, Advanced Diaconal Studies		<a href="http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1644&amp;returnto=835">http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1644&amp;returnto=835</a>		Ongoing, with Annual Review by the Program Director		
MA, Sacred Theology		<a href="http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1643&amp;returnto=835">http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1643&amp;returnto=835</a>		Ongoing, with Annual Review by		

				the Program Director		
MA, Divinity		<a href="http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1651&amp;returnto=835">http://catalog.sjcme.edu/preview_program.php?catoid=27&amp;poid=1651&amp;returnto=835</a>		Ongoing, with Annual Review by the Program Director		



**OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION**

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
National Association of Long-Term Care Administrator Boards	9/15/2012	None noted. There were some observational recommendations, some of which were implemented.	Student successful completion of the administrator-in-training course and student pass rate on the national exam.	Regular five-year review in 2017.
CCNE	April 2010 CCNE Board granted full accreditation for both BSN & MSN (online) degrees for 10 years through June 30, 2020	Increasing passage of NCLEX examination to a first time annual pass rate of 80% or a three year average of 80% by January 1, 2017  Increasing passage of Family Nurse Practitioner Certification Exam rate to a first time annual pass rate of 80% or a three year		CCNE Full accreditation review with site visit scheduled 2020.
The Maine State Board of Nursing	Continued approval for the pre-licensure BSN program by the Maine State Board of Nursing, June 2010 for a full 6			

	<p>years. Maine State Board of Nursing review will occur Summer 2016.</p> <p>The Maine State Board of Nursing does not approve Post-licensure programs</p>	<p>average of 80% by January 1, 2017</p> <p>Vacancy of FNP Program Coordinator. This position has been filled By Dr. Kelly Hudock as of June 2016.</p>		
--	--	--	--	--

\*Record results of key performance indicators in form S3.

Institutions selecting E1b should also include E1a.

## The S Series

<b>Form S1. RETENTION AND GRADUATION RATES</b>					
<b>Student Success Measures/ Prior Performance and Goals</b>	<b>3 Years Prior (13)</b>	<b>2 Years Prior (14)</b>	<b>1 Year Prior (15)</b>	<b>Most Recent Year (2016)</b>	<b>Goal for 2017</b>
<b>IPEDS <u>Retention</u> Data</b>					
Associate degree students					
Bachelors degree students	75%	77%	86%	79%	80%
<b>IPEDS <u>Graduation</u> Data</b>					
Associate degree students					
Bachelors degree students	55%	63%	55%	52%	60%
<b>Other Undergraduate Retention Rates (1)</b>					
a					
b					
c					
<b>Other Undergraduate Graduation Rates (2)</b>					
a					
b					
c					
<b>Graduate programs *</b>					
Retention rates first-to-second year (3)					
Graduation rates @ 150% time (4)					
<b>Distance Education</b>					
Course completion rates (5)					
Retention rates (6)					
Graduation rates (7)					
<b>Branch Campus and Instructional Locations</b>					
Course completion rate (8)					
Retention rates (9)					

Graduation rates (10)						
<b>Definition and Methodology Explanations</b>						
1	IPEDS Definition for Retention					
2	IPEDS graduation data based on 150% time to degree					
3						
4						
5						
6						
7						
8						
9						
10						
* An institution offering graduate degrees must complete this portion.						

<b>Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS</b>						
<b>Measures of Student Achievement and Success/ Institutional Performance and Goals</b>		<b>3 Years Prior (13)</b>	<b>2 Years Prior (14)</b>	<b>1 Year Prior (15)</b>	<b>Most Recent Year (2016)</b>	<b>Goal for 2017</b>
<b>Success of Students Pursuing Higher Degree in Selected Programs</b>						
1	Psychology	2	0	5	3	4
2	Sociology/Social Work	3	1	2	1	2
3	Biology	6	3	4	2	3
4	English	0	1	2	1	1
5	Exercise Science	5	1	3	3	3
<b>Definition and Methodology Explanations</b>						
1. Selected majors that have highest numbers of graduates enter graduate school 2. Numbers of students who indicated to departments that they are obtaining a graduate degree						
<b>Rates at Which Graduates Pursue Mission-Related</b>						
<b>Paths (e.g., Peace Corps, Public Service Law)</b>						
1	Mercy Hospital/Catholic Hospital	4	1	ND	TBD	
2	Mercy Volunteer Corps/similar organization	2	3	ND	1	
3	Police/Fire Department	0	5	1	TBD	
<b>Definition and Methodology Explanations</b>						
1. Number of students who indicated to departments, Alumni Office or Career services that they were working in respective organizations 2. ND= No Data						
<b>Rates at Which Students Are Successful in Fields</b>						
<b>for Which They Were Not Explicitly Prepared</b>						
1	For all majors	13%	ND	ND	TBD	TBD
2						
3						
4						
<b>Definition and Methodology Explanations</b>						
1. Rates for students not working in their field of study. Do not know if they are successful or not.						

2. ND= No data						
<b>Documented Success of Graduates Achieving Other</b>						
<b>Mission-Explicit Achievement (e.g., Leadership, Spiritual Formation)</b>						
1	ND					
2						
3						
<b>Definition and Methodology Explanations</b>						
1. ND= No Data						
<b>Other (Specify Below)</b>						
1						
2						
<b>Definition and Methodology Explanations</b>						

### Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES

		3 Years Prior (13)	2 Years Prior (14)	1 Year Prior (15)	Most Recent Year (2016 )	Goal for 2017
<b>State Licensure Passage Rates *</b>						
1						
2						
3						
4						
5						
<b>National Licensure Passage Rates *</b>						
1	NCLEX-RN	73.21% 56 students 41 passed	81.94 71 students 59 passed	78.94 57 students 45 passed	TBD	85.00%
2						
3						
4						
5						
<b>Job Placement Rates **</b>						
1	Accounting BSBA	100%	ND	ND	TBD	
2	Biology BS/BA	75%	ND	ND	TBD	
3	Business Communication BS	NG	ND	ND	TBD	
4	Business and Sports Management BS	0%	ND	ND	TBD	
5	Chemistry BS	0%	NG	ND	TBD	
6	Communications BA	100%	ND	ND	TBD	
7	Criminal Justice BA	ND	ND	ND	NG	
8	Elementary Education BS	100%	ND	ND	TBD	
9	English BA	66%	ND	ND	TBD	
10	Environmental Science BS	ND	ND	NG	TBD	
11	Environmental Studies BA	100%	ND	NG	TBD	
12	Exercise Science BS	0%	ND	ND	NG	

13	Finance BSBA	100%	ND	ND	TBD	
14	Fine Arts BA	ND	NG	ND	TBD	
15	History BA	25%	ND	ND	TBD	
16	Health and Wellness BS	NG	ND	ND	TBD	
17	Human Resources BSBA	100%	ND	ND	TBD	
15	International Business BSBA	NG	ND	ND	TBD	
18	Management BSBA	100%	ND	ND	TBD	
19	Marine Science BS	NG	ND	ND	TBD	
20	Marketing BSBA	100%	ND	ND	TBD	
21	Mathematics BA	100%	NG	ND	NG	
22	Nursing BS	100%	ND	ND	TBD	
23	Philosophy BA	NG	NG	NG	NG	
24	Physical Education BS	0%	ND	ND	TBD	
25	Political Science BA	NG	ND	ND	TBD	
26	Psychology BA	85%	ND	ND	TBD	
27	Sociology/Social Work BA	50%	ND	ND	TBD	
28	Sports Management BS	100%	ND	ND	TBD	
29	Theology BA	ND	ND	ND	NG	
* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.						
** For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.						
Institutional Notes of Explanation						
a	**no data on time frame of placement success; data is self-reported to Career Services, the Alumni office, or academic depts					
b	** ND= No Data; NG= No Graduates in that year					
c						
d						
e						
f						



<b>Form S4. COMPLETION AND PLACEMENT RATES FOR SHORT-TERM VOCATIONAL TRAINING PROGRAMS FOR WHICH STUDENTS ARE ELIGIBLE FOR FEDERAL FINANCIAL AID</b>						
		3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (201_ )	Goal for 201_
<b>Completion Rates *</b>						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
<b>Placement Rates **</b>						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
* List each short-term vocational training program separately. In the following columns indicate the annual weighted average completion rate for the most recent and two prior years. In the final two columns, list institutional goals for the next two years.						
** List each short-term vocational training program separately. In the following columns indicate the annual weighted job placement rate for the most recent and two prior years. In the final two columns, list the institutional goals for the next two years.						

## **Sustaining the Promise Strategic Plan**

Access the Sustaining the Promise Strategic Plan either as a webpages or as a downloadable .pdf file.

<https://www.sjcme.edu/about-us/strategic-plan/>

<https://www.sjcme.edu/uploadedFiles/Sites/SJCMEEDU/Pages/mySJC/Administration/Files/strategic-plan-highlights.pdf>

## Dual Degree Policy

### Saint Joseph's College Memo of Understanding Regarding Concurrent Enrollment Between Saint Joseph's College & \_\_\_\_\_ High School

**Period Covered:** Academic Year 2015-2016

**Purpose:**

Saint Joseph's College agrees to participate with \_\_\_\_\_ High School in providing college instruction for eligible \_\_\_\_\_ High School students at the high school. The purposes are:

1. For academically able students to have the opportunity to realize college level expectations in the familiar and supportive setting of \_\_\_\_\_ High School;
2. To raise college aspirations and access for academically capable high school students;
3. To introduce top \_\_\_\_\_ High School students to Saint Joseph's College.

Acceptance to and participation in the Early Scholars and/or Concurrent Enrollment Programs in no way guarantees future admission to Saint Joseph's College or any of its programs.

**NEASC & NACEP:**

Saint Joseph's College's Early Scholars and Concurrent Enrollment Programs follow the standards set forth by the New England Association of Schools and Colleges (NEASC) and the National Alliance of Concurrent Enrollment Partnerships (NACEP).

**Terms:**

The following courses and instructor(s) are approved to be covered by this concurrent enrollment/dual credit agreement:

**Course(s):**

**Instructor(s):**

**1. Curriculum and Assessment**

- a. \_\_\_\_\_ High School will align its curricula with SJC's curricula to ensure that college course outcomes are achieved.
- b. Dual Enrollment classes included in this agreement will follow the course objectives and syllabi used on campus, unless an otherwise approved syllabi is approved by S.J.C.
- c. Any required software will be within one release date of the edition used at SJC.
- d. Required textbooks will be the same as those used at SJC if the academic department requires all sections of a course use the same book. Otherwise, comparable textbooks may be approved by SJC Department Chair or SJC Instructor.
- e. SJC dual enrollment students will be held to the same standards of achievement as those expected of students in on-campus sections and the same grading standards as those expected of students in on-campus sections.
- f. Assessment tools will be the same as those used on campus if the SJC academic department requires all sections of a course to use the same assessment tools. Otherwise, students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as students in on-campus sections.

- g. SJC will officially register or admit dual enrollment students as non-matriculated students of the college and record courses administered through this agreement on an official college transcript.

## **2. Students**

- a. Students must meet course prerequisites stated in the current SJC Catalog course descriptions.
- b. To be enrolled as an SJC student in the course(s) for which they wish to receive dual credit, students must meet the following eligibility requirements:
  - complete and submit an Early Scholars/Concurrent Enrollment Application Form
  - submit a high school transcript to the ESP/CE Coordinator (generally a minimum cumulative GPA of 3.0 or B average is required for enrollment).
- c. Students' grades will be recorded on the student's SJC transcript. Grades below C or course withdrawal may affect future academic status.
- d. If textbooks (and any other required course materials) are not provided by the secondary institution, students will be responsible for purchasing their own textbooks and required course materials.
- e. Students will complete evaluations of dual enrollment classes if asked.

## **3. Instructors**

- a. Instructors will teach SJC classes as part of their teaching load; they will not be compensated by the College.
- b. SJC dual enrollment instructors at \_\_\_\_\_ High School will be approved by SJC and meet requirements for teaching the college/university course. They will provide evidence of their qualifications by submitting college transcripts, and current vitae/resumes showing teaching and work experience.
- c. Instructors will follow the course outline provided or approved by SJC.
- d. Instructors will submit copies of their course syllabi to SJC and make revisions as requested.
- e. Instructors will follow all policies required of part-time instructors on campus, including timely submission of grades, maintenance of grade and attendance rosters, and early alert reporting requirements.
- f. Instructors will participate in any discipline-specific training and orientation provided by SJC regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, and administrative responsibilities and procedures prior to the instructor teaching the course.

## **4. Credit**

- a. To obtain SJC College credit, a student must be accepted to the SJC Early Scholars/Concurrent Enrollment program, participate in a dual enrollment class included in this agreement, and satisfactorily complete the course with a passing grade.
- b. Credit earned will be posted to registered students' transcripts upon course completion.

## **5. Responsibilities**

**Saint Joseph's College** will be responsible for the following:

- a. Identify an individual who will be the program liaison with \_\_\_\_\_ High School.
- b. Ensuring that students meet Saint Joseph's College course pre-requisites.
- c. Advertising and promoting dual credit opportunities to \_\_\_\_\_ High School students and parents.
- d. Providing academic advisement for students and parents regarding dual enrollment courses.
- e. Coordinating field trips to campus to include a campus tour and admission process presentation.
- f. Providing college course outlines and required policies and procedures to instructors.

- g. Inviting \_\_\_\_\_ High School instructors to participate in any discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research in the development in the field.
- h. Providing SJC personnel to conduct course registration.
- i. Collecting grades and maintaining College transcripts.

\_\_\_\_\_ High School will be responsible for the following:

- a. Identifying an individual to be the program liaison with the College.
- b. Advertising and promoting dual enrollment opportunities among \_\_\_\_\_ High School students and parents.
- c. Delivering completed Early Scholars/Concurrent Enrollment Application Forms, and students' High School transcripts to the SJC ESP/CE Coordinator by mid-January for Spring semester, or mid-September as appropriate for fall semester.
- d. Collecting tuition from PHS students and submitting it to SJC prior to the end of the SJC add/drop period.
- e. Submitting grades to the SJC Office of Academic Records within three days of course completion.
- f. Assisting SJC in data collection and program evaluation as requested.

#### 6. **Tuition/Fees**

Tuition of \$100 per course will be charged by Saint Joseph's College for students registered for dual enrollment classes. Tuition must be paid in full and received by SJC in order to be registered for the course. No fees will be charged. Students will be responsible for purchasing required textbooks for courses.

#### 7. **Approval and Review:**

This agreement will be effective upon approval and signature of the following parties:

\_\_\_\_\_, Principal  
 \_\_\_\_\_ High School  
 Date \_\_\_\_\_

Dr. Michael Pardales, Chief Learning Officer  
 Saint Joseph's College  
 Date \_\_\_\_\_

\_\_\_\_\_, Dept. Chair  
 \_\_\_\_\_ High School  
 Date \_\_\_\_\_

Lynn M. Brown, Senior Director for Student  
 Initiatives  
 Saint Joseph's College  
 Date \_\_\_\_\_