



Middle States Commission on Higher Education Self-Study Design

Submitted to the
Middle States Commission on Higher Education

April 8, 2022

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College of Southern Maryland Self-Study Design

I. Institutional Overview

The College of Southern Maryland (CSM) is a regional, mid-sized community college located forty miles south of the District of Columbia serving Calvert, Charles, and St. Mary's Counties. CSM is the sixth largest of Maryland's sixteen independent community colleges. The region has a population of 369,292 residents, 16 high schools, and two major military bases that employ almost 39,000 military, government and contractor personnel. CSM offers a broad range of associate degrees and certificate programs in transfer and career fields, as well as workforce development and career training, personal enrichment and wellness and fitness courses for all ages. The college is a major economic engine of the region with approximately 1,200 employees and a current operating budget of \$60.9 million.

The college opened its doors in Charles County in 1958, as Charles County Community College (CCCC), and moved to its permanent site on Mitchell Road in 1968. In 1978 and 1980, the college entered into contractual agreements with Calvert and St. Mary's Counties to provide higher education services to those branch campuses. In 1999, the state legislature passed legislation to form one "regional" college, and on July 1, 2000, all three campuses became the College of Southern Maryland.

While there were many benefits derived from the new structure, including a change to equal representation in the college's governance board and an increase in state allocations for capital projects, the budget for each campus was defined strictly by the allocation received by the associated county. This presented challenges when implementing programs that spanned multiple campuses. Beginning July 1, 2021, after discussions with county legislators, the budget was unified, thus allowing more efficient operations and streamlining of processes.

As of spring 2022, CSM operates in the tri-county area of Southern Maryland which includes Charles, Calvert, and St. Mary's counties. Locations include one Campus (La Plata), two Additional Locations (Leonardtwn and Prince Frederick), as well as four Other Instructional Sites (Anne Arundel Community College, Center for Trades and Energy Training, DBFA Media Studio, and the CSM Velocity Center at Indian Head).

Institutional Mission Statement (Maryland state approved January 2019, reviewed Fall 2021)

The College of Southern Maryland enhances lives and strengthens the economic vitality of a diverse and changing region by providing affordable postsecondary education, workforce development, and cultural and personal enrichment opportunities.

Institutional Vision Statement (Board Approved, May 2021)

CSM will be the region's first choice for accessible, inclusive, and innovative education that transforms communities.

Institutional Values (Board Approved, May 2021)

Collaboration - We are stronger when we work together.

Equity - We provide each individual with the opportunity, resources, and access needed to be successful.

Excellence - We commit to high standards and clear expectations.

Inclusivity - We respect contributions and differing abilities of everyone, providing space for all.

Innovation - We value creativity and ingenuity, embracing new ideas and perspectives.

Integrity - We are transparent and honest.

Respect - We treat others with dignity.

CSM AT A GLANCE:

- Founded: 1958
- President: Dr. Maureen Murphy
- Accreditation: Middle States Commission on Higher Education and others
- Degrees offered: Associate of Arts, Associate of Arts in Teaching, Associate of Science, Associate of Science in Engineering, Associate of Applied Science, Certificates, and Letter of Recognitions
- Programs of study: More than 100 programs of study offered
- Campuses: Four locations in Calvert, Charles, and St. Mary's counties
- Faculty and staff: Approximately 1,200, including full-time and part-time
- Athletics: 6 intercollegiate women's teams and 6 intercollegiate men's teams, NJAA Division III

PROGRAM-SPECIFIC ACCREDITATIONS AND APPROVALS:

- The Medical Laboratory Technology program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), 5600 N. River Rd. Suite 720, Rosemont, IL 60018-5119.
- The Practical Nursing and Associate Degree Nursing programs are approved by the Maryland Board of Nursing and accredited by the Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road, NE, Suite 1400, Atlanta, GA 30326, 404-975-5000 www.acenursing.org.
- The CACHE Physical Therapist Assistant program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: www.capteonline.org.
- Business degree programs in Accounting, Business Administration, and Business Management are accredited by the Accreditation Council for Collegiate Business Schools and Programs, 11520 West 119th Street, Overland Park, KS 66213, 913-339-9356.
- The Commercial Vehicle Operators certificate is approved by the Professional Truck Driving Institute, 2200 Mill Road, Alexandria, VA 22314, 703-838-8842.
- The EMS paramedic program is accredited by the Commission on Accreditation of Allied Health Education Programs (25400 US Highway 19 N, Suite 158, Clearwater, FL 33763, 727-210-2350, www.caahep.org) upon the recommendation of [Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions \(CoAEMSP\)](#).
- The Associate degree in Health Information Management has been reaffirmed through 2028-2029. All inquiries about the program's accreditation status should be directed by mail to CAHIIM, 200 East Randolph Street, Suite 5100, Chicago, IL, 60601; by phone at (312) 235-3255; or by email at info@cahiim.org.

Special Designations:

CyberSecurity: This program has been designated as a CAE-CDE 2Y - National Centers of Academic Excellence in Cyber Defense 2-Year Education by the National Security Agency (NSA) and Department of Homeland Security (DHS).

ASPEN INSTITUTE RECOGNITION:

CSM has twice been named as one of the Top 150 community colleges in the country by the Aspen Institute in its Aspen Prize for Community College Excellence, the nation's signature recognition of high achievement and performance in America's community colleges. (November 2017 and November 2019)

ACHIEVING THE DREAM:

Since 2019, the College of Southern Maryland has been a member of the Achieving the Dream (ATD) network—a nationwide initiative to cultivate systemic change among community colleges to address equity gaps in student success, particularly for low-income students and students of color. As an ATD member

school, CSM joins more than 220 community colleges across the country in a concerted push with a common goal: to reduce the disparities in access, opportunities, and outcomes in higher education. CSM's fundamental goal is to create a student-focused institutional culture that ensures equity and inspires all students to succeed. To that end, the College's ATD work centers around three primary goals:

1. Clarify the Paths
2. Systemize the Supports
3. Demystify the Finances

This Achieving the Dream work has served as an opportunity for the whole institution to rally behind all students while facing the challenges of the pandemic. So important to the institution, these three primary ATD goals were adopted as Strategies of the new Institutional Strategic Plan. This was intentionally done so the good work from ATD will continue to be integrated across the institution and sustained through the life of the Strategic Plan.

SELECT RECENT ACCOMPLISHMENTS:

- The College of Southern Maryland has aligned the work of its former credit and credit-free divisions to form its new Division of Learning (DOL). DOL represents the College's commitment to ensuring equity and access to all pathways of education from a certificate to a credential, to a degree where all educational experiences are valued and captured to accelerate student completion. This strategy involves numerous initiatives including the examination and expansion of existing prior learning assessment policies, the development of micro-credentials and badges for competency based developed courses, and the establishment of credit-free to credit pathways that provide academic credit for eligible credit-free coursework.
- CSM has partnered with a regional workforce development board on numerous initiatives, including the launch of SkillUP, an online platform designed to help the Southern Maryland Region build a workforce ecosystem that supports positive economic development.
- The College has focused on academic pathways which allow students to stack credential for certification. Existing industry training at the College of Southern Maryland has been enhanced to include learning modules on Covid-19 awareness and safe worker, safe workplace protocols. These competencies are also delivered as standalone courses for existing workers and skilled professionals that need to enhance their knowledge of these safe worker, safe workplace protocols.
- In addition to the need for enhanced skills of existing workers, new and emerging occupations will require new skills and certifications. New certificate programs are being developed for Infectious Control and Barrier Protection, Community Health Liaison, Contract Tracing Proficiency, Medical Assisting, Communication and Customer Service skills, and others in response to these needs.
- CSM is engaged, working closer than ever with local community-based organization (CBO) partners. The College is partnering with employers who are shifting their employment needs, and continue to stay aligned with federal, state, and local initiatives that can support key industry sectors in both their contingency and long-term recovery plans. For example, the College is teaming up with St. Mary's Nursing Center and Rehabilitation to offer Geriatric Nursing Assistant (GNA) classes, labs, and clinical in order to earn their GNA certification which will help address critical staffing shortages.
- In addition, a workforce development response would not be complete without a focus on the basic education of individuals who seek to enter the job market at an entry level and build up from there. Additional work is being developed to create stackable and credit-free to credit pathways in the skilled

trades, business, information technology, and allied careers areas to be responsive to business needs to entry level skilled workers and upscale existing workforce. For example:

- The Patient Care Technician (PCT) program has three level levels of stackable certificates that can earned.
 - The Certified Clinical Medical Assistant (CCMA) to Registered Medical Assistant (RMA) Pathway is a seamless progression that enables students to quickly break into and advance in a rewarding career in medical assisting.
- Pre-COVID community stakeholders including economic development, K-12, chambers of commerce, the workforce system, and CSM convened to discuss the regional economic benefits of the delivery of the American College Testing (ACT) WorkKeys National Career Readiness Certification program and subsequent designation as a Work Ready Community.
 - In responding to the talent pipeline shortages facing numerous industries today, CSM has established an industry engagement team who work to advance the work of the current WorkForce Center in responding to incumbent worker training challenges, by preparing and connecting industry to existing CSM students pursuing areas of study in related occupations or industry. This institutional work-based learning initiative will be launched in FY22. Work-based learning (WBL) is an educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop their employability.

DEGREES AND CERTIFICATES:

A strong indicator of completion is the number of associate degrees and certificates awarded. In fiscal year 21, CSM awarded 1,556 total awards which can be broken down to 272 career degrees, 654 transfer degrees, and 630 certificates. Additional evidence of student success is the performance at transfer institutions. The academic year 2019-2020 revealed the majority of students, 88.2%, earned a GPA of 2.00 or above.



CURRENT ENROLLMENT:

In Fiscal Year 2021, the College of Southern Maryland serviced over 14,000 credit and credit-free students. The average age of credit students was 23.6, and 65.9% attended part-time.

Race/Ethnicity	Credit Students		Credit-Free Students	
	N	%	N	%
Hispanic origin of any race	655	7.3%	262	4.7%
Non-Hispanic origin only:				
American Indian or Alaskan Native	38	0.4%	18	0.3%
Asian	332	3.7%	104	1.9%
Black or African American	2,424	27.1%	971	17.5%
Native Hawaiian or Other Pacific Islander	22	0.2%	5	0.1%
White	4,533	50.8%	1,916	34.5%
Two or more races	596	6.7%	120	2.2%
Non-Resident Alien	39	0.4%	23	0.4%
Ethnicity/Race Unknown	292	3.3%	2,128	38.4%
Total	8,931	100.0%	5,547	100.0%

Full and Part-time Students by Gender (Student Characteristics Fall 2018 – Fall 2021, page 2)

Gender/Full-time/Part-time	Fall 2020		Fall 2021	
	Number	Percentage	Number	Percentage
Male	2,230	36.3%	1,904	36.8%
• Full-time	867	38.9%	876	46.0%
• Part-time	1,363	61.1%	1,028	54.0%
Female	3,909	63.7%	3,273	63.2%
• Full-time	1,226	31.4%	1,219	37.2%
• Part-time	2,683	68.6%	2,054	62.8%
Total Both Genders				
• Full-time	2,093	34.1%	2,095	40.5%
• Part-time	4,046	65.9%	3,082	59.5%

Enrollment Facts:

- A larger number of male and female students attended part-time vs. full-time basis.
- More female students attended full-time than male students.
- More female students attended part-time than male students.
- Part-time status for both genders dropped in FY2021.

Awards by all types by Fiscal Year (Fact Book 2020-2021, page 46)

Awards	FY 2020	FY 2021
Associate of Applied Science	167	196
Associate of Arts *	516	496
Associate of Arts in Teaching	11	14
Associate of Science	230	248
Associate of Science in Engineering	8	14
Certificate *	722	1,087
Letter of Recognition	295	460
Continuing Education Certificate *	498	436
All Awards	2447	2,951

*Top three awards

- Certificates and Letter of Recognitions have increased since FY2020. The impact of COVID and people wanting to upgrade their skills maybe one possible cause for this increase. (Fall 2020 Environmental Scan)

Graduates by Ethnicity by Fiscal Year (Fact Book 2020-2021, page 48)

Ethnicity	FY 2020		FY 2021	
	Percentage	Number	Percentage	Number
Hispanic origin of any race	6.6%	75	6.6%	100
Non-Hispanic origin only:				
• American Indian or Alaskan Native	0.3%	3	0.7%	10
• Asian	3.7%	42	4.2%	64
• Black or African American	17.4%	198	19.0%	290
• Native Hawaiian or Other Pacific Islander	0.4%	4	0.3%	4
• White	63.0%	715	61.4%	935
• Two or more races	5.8%	66	6.5%	99
Non-Resident Alien	0.6%	7	0.0%	0
Ethnicity/Race unknown	2.2%	25	1.4%	22
Total	100.0%	1,135	100.0%	1,524

- In the last two years, Black/African American students and students of two or more races had the largest increase in graduation rates.
- The largest decrease in graduation rates during the same time period were among white students.

Graduation Rates by Gender for Fiscal Year 2020-2021 (Fact Book 2020-2021, page 50)

Gender	FY 2020		FY 2021	
	Percentage	Number	Percentage	Number
Male	38.0%	431	33.9%	517
Female	62.0%	704	66.1%	1,007
Total	100.0%	1,135	100.0%	1,524

- Over the last two years, male graduates decreased by four percent while female graduates increased by four percent.

Graduation Rates of First-time, Full-time Degrees/Certificate Students (Fact Book 2020-2021, page 38)

Entering Cohort ^a	Fall 2017 ^b	Fall 2018 ^c
CSM	29%	29%
National Comparison Group (Median)	21%	22%

^a Graduation rate is the percent of students in the entering cohort that graduated with 150% of the normal time of their program. (Three years, normal time being two years)

^b Fall 2017 cohort started in Fall 2015

^c Fall 2018 cohort started in Fall 2016

Ethnicity/Race - Southern Maryland Region vs. CSM Faculty, Staff, and Credit and Credit-Free Students (Fact Book 2020-2021, pages 8, 19, 32, 56 and IPEDS Human Resources Report, page 11)

(2020-2021)	SoMD 8	All CSM Employees 56	CSM Full-Time Faculty	CSM Credit Students	CSM Credit-Free Students
African American	29.9%	20.9%	16.8%	27.3%	17.5%
Hispanic	5.6%	3.7%	1%	7.6%	4.7%
White	58.3%	67.1%	72.6%	51.0%	34.5%
All Others	6.3%	8.4%	9.6%	14.1%	43.2%

- According to the US Census Bureau, in 2019, the Southern Maryland area was made up of 29.9% African Americans, compared to 20.9% of all CSM employees, 16.8% of CSM full-time faculty, 27.3% CSM Credit Students, and 17.5% CSM Credit-Free Students.
- In July of 2020, the College of Southern Maryland (CSM) and the Tri-County Council for Southern Maryland (TCCSMD) announced a new regional workforce development collaboration set to respond to the economic catastrophe caused by the COVID-19 pandemic. TCCSMD's Workforce Development Division and CSM's Continuing Education & Workforce Development Division partnered to launch the Getting Southern Maryland Back to Work initiative – a joint effort that creates a transparent, accessible and coordinated pathway to skills upgrade training and re-employment for individuals who are unemployed or underemployed as a result of the crisis.
- Over 360,000 individuals call Calvert, Charles, and St. Mary's Counties home. The region boasts an average labor force participation rate of 67%, as compared to a national rate of 63%. The Tri-County Council collaborates with the Southern Maryland Workforce Development Board and the Southern Maryland Job-Source to deliver first-rate resources to employers and job seekers. CSM's faculty and staff workforce is representative of all three counties as follows Charles County 47.8%, St. Mary's County 22.8%, and Calvert 13.4%.

Stackable Credentials Credit-Free to Credit

College of Southern Maryland has taken steps to help students complete their programs of study and acquire valuable work-place credentials along the path. In the area of stackable credentials, the college has taken the following step to move toward stackable credentials and certification from credit-free to credit.

All CSM credit programs have Program Maps established

- 500+ Program Maps are active for students to use

Stackable credentials implemented into Student Planning

- All 56 degrees have at least one Stackable Credential
- Stackable Credential include Fastest Path Analysis for Students
- 50+ 4-year articulation program maps currently available

Approved for 2021 (17 new Stackable Credentials):

- **Business Management, AAS with Concentrations (14 new areas for credentials in Certificates and Letters of Recognition)**
- Revised Degree with Concentrations in Construction Management, Technology Management, Small Business Entrepreneurship, Retail Management, Digital Marketing Management, Hospitality Management
- Each concentration has a stackable certificate and Letter of Recognition
- **Business Administration, AS with Concentration in Business Analysis with new Business Analysis Certificate and LOR**

In addition to the previously mentioned stackable credentials, the college has implemented digital badges as another demonstration of achieved competencies by our students. We offer badges in three areas currently: academic badges, credit-free skills-based badges, and credit-free badges. Academic badges are badges that recognize student competencies in a credit course. Credit-free skills-based badges are for students and employees. Credit-free badges that are ones that start in credit-free, are also stackable, and can convert to credit. One example of the academic badge is the Cultural Competency Badge. The cultural competency badge is designed to show that our students demonstrate cultural competency in a number of areas. To earn the badge, students must earn 80% or higher on the associated course assignments.

Awarding the badge, shows that the student:

- Recognizes and identifies commonalities and differences between cultures
- Recognizes one's own implicit and explicit cultural biases
- Demonstrates cultural empathy by taking a cultural relativist point of view
- Demonstrates curiosity about other cultures by initiating interactions with those who are culturally different
- Identifies the impact of history, geography, religion, health, gender race, ethnicity, and other factors on one's identity and the identities of others.

Another example of building this option for students is the digital literacy badge. The digital literacy badge is awarded under two situations for students: masterful power point presentation and skillful use of words in research papers. A credit or credit-free IT student who completes CIT- 5020 (credit free) A+ Exam Prep plus the Digital Literacy Badge equals ITS 1015 Computing Essentials (credit). In this way, student get a badge along the way and combine their badge with coursework to gain credit for additional coursework. This use of the stackable credential allows students to put to use their learning in the immediate term and use it to bolster their acceleration towards completion. The college will continue to develop badges that meet student need, demonstrate learning in competency areas that are relevant to workforce employers and to other transfer institutions.

Stackable credentials and digital badges are an integral part of CSM's new Strategic Enrollment Plan for 2022-2025. Short term, stackable credentials allow students to immediately gain work experience as they advance toward their career goals and a degree. They are an opportunity to increase enrollments for adults with some (or no) college credits, or those looking to reskill or upskill in their current career.

Regional Workforce Pipeline and Community

The College of Southern Maryland plays a pivotal role in helping to train and sustain the workforce in the southern Maryland region. As a primary workforce development and training engine in the region, the College constantly seeks out workforce partners across the region to ascertain their workforce needs and develop training programs that we offer on one of our four campuses, or site locations to meet the employers' needs.

With the shift of continuing education and workforce development joining with academic affairs to form the Division of Learning, we are aligning our resources and programs to better meet the needs of all learners and employees seeking education in the region. With this alignment, students will be more able to start programs in either workforce development or credit programs, earn a credential in their chosen starting point and move from credit to credit-free or vice versa, if desired, to earn another credential or gain knowledge that will help meet their employment goal. This approach in addition to the employer engagement sessions conducted by our workforce development leadership team has yielded an increase in support for the community employers who in turn support the college with by allowing us to provide their training and development needs. We continue to develop partnerships with our local military units, service providers and government agencies. These partners help sustain the economy of the region and as the regional community college, we support the development of their employees.

NEW CSM STRATEGIC PLAN - *DEFINING OUR FUTURE*

Regardless of the challenges of working remotely, CSM successfully researched, wrote, and implemented a new three-year Institutional Strategic Plan. Work began in fall 2020 and included a 15-member Strategic Plan Steering Committee made up of faculty, staff, and a student. Additionally, inclusive, cross-institutional subcommittees were established (including over 70 individuals) to review the current Mission Statement, rewrite the Institutional Vision Statement, and rewrite the Institutional Values.

A comprehensive Environmental Scan was also completed which looked at trends in seven indicators. Key findings included:

Social - cultural attitudes and behavior

1. Generation Z students have a financially conservative mindset and desire updated modes of instruction.
2. College students are presenting with mental health issues in greater numbers.
3. Equity gaps, especially for low-income students and students of color, continue to persist.
4. Older students seek higher education, which is an opportunity for growth that requires accommodating the needs and concerns of this population.
5. Racism and racial issues on college campuses will not abate and require attention.

Technology - how students are taught, where they learn, what research faculty members can pursue, how institutions are operated and managed

1. Increased cloud computing for collaboration.
2. Access to the internet is critical.
3. Data analysis necessary in every area of college operations.
4. Students seek more hands-on application of knowledge, including hackerspaces, makerspaces, and Fablabs.
5. BYOT/D (bring your own technology or device).
6. The Internet of Things: a network of physical objects embedded with sensors, software, and other technologies that connect and exchange data with other devices and systems via the internet.

Economic - revenue sources, tax policy, commercial patterns, and household income that affects students and the College directly

1. Affordability is essential.
2. Working students require convenient programs, schedules, and modalities.
3. Resistance to college debt.
4. Impact of COVID-19 and programs related to individual economic recovery.
5. Revenue (funding) declines.
6. Enrollment declines because of declining birth rate.

7. Student need for financial assistance, food assistance, counseling, childcare, technology, and wireless access.

Political - Federal, State and Local legislative policies that affect how CSM supports its students

1. Advocacy is important.
2. Free Community College has gained a great deal of support.
3. Transfer concerns.
4. Funding inequities.
5. Status shifts for new immigrants.

Demographic - general population trends and are sourced from a variety of data

1. The population of Southern Maryland is anticipated to grow.
2. Racial diversity will increase.
3. Overall population is aging.
4. ALICE population (working poor) isn't declining.
5. Growing population of second language learners.

Employment - occupational trends

1. Health careers will grow.
2. Information technology careers will grow.
3. Covid-19 disruptions will require reskilling of incumbent workforce.

Competition - choices that drive students to choose other than CSM

1. No strong competitor in the region.
2. Not going to college is strongest competitor.
3. High school Career & Technical Education programs.
4. Companies and unions that do On-the-Job training.
5. Premature transfer to regional 4 years.
6. On-line for profits.
7. Unclear micro-credentialing at CSM.

All documents were vetted across the college using numerous communication vehicles including an all-campus survey to ensure all constituents had representation. The work was also shared with the Board of Trustees (BOT) on a consistent basis for their input. The main focus of the January 2021 BOT Retreat was to discuss the direction of the college for the next several years.

The result of this hard work was the CSM 2021-2024 Strategic Plan- DEFINING OUR FUTURE. The plan received full Board of Trustees approval in May 2021.



CSM 2021-2024 STRATEGIC PLAN DEFINING OUR FUTURE



MISSION STATEMENT

The College of Southern Maryland enhances lives and strengthens the economic vitality of a diverse and changing region by providing affordable postsecondary education, workforce development, and cultural and personal enrichment opportunities.

VISION STATEMENT

CSM will be the region's first choice for accessible, inclusive, and innovative education that transforms communities.

INSTITUTIONAL VALUES

The following institutional values guide our actions as members of CSM.

Collaboration

We are stronger when we work together.

Equity

We provide each individual with the opportunity, resources, and access needed to be successful.

Excellence

We commit to high standards and clear expectations.

Inclusivity

We respect contributions and differing abilities of everyone, providing space for all.

Innovation

We value creativity and ingenuity, embracing new ideas and perspectives.

Integrity

We are transparent and honest.

Respect

We treat others with dignity.

GOAL #1 IMPROVE STUDENT PROGRESS AND COMPLETION

STRATEGY 1.1
Clarify the paths; ensure students have the information and resources they need to achieve their academic and career goals.

STRATEGY 1.2
Systemize the supports; each student will have appropriate and timely support to achieve their educational goals.

STRATEGY 1.3
Demystify the finances; ensure students fully understand the cost of attending college and payment/ financial aid options available to them.

GOAL #2 ENSURE EQUITY IN ALL PROGRAMS AND SERVICES

STRATEGY 2.1
Improve hiring practices to ensure equity for all.

STRATEGY 2.2
Use disaggregated data to close equity gaps.

STRATEGY 2.3
Expand digital access and technology to ensure equity for all learners.

STRATEGY 2.4
Strengthen cultural competency among all employees.

GOAL #3 BUILD AND SUSTAIN THE REGIONAL WORKFORCE PIPELINE

STRATEGY 3.1
Establish the college as the training provider of choice for Southern Maryland.

STRATEGY 3.2
Collaborate with regional and state partners on workforce development initiatives.

STRATEGY 3.3
Provide accelerated learning opportunities that align with regional workforce needs as well as global industry needs.

GOAL #4 FOSTER AND SUSTAIN A HIGH- PERFORMING EMPLOYEE CULTURE

STRATEGY 4.1
Expand professional development to ensure a high caliber workforce.

STRATEGY 4.2
Reconceptualize where and how we work.

STRATEGY 4.3
Strengthen a culture that incorporates our institutional values in all we do.

STRATEGY 4.4
Ensure a workplace environment that is inclusive, participatory, and encourages employee engagement at all levels.

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

Given the commitment of the institution to the Goals of the new 2021-2024 Institutional Strategic Plan *DEFINING OUR FUTURE*, CSM chose to use the four goals as the Self-Study Institutional Priorities.

1. Improve Student Progress and Completion
2. Ensure Equity in all Programs and Services
3. Build and Sustain the Regional Workforce Pipeline
4. Foster and Sustain a High-Performing Employee Culture

Crosswalk of MSCHE Standards with Institutional Priorities/Strategic Plan Goals

Standards for Accreditation	1. Improve Student Progress and Completion	2. Ensure Equity in all Programs and Services	3. Build and Sustain the Regional Workforce Pipeline	4. Foster and Sustain a High-Performing Employee Culture
I. Mission and Goals	XXX			
II. Ethics and Integrity		XXX		
III. Design and Delivery of the Student Learning Experience	XXX		XXX	
IV. Support of the Student Experience	XXX	XXX		
V. Educational Effectiveness Assessment	XXX		XXX	
VI. Planning, Resources, and Institutional Improvement		XXX		
VII. Governance, Leadership, and Administration				XXX

III. Intended Outcomes of the Self-Study Process:

1. Demonstrate how the college currently meets the Commission’s Standards for Accreditation and Requirements of Affiliation.
2. Focus on continuous improvement in the attainment of the College’s mission and institutional priorities.
3. Engage the college community in an inclusive and transparent self-appraisal process that intentionally involves members from across the community.
4. Advance the goals of the 2021-2024 Institutional strategic Plan: *DEFINING OUR FUTURE*.



IV. Self-Study Approach Report:

- Standards-Based Approach
- Priorities-Based Approach

Rationale:

Since the previous 14 Standards have been consolidated since CSM's last reaffirmation of accreditation in 2014, a Standards-Based Approach allows the College to come to understand the updated seven Standards more fully. A Standards-Based Approach also provides a structure to align the Self-Study Report with the College's strategic priorities and creates an organizing framework for the Working Groups.

V. Organizational Structure of the Steering Committee and Working Groups

The **Core Team** is comprised of the Accreditation Liaison Officer and the two Self-Study Co-Chairs (equaling three members total). This group is informally supported by the entire President's Cabinet as needed, as well as the Faculty Senate President, and Associate Vice-President of Planning, Institutional Effectiveness, and Research.

The Core Team charge is as follows:

1. Meet and maintain relationship with MSCHE Staff Liaison (Dr. Melissa Hardin)
2. Attend the MSCHE Self-Study Institute in fall 2021
3. Work with President's Council to develop SS Report strategy (participants, timeline, deliverables)
4. Oversee completion of the Self-Study Design
5. Lead and guide the Steering Committee as they lead and guide the Working Groups
6. Ensure all Self-Study timelines are met (internal and external)
7. Ensure clear and timely communication about Self-Study process with college community (including President's Cabinet and Board of Trustees)

The **Steering Committee** is comprised of the Co-Chairs of the Self-Study as well as the Co-Chairs of each of the Standard Working Groups (equaling 16 members total). Co-Chairs include staff and faculty representatives from across all divisions within the college, including the Division of Learning, Student Equity and Success, Operations and Planning, Human Resources and Organizational Development, and Financial Services.

The Steering Committee charge is as follows:

1. Ensure that the agreed-upon timetable is implemented as planned.
2. Acquire a deep knowledge of the Standards of Accreditation, their Criteria, and their connections to the Self-Study Institutional Priorities and the College's Mission and Goals.
3. Maintain efficiency of time, personnel, and fiscal resources throughout the Self-Study Design and Self-Study process. Provide moral support to keep the process moving forward.
4. Develop and ensure implementation of a Self-Study Communication Plan that includes education and process transparency.
5. Facilitate communication across the institution.
6. Nominate a diverse pool of candidates to serve on the seven Working Groups.
7. Instruct the Working Groups to complete templates created by the Steering Committee to ensure consistency across the Self-Study.
8. Determine how and where documents and evidence inventory are stored.
9. Oversee Working Groups and track accomplishments using the established timeline. Identify key deadlines for Working Groups.
10. Confirm that writing produced by the Working Groups addresses the Lines of Inquiry, Institutional Priorities, and Standard-Specific Criteria.
11. Identify areas of overlap in the Self-Study Evidence Inventory, including multiple Working Groups interviewing the same individual or collecting the same document, and coordinate with Working Groups to eliminate inefficiencies and duplication of effort.
 - a. Hold monthly meetings with a standing agenda item for Evidence Inventory.
 - b. Utilize TEAMS Steering Committee folder for listing of interviewees and document requests.
12. Collect and review recommendations for institutional improvement from the Working Groups.
13. Review reports and drafts submitted by Working Groups, with special attention to resolving overlaps in content and gaps in the narrative and evidence.
14. Arrange for institution-wide review of and responses to a draft of the Self-Study.
15. Oversee the completion of the final Self-Study Report and documents relevant to the Self-Study process and team visit.
16. Coordinate Evaluation Team visit.

Each of the seven **Working Groups** is comprised of two Co-Chairs, six permanent members, one Planning, Institutional Effectiveness, and Research (PIR) support person, and student representatives plus ad-hoc members as needed. In addition to student representation, Working Groups have representation from staff and faculty from across all divisions and campuses within the college, including the Division of Learning, Student Equity and Success, Operations and Planning, Human Resources and Organizational Development, and Financial Services.

The Standard Working Group charge is as follows:

1. Read the Self-Study Design.
2. Acquire a knowledge of the Standards for Accreditation and their connections to the Requirements of Affiliation, Institutional Priorities, and the College's Mission and Goals.
3. Review and update Standard-Specific Lines of Inquiry/Guiding Questions.
4. Hold regular Working Group meetings to assess progress on the established timeline.
5. Utilize templates created by the Steering Committee to submit reports.
6. Identify key documents to be collected. Make certain that evidence is collected, formatted, and saved following instructions crafted by the Steering Committee.
7. Identify key individuals to be interviewed.
8. Collect evidence and conduct interviews based on the recommendations of the Steering

Committee.

9. Analyze the evidence and compose a narrative on how the evidence demonstrates compliance with the Standards of accreditation.
10. Conduct brave introspection to identify institutional strengths, challenges, and opportunities for continuous improvement and innovation.
11. Produce recommendations to the Steering Committee for further college action.

Steering Committee Membership (Marcy Gannon and Rose Miller are Co-Chairs)

Self-Study Steering Committee and Working Groups			
STANDARD	SS POSITION	MEMBER	TITLE
I - Mission and Goals	Co-Chair	Heather Zeolla	Director II, Campus Operations
			Executive Director, CSM Foundation
	Co-Chair	Chelsea Clute	
	Workgroup Member	Carol Harrison	Dean, Enrollment Services
			Associate Dean, Arts, Humanities, Social Science, and Education
	Workgroup Member	Stephen Johnson	
	Workgroup Member	Mary Johnson	Coordinator, Library
	Workgroup Member	Laticia Ragin	Coordinator, Veteran's Affairs
			Professor, Arts, Humanities, Social Science, and Education
	Workgroup Member	Lisa Lynk Smith	
		Director of Communications and Press Information Officer	
	Workgroup Member	Angela Small	
	Workgroup Member		Student(s)
	PIR Support	Chip Keech	Associate Director, PIR
II - Ethics and Integrity	Co-Chair	Karen Smith-Hupp	Assistant Vice President, Government Relations
			Director II, Adult and Community Education
	Co-Chair	Judith Ferrara	
	Workgroup Member	Kevin Hunter	Executive Director of Student Affairs and Title IX Coordinator
			Associate Professor, Health Sciences
	Workgroup Member	Candi Hume	
	Workgroup Member	Hannah Cooksey-Tate	Coordinator, Campus Operations
	Workgroup Member	Sarah Williams	Assistant Director, Student Life and Athletics
	Workgroup Member	Dr. Tracy Hamm-Simmons	Director, IT Program and Project Management
			Marketing, Recruitment, and Retention Research Coordinator
	Workgroup Member	Janice Love	
	Workgroup Member		Student(s)
	PIR Support	Donna Staff	Research Analyst I
III - Design and Delivery of the Student Learning Experience			Academic Dean, School of Liberal Arts
	Co-Chair	David Robinson	
	Co-Chair	Stephanie Vehrs	Director II, Online Learning
			Associate Dean, School of Professional and Technical Studies
	Workgroup Member	Dr. Stephanie McCaslin	

			Chair, Math and Engineering Department
	Workgroup Member	Shaneeza Kazim	Professor, English, Communication, and Languages
	Workgroup Member	Stacie Bailey	Assistant Professor, Business, Technology, and Public Service
	Workgroup Member	Joyce Thompson	Executive Director, Continuing Education and Workforce Development
	Workgroup Member	Beverly Russell	Coordinator, Learning Support Services
	Workgroup Member	Joe Burgin	Professor, Business, Technology, and Public Service
	Workgroup Member		Student(s)
	PIR Support	Joseph Barton	Assistant Director, PIR
IV - Support of the Student Experience	Co-Chair	Shelby Potts	Director, Admissions
	Co-Chair	Bernice Brezina	Academic Dean, Business, Technology, and Public Service
	Workgroup Member	David Jones	Director II, Advising, Career, and Transfer Services
	Workgroup Member	Erika Fisher	Student Life Coordinator
	Workgroup Member	Caleb Craft	System Administrator
	Workgroup Member	Christopher Gransberry	Assistant Professor, Health Sciences
	Workgroup Member	Tora Wright	Career Technology and Education Coordinator
	Workgroup Member	Michael Suwak	Professor, Writing
	Workgroup Member		Student(s)
	PIR Support	Joseph Barton	Interim Assistant Director, PIR
V - Educational Effectiveness Assessment	Co-Chair	Dr. Eden Kan	Professor, Health Sciences
	Co-Chair	Tony Stout	Acting Chair, Business
	Workgroup Member	Michelle Ruble	Dean, Student Development
	Workgroup Member	Heather Murphy	Interim Student Engagement Coordinator
	Workgroup Member	Cami Cooley	Director I, Academic Assessment and Planning
	Workgroup Member	Kelly Winters	Executive Director, Workforce Development
	Workgroup Member	Jake Herlihy	Assistant Professor, Business, Technology, and Public Service
	Workgroup Member	Jill Wathen	Director, Technology Support
	Workgroup Member		Student(s)
	PIR Support	Chip Keech	Associate Director, PIR
VI - Planning, Resources, and Institutional Improvement	Co-Chair	Chris Zimmerman	Associate Dean, Financial Aid/Retention
	Co-Chair	Dana Venneri	Assistant Director, Bursar's Office
	Workgroup Member	Anne Hayden	Human Resources, Generalist

	Workgroup Member	Daphne Powell	Professor, Business, Technology, and Public Service
	Workgroup Member	Laura Dyson	Assistant Director, Facilities Management
	Workgroup Member	Gobi Gopinath	Professor, Mathematics
	Workgroup Member	Michael Bellis	Assistant Director, Alumni and Annual Giving
	Workgroup Member	Jennifer Everhart	Executive Assistant, Division of Financial and Administrative Services
	Workgroup Member		Student(s)
	PIR Support	Dr. Erin Ebersole	Associate Vice President, PIR
VII - Governance, Leadership, and Administration	Co-Chair	Dr. Trenace Richardson	Director, Organizational Development and Learning Institute
	Co-Chair	Dr. Sarah Merranko	Professor, English, Communication, and Languages, Faculty Senate President
	Workgroup Member	Chrissy Deen	Assistant Registrar
	Workgroup Member	John Delabrer	Assistant Professor, Business, Technology, and Public Service
	Workgroup Member	Logann Carrico-Evans	Coordinator, Grants
	Workgroup Member	Suzette Wright	Professor, Psychology
	Workgroup Member	Byron Brezina	Associate Professor, Mathematics
	Workgroup Member	Alan Hemming	Coordinator, Campus Operations
	Workgroup Member		Student(s)
	PIR Support	Donna Staff	Research Analyst I



LINES OF INQUIRY

Standard I – Mission and Goals

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

The Working Group for Standard I is tasked to find evidence and draft a narrative to answer the following Guiding Questions:

1. How do the college's mission and goals support the success of student learning, workforce development, and community engagement?
2. How do the college's mission and goals foster diversity, equity, and inclusion?
3. How are the college's mission and goals developed, approved, implemented, and assessed? To what extent are the processes systematic, inclusive, and transparent?
4. How is the college's mission and goals integrated into faculty, administration, staff, and governing structure decision-making?
5. After researching the above questions, how can CSM improve in any of these areas?

Standard II – Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

The Working Group for Standard II is tasked to find evidence and draft a narrative to answer the following questions:

1. To what extent are the college's student and employee policies and practices fair and equitable? Are they periodically assessed?
2. How does the college ensure academic freedom, intellectual freedom, freedom of expression, respect for intellectual property rights, and avoidance of conflicts of interest?
3. How do the college's communications, services, and programs for students and prospective students regarding affordability, accessibility, and debt reflect the college's commitment to diversity, equity, and inclusion? Are all publications and communications honest and truthful?
4. How does the institution ensure open access to all community members while maintaining the rigor and integrity of specific academic programs (e.g.: Nursing and Engineering)?
5. After researching the above questions, how can CSM improve in any of these areas?

Standard III – Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

The Working Group for Standard III is tasked to find evidence and draft a narrative to answer the following questions:

1. How does the college ensure equity and inclusion for all learning experiences? How does the college assess rigor and coherence for all offerings?
2. How do faculty demonstrate they are effective and rigorous in their teaching, assessment of student learning, scholarly inquiry, and service to the college? How are faculty evaluated and

- assessed? How are expectations made clear?
3. How does the college's general education program address intellectual experiences, cultural and global awareness, and the ability for students to make judgements within and outside of their academic discipline? How often is the General Education program assessed?
 4. How does the college communicate to credit and credit-free seeking students what programs are offered, the purpose, requirements, and outcomes of such programs?
 5. After researching the above questions, how can CSM improve in any of these areas?

Standard IV – Support of the Student Experience

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

The Working Group for Standard IV is tasked to find evidence and draft a narrative to answer the following questions:

1. How does the college demonstrate a commitment to student success for all learners?
2. How does the college foster and assess student success? How is disaggregated data utilized to measure student success?
3. How does the college work as one cohesive entity to efficiently support student success?
4. How does the college intentionally attract diverse and qualified faculty and staff?
5. How does the Division of Student Equity and Success (SES) enhance the learning environment and support student success for all learners?
6. After researching the above questions, how can CSM improve in any of these areas?

Standard V – Educational Effectiveness Assessment

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

The Working Group for Standard V is tasked to find evidence and draft a narrative to answer the following questions:

1. How does the college make certain that credit and credit-free student learning outcomes are measurable and meaningful?
2. To what extent does the college utilize assessment results for continuous improvement related to student learning and achievement of outcomes including:
 - a. Finances
 - b. Retention, graduation, and transfer rates
 - c. Improvements to pedagogy, curricula, support services, etc.
 - d. Diversity, equity, and inclusion
3. In what ways does CSM provide support for faculty and staff in their efforts to assess student learning and promote improvements?
4. How do assessment results inform and guide the integrated planning process at CSM?
5. After researching the above questions, how can CSM improve in any of these areas?

Standard VI – Planning, Resources, and Institutional Improvement

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

The Working Group for Standard VI is tasked to find evidence and draft a narrative to answer the following questions:

1. How does CSM measure and ensure its strategic goals are implemented at all levels of the college?
2. How are plans aligned to ensure efficient and effective use of fiscal and human resources?
3. How are CSM’s budgeting processes inclusive and align with the institution’s mission and goals?
4. How does CSM’s facilities, infrastructure, and technology to respond to the volatile, uncertain, complex, and ambiguous (VUCA) environment? How are the systems used to store and share institutional data secure and accurate?
5. How does the college use data analysis, such as Key Performance Indicators (KPI), to assess operational efficiency, market share, fiscal stability, and progress on achieving institutional strategic goals and Yearly Game Plans (YGP)?
6. After researching the above questions, how can CSM improve in any of these areas?

Standard VII – Governance, Leadership, and Administration

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

The Working Group for Standard VII is asked to find evidence and draft a narrative to answer the following questions:

1. To what extent does CSM have a clear, transparent, and sustainable participatory governance structure that outlines roles, responsibilities, and accountability for decision-making?
2. To what extent does the college’s participatory governance processes support:
 - a. Student success
 - b. Learning, diversity, equity, and inclusion
 - c. Financial strength
3. How does the college maintain and assess the effectiveness of qualified leaders responsible for their areas and an administration that interacts and engages with the college community at large, including the Board of Trustees and College President?
4. How does the college’s Board of Trustees exercise appropriate authority and decision-making as it relates to the operations, fiscal management, and academic excellence of the institution?
5. After researching the above questions, how can CSM improve in any of these areas?

VI. Guidelines for Reporting

Sample Structure for a Chapter

Each Standard will include a chapter that follows the format outlined below.

1. Heading noting the Standard
2. Introduction
3. Summary and analysis of evidence by criteria
4. Conclusions of the analysis including Strengths and Challenges with references to the

appropriate Criteria

5. Opportunities for ongoing institutional improvement and innovation

Editorial Style and Format

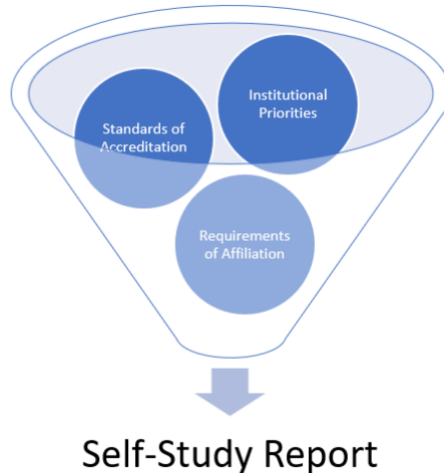
Prior to final submission, a Self-Study Editor will be appointed to ensure that the report is written in a single voice.

Document Format:

1. Microsoft Word (template will be utilized)
2. Calibri
3. Font size 11
4. Tables 10-point font
5. Standard 1-inch margins (top, bottom, left, right), Header and footer margins: 0.5, Tab stops: 0.5
6. Left justified
7. No indentation

Additional Guidelines:

1. A glossary of terms and acronyms will be included with the Self-Study Report for the reader's ease of review.
2. Acronyms should be written out with the first usage, followed by the acronym in parenthesis.
3. Capitalization should be kept to a minimum, and used for proper, formal names.
4. Chapter headings should be all uppercase, centered, and bolded.
5. Dates are in month/date/year format, e.g., June 2, 2017, comma after year if within a sentence. Do not include days of the week like Monday, etc.
6. Do not refer to the college as "we;" use "the college," "College of Southern Maryland," or "CSM."
7. Do not use contractions.
8. Follow APA guidelines for titles of articles.
9. Major headings should be centered with the first letter of each main word in uppercase, and bolded.
10. Page numbers should be printed at the bottom right of the page.
11. Refer to people by title, not name.
12. Sub-headings should be left-justified with the first letter of each main word in uppercase, and bolded.
13. Use alphabetical order when listing names.
14. Use American Psychological Association (APA) format for parenthetical and bibliographic citations.
15. Use capitalization for program titles (e.g., Men of Excellence, etc.).
16. Use commas before all elements in a series (e.g., faculty, staff, and students).
17. Use concise, jargon-free language, and active voice.
18. Use italics for the title of any book or periodical.
19. Use black bullet, flush left.
20. Use Microsoft Word automatic numbering within text, with period after the number.
21. Use Oxford Comma.
22. Use the formal name for named buildings and spaces, like the Learning Resource Center instead of LR Building.
23. Use the tab and not the space bar for alignment.
24. Use third person, active voice, and present tense in general.
25. If pictures are needed for materials, please select from this Marketing Approved set <https://csmphoto.zenfolio.com/marstock2019>



VII. Organization of the Final Self-Study Report

The Self-Study Report will be organized as illustrated below.

1. Table of Contents
2. Executive Summary
3. Introduction
4. Standard I- Mission and Goals
5. Standard II- Ethics and Integrity
6. Standard III- Design and Delivery of the Student Learning Experience
7. Standard IV- Support of the Student Experience
8. Standard V- Educational Effectiveness Assessment
9. Standard VI- Planning, Resources, and Institutional Improvement
10. Standard VII- Governance, Leadership, and Administration
11. Verification of Compliance and Federal Regulations Requirement
12. Conclusion
13. Core Team, Steering Committee, and Working Group members
14. Appendices
15. Glossary of Terms/List of Acronyms

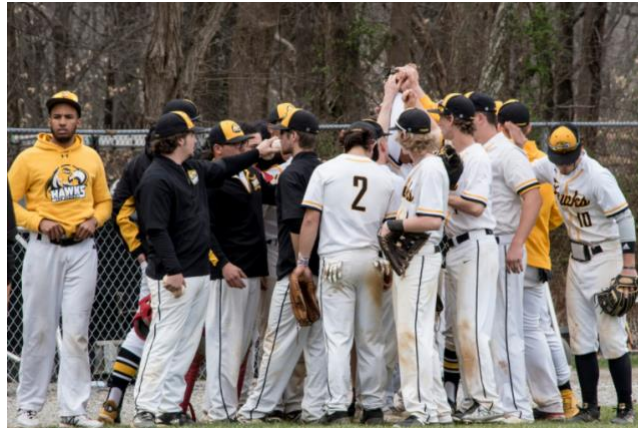
Each standard will include a chapter that follows the format outlined below.

1. Heading noting the Standard
1. Introduction
2. Summary and analysis of evidence by criteria
3. Conclusions of the examination including Strengths and Challenges with references to the appropriate Criteria
4. Opportunities for ongoing institutional improvement and innovation
5. The 2014 Commission actions/recommendations will be addressed with the 2021 Self-Study report

Final recommendations from the Self-Study, will come from the Workgroups to the Steering Committee and then passed to the President's Council for finalizing.

VIII. Strategy for Verification of Compliance with Applicable Federal Regulatory Requirements

The Associate Vice President (AVP) for Planning, Institutional Effectiveness, and Research (PIR) is charged with ensuring the completion of the Verification of Compliance requirements (including any Federal regulatory Requirements). The AVP of PIR will work closely with the Steering Committee and Working Groups as needed to collect all necessary documents in support of compliance. The AVP of PIR will report progress to the Steering Committee for collaboration and evaluation. This information will be included in the final Self-Study Report.



IX. Self-Study Timetable

SUMMER 2021

- ✓ CSM receives invitation to attend the fall 2021 MSCHE Self-Study Institute
- ✓ College President appoints Self-Study Co-Chairs

FALL 2021

Training and Launch:

- ✓ AOL and Self-Study Co-Chairs launch Self-Study process
- ✓ AOL and Co-Chairs attend the MSCHE Self-Study Institute held to orient institutions beginning the Self-Study process (October – November)
- ✓ Preparatory visit for MSCHE Staff Liaison is scheduled

SPRING 2022

Formation of Steering Committee and Working Groups:

- ✓ Steering Committee Members identified and solicited
- ✓ DRAFT Self-Study Design is finalized and submitted to MSCHE (April 8, 2022)
- ✓ Steering Committee reviews Self-Study Design
- ✓ Working Groups Assigned
- ✓ **College hosts MSCHE Staff Liaison Self-Study Preparation Visit** (April 22, 2022)
- ✓ Core Team meets with Steering Committee and Working Groups to officially kick-off the Self-Study process. Core team and Steering Committee will provide an introductory training workshop to Working Groups based on the Self-Study Design, including an introduction to the study's intended outcomes
- ✓ Revised Self-Study Design submitted to and approved by MSCHE Staff Liaison

SUMMER 2022

End of Summer Progress Report:

- Working Groups will submit a progress report to the Steering Committee to demonstrate that they have:
 - Attended an Introductory Training Workshop for Working Groups members
 - Read the Self-Study Design
 - Read the assigned Standard and Criteria
 - Studied their MSCHE Standard and Lines of Inquiry
 - Created a meeting schedule through Spring 2023
 - Assigned clear and understandable roles to each member of the Working Group
 - Created specific strategies for how the Working Group members will address different components of the Standard and collect evidence
 - Identified individual Work Groups timelines and deliverables
 - Began to identify and started to contribute documents to the Evidence Inventory

FALL 2022

- Steering Committee and Working Groups review evidence, conduct research, write
- First DRAFT Working Group Outlines due to Steering Committee (December)

WINTER 2023

Expand on Working Group Outlines:

- Each Working Group will have expanded on its Outline for its Standard chapter, describing one or two primary ways the college is in compliance with their Standard, specifically the Required Criteria
 - The expanded Outline must include:
 - Any collected evidence to support claims
 - A completed Evidence Inventory
 - A short summary of any gaps in evidence discovered thus far
- Steering Committee provides feedback on progress report to Working Groups
- First DRAFT Working Group Reports complete (January)
- Self-Study Co-Chairs review and respond to first DRAFT Working Group reports
- Working Groups continue research, incorporate feedback

SPRING 2023

Draft Reports:

- Working Groups complete DRAFT of their chapters of Self-Study Report by May 2023
- Steering Committee and Working Groups continue research, prepare revised draft reports
- MSCHE selects and notifies College of the Evaluation Team Chair; dates for team visit and for the Chair's Preliminary Visit finalized
- DRAFT shared at Spring Board of Trustees Meeting, Campus Town Hall Meeting, College Wide Council Meeting, and Faculty Senate Meeting
- Final Working Group Reports complete, posted for Campus Review (May)
- Self-Study Co-Chairs incorporate feedback and make revisions, prepare first DRAFT of full Self-Study Report
- Working Groups continue to research, draft, and massage Self-Study Chapters
- Working Groups exchange Draft Standard Chapter and conducts review of another Working Group's DRAFT Standard Chapter, providing feedback and also identifying gaps
- Working Groups incorporate feedback and submit DRAFT Standard Chapter to Steering Committee for review
- Steering Committee completes first DRAFT of Self-Study Report

SUMMER 2023

- Editor writes Self-Study in one voice (Victoria Clements)
- MSCHE selects Self-Study Evaluation Team members

FALL 2023

- Self-Study report finalized based on Team Chair feedback and vetted broadly across campus
- Campus feedback considered and Self-Study report updated as appropriate
- **Team Chair Preliminary Campus Visit** (DRAFT Self-Study Report sent two weeks prior)

SPRING 2024

- Final Self-Study Report/Verification of Compliance/Evidence Inventory uploaded to MSCHE portal (six weeks prior to Team Visit)
- **College hosts Evaluation Team Visit** (March)
- Evaluation Team provides college with an Evaluation Team Draft Report
- College submits institutional response to Evaluation Team’s Draft Report (April)
- Commission review of Team report, College response; Determines Action (June/July)

Summer 2024

- MSCHE Commission meets to determine action
- College receives and responds to MSCHE Action (July)



XI. Communication Plan

Purpose	Audience	Methods	Timing
To share research and communicate in a transparent and secure manner	Core Team, Steering Committee, and Working Groups	Microsoft Teams sites	Spring 2022 to Fall 2024
To collect documentation	Working Groups	Microsoft Teams site (one Evidence Inventory Channel per Working Group)	Spring 2022 to Spring 2023
To update campus on the progress of Self-Study Report	Students	SS Co-Chairs regularly attend SGA meetings Regularly contribute to student Hawk Talk newsletter, occasional direct student emails CSM MCSHE webpage on	Minimum contact of once a month Spring 2022 through Fall 2024

		internet	
To update campus on the progress of Self-Study Report	Faculty/Staff	Microsoft Teams site open to all CSM community members Faculty and staff representation on Steering Committee and Working Groups Fall 2022 and Fall 2023 College Convocation to include a President's update Regular update articles in Friday report Regular communication at College-Wide Forums, College Planning Council Meetings, Faculty Senate Meetings CSM MCSHE webpage on internet	Continual updates on the Teams Site and CSM MSCHE internet site Pre-scheduled College-Wide Forums and College Planning Council Fall presentation at College Convocation Additional constituency group meetings held as necessary each semester
To update campus on the progress of Self-Study Report	College Planning Council (CPC)	Updates at CPC meetings CSM MCSHE webpage on internet	Monthly updates
To update campus on the progress of Self-Study Report	College Wide Forum	Updates at College-Wide Forum CSM MCSHE webpage on internet	Quarterly updates
To update campus on the progress of Self-Study Report	Board of Trustees	Updates at BOT meetings CSM MCSHE webpage on internet	Quarterly updates
To gather feedback on Self-Study Report	Students	Previously mentioned avenues with additional Open Forums for credit and credit-free students CSM MCSHE webpage on internet (including electronic vehicle for submitting feedback to Co-Chairs)	Open Forums in Spring 2023 and Spring 2024
To gather feedback on Self-Study Report	Faculty/Staff	Previously mentioned avenues with additional Faculty/Staff Open Forums CSM MCSHE webpage on internet (including electronic vehicle for submitting feedback to Co-Chairs)	Open Forums in Spring 2023 and Spring 2024
To gather feedback on Self-Study Report	Board of Trustees	Presentation of final Self-Study Report at Board of Trustees meeting (vote for approval)	January 2024
To publish results	Internal/external college community	CSM MCSHE webpage on internet	Fall 2024

XI. Evaluation Team Profile

The College of Southern Maryland requests that a majority of visiting team members have experience at a comprehensive, diverse, and multi-campus community college. The college recommends that the visiting team understand issues related to a medium-sized college that has experienced enrollment challenges over the past decade that accelerated with the COVID-19 pandemic. The college asks that visiting team members include a blend of faculty and administrators who reflect these areas of expertise:

- President-Level (as visiting Evaluation Team Chair)
- Academic Affairs
- Operations and Finance
- Continuing Education and Workforce Development
- Educational and Information Technology
- Planning, Institutional Effectiveness, and Research
- Academic and Non-Academic Outcomes Assessment
- Student Services

CSM considers Harford Community College, Howard Community College, and Frederick Community College as peers (all are located within Maryland).

CSM's current leadership has had previous employment at Montgomery College (MD) and Brookdale Community College (hence, potential for a Conflict of Interest).

XII. Evidence Inventory Strategy

The Evidence Inventory for each Standard will be created and maintained by the assigned Working Group, each Working Group will have their own 'Channel'. CSM will utilize Microsoft Teams as the repository for all data. Each Working Group will have at least one member whose main charge is to oversee the Evidence Inventory (identified as an "Evidence Seeker").

Below is a list of pieces of evidence for each Standard. This list will be expanded upon as appropriate by each Working Group.

Standard I- Mission and Goals

- Mission and Vision Statements <https://www.csmd.edu/about/index.html>
- 2021-2024 Institutional Strategic Plan <https://www.csmd.edu/images/about/strategic-plan/2021-2024-csmd-institutional-strategic-plan-defining-our-future-1.pdf>
- Strategic Plan Key Performance Indicators
- Yearly Game Plan summaries
- Faculty By-Laws
- Administrator Manual <https://www.csmd.edu/faculty-staff/administrative-manual/index.html>
- Student Handbook
- College Councils meeting minutes <https://www.csmd.edu/about/governance/index.html>
- College Catalog <https://catalog.csmd.edu/>
- Equity and Inclusive Diversity webpage <https://www.csmd.edu/about/diversity/index.html>
- CSM Fact Book https://www.csmd.edu/about/pier/fact-book_2020-2021_updated-11-23-21.pdf
- Friday Report articles

Standard II- Ethics and Integrity

- Consumer Information Website <https://www.csmd.edu/about/policies/right-to-know.html>
- Institutional Policies (e.g.: Grievance and Progressive Discipline)
- Student Code of Conduct <https://www.csmd.edu/about/policies/student-code-of-conduct.html>

- Equity and Inclusive Diversity webpage <https://www.csmd.edu/about/diversity/index.html>
- Institutional Review Board webpage <https://www.csmd.edu/about/pier/institutional-review-board/index.html>
- CSM Policies and Procedures webpage <https://www.csmd.edu/about/policies/index.html>

Standard III- Design and Delivery of the Student Learning Experience

- Course Catalog <https://catalog.csmd.edu/>
- Community College Survey of Student Experience Report (CCSSE) <https://www.csmd.edu/pdfs/pier/csm-2021-ccsse-executive-summary-of-results.pdf>
- Community College Faculty Survey of Student Engagement Report (CCFSSE) https://www.csmd.edu/about/pier/ccfsse_csm_sp21_faculty-responses.xlsx
- Academic Standards and Policies <https://catalog.csmd.edu/content.php?catoid=12&navoid=1376>
- Academic Program Reviews
- Continuing Education Program Reviews
- Simple Syllabus example
- Curriculum Maps
- Full-time Faculty CVs

Standard IV- Support of the Student Experience

- Non-Academic Program Reviews
- Maryland Performance Accountability Report

Standard V- Educational Effectiveness Assessment

- Academic Program Reviews
- Continuing Education Program Reviews

Standard VI- Planning, Resources, and Institutional Improvement

- Financial Statements <https://www.csmd.edu/foundation/about/policies-financials/index.html>
- CSM Foundation Policies <https://www.csmd.edu/foundation/about/policies-financials/index.html>

Standard VII- Governance, Leadership, and Administration

- Governance at CSM webpage <https://www.csmd.edu/about/governance/index.html>
- Leadership at CSM webpage <https://www.csmd.edu/about/leadership/index.html>
- CSM Facilities Master Plan
- Organizational Chart

