

ASSURANCE SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

CHATFIELD COLLEGE
St. Martin, Ohio

March 7 – 9, 2011

FOR

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

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I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

The purpose of this visit to Chatfield College (CC) was to conduct a comprehensive evaluation for continued accreditation at the associate's degree level.

B. Organizational Context

Chatfield College is a private, two year college, founded by the Ursulines of Brown County, Ohio in 1971 when the Ursuline Teacher Training Institute became Chatfield College. Initially, the institution began by serving three primary purposes: responding to the need for young women learning to be Ursuline Sisters to begin their education early in their formation; responding to other local religious requesting enrollment; and responding to people in the community who had never had the opportunity to attend college. The institution has been accredited by the Higher Learning Commission since 1971. Today, the institution's mission "is to empower students who might best succeed within our supportive, small college experience. Success is demonstrated through the achievement of established learning outcomes in a liberal arts education grounded in our Catholic heritage." There is strong commitment at all levels across the institution in support of this mission. Enrollment in 2010 was 336 students.

C. Unique Aspects of Visit

Although Chatfield is often compared with community colleges, the mission of Chatfield is far more focused on the liberal arts; whereas, many community colleges focus on career and technical programs as well.

A second unique aspect is that although the Chatfield mission statement talks about a liberal arts education grounded in "our Catholic heritage," the institution embraces students of all faiths—the majority of whom are not Catholic.

A final unique aspect worthy of mention is that the two campuses serve very different populations: the St. Martin Campus, located in rural Brown County, is located on 200 scenic acres of wooded countryside, with two lakes, the Sacred Heart Chapel, and traditional brick campus buildings. The St. Martin students are primarily Caucasian and of Appalachian heritage. Many are socioeconomically disadvantaged and are the first members of their family to attend college. By contrast, the Findlay Market Degree Site (FM) is located in leased facilities in downtown Cincinnati. Enrollment at FM doubled from 2009-2010 and has now surpassed the enrollment of the St. Martin Campus (regarded as the main campus). The majority of FM students are African-American, socioeconomically disadvantaged, and unemployed or working at low wages. Many are first-generation college students and single parents.

D. Sites or Branch Campuses Visited

St. Martin Campus, referred to as the main campus, in St. Martin, Ohio, and the Findlay Market Degree Site in Cincinnati, Ohio

E. Distance Education Reviewed

Chatfield College does not offer any distance education.

F. Interactions with Constituencies

During the course of the visit the team met with the following individuals and groups:

1. Administrative team: President, Academic Dean, Director of Finance, and Findlay Market Site Director
2. HLC Steering Committee
3. Director of Library Services
4. Director of Financial Aid
5. Director of Marketing Communications
6. Director of Physical Plant
7. Interim Director of Admissions
8. Admissions Counselors
9. Registrar and Assistant Registrar
10. Freshman/PSEO Advisor
11. Student Retention Coordinator
12. Campus Ministry
13. Assessment Committee
14. Information Technology Manager
15. Information Technology Consultant
16. Board of Trustees
17. Development Coordinator
18. Development Data Base Coordinator
19. Various Alumni
20. Faculty Senate
21. Planning Committee
22. Criterion One Group
23. Criterion Two Group
24. Criterion Three Group
25. Criterion Four Group
26. Criterion Five Group
27. Open Staff Meeting (both campuses)
28. Open Faculty Meeting (both campuses)
29. Open Student Meeting (both campuses)
30. Community Meeting (both campuses)

G. Principal Documents, Materials, and Web Pages Reviewed

During the course of the team's evaluation of Chatfield College, the team reviewed the following documents:

1. Self-Study Report and Appendices, 2011 Supplement
2. College Handbooks: Faculty, Advisor, Student, Staff

3. Mission Statement
4. Ursulines of Brown County Legacy Statement for Educational Institutions
5. Three Year Strategic Plan
6. St. Martin Campus Master Plan
7. Acquisition Plan for St. Angela Hall (and surrounding acreage)
8. Advertising Plan and Budget, 2010-2011
9. "A Communications and Marketing Analysis," The Feamster Group (consultants)
10. Admission Plan 2010-2012
11. Demonstration of Enrollment Management Software (*Salesforce*)
12. Departmental Goals and Objectives
13. Faculty List, Spring 2011
14. Faculty Degrees
15. Faculty Development Events
16. Adjunct Faculty Independent Contractor's Agreement
17. Commissioned Surveys
18. Course Catalog
19. Organizational Chart
20. Job Descriptions
21. Employment Agreement of the President
22. Articulation Agreements
23. Colleges Verified as Transfer Schools
24. Student Retention Reports
25. Reviewed Sample Course Syllabi
26. Advising Folders and Noel-Levitz Survey Data
27. Crime Report Notifications to Students
28. Maintenance Reports
29. Campus Ministries Report
30. Placement Procedures
31. Audited Financial Statement (FY2010 with comparative 2009 data)
32. Balance Sheet and Expenditure Statement (dated 1/31/2011)
33. Cash Flow Statement (dated 3/4/2011)
34. Budgets, FY2009, FY2010, FY2011
35. Student Financial Aid Records
36. Assessment Materials: Student, Institutional, Curriculum, Learning Assessment Surveys
37. Sample Student Portfolios
38. Faculty Senate Minutes
39. Graduation Essays Since 1998
40. Press Releases & Correspondence
41. Notice of Third Party Comment
42. Newsletters
43. Board of Trustees Roster, Board Resumes and Profiles
44. Board of Trustee Minutes
45. Sub-Committee Board Minutes for the Following Committees: Executive, Academic, Finance, Marketing, Nominating, Planning, Building & Grounds.
46. Strengths and Challenges Identified by the Board
47. 2010 Advancement Report
48. President's Council and Staff Meeting Minutes

49. Sample Publications & Marketing Materials

II. COMMITMENT TO PEER REVIEW**A. Comprehensiveness of the Self-Study Process**

The institution began its self-study process in June, 2009 with the formation of a steering committee organized around the five criteria for accreditation and the corresponding core components. The process was aligned with the institution's unique mission and heritage. The committee developed a written plan with the goal of fostering feedback from across the institution's two campuses. The institution estimates that fifty individuals were involved in the self-study at one point or another; however, only four were involved from start to finish. The process had the strong support of the college's administrative leadership. The institution's Board of Trustees was also involved in the process. Despite the fact that only four individuals participated from start to finish in the self-study process, the college did include many employees across both campuses, as well as some student participation.

B. Integrity of the Self-Study Report

During the visit the team confirmed the information in the self-study report through a review of documents provided to the team both before and during the visit and through conversations with employees, students, alumni, community, and board members. The team found the material presented in the report to be an honest portrayal of the college. However, while the team found the report useful for review and context before the visit, in future reports of this type the team strongly encourages the college to provide greater clarity in and analysis of evidence rather than simply resorting to narrative accounts. A more thorough evaluative process would have not only been helpful to the team, but would have also produced a more meaningful self-study to the institution. Further, in future self-studies, the institution should strive to provide more direct ties from statements in the self-study to supporting evidence or documentation.

C. Adequacy of Progress in Addressing Previously Identified Challenges

The team considers the response of the organization to previously identified challenges to be adequate.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

Requirements were fulfilled.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

The team reviewed the required Title IV compliance areas and the student complaint information. See appendix to the Team Report, Federal Compliance Requirements.

IV. FULFILLMENT OF THE CRITERIA

CRITERION ONE: MISSION AND INTEGRITY. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

1. Evidence that Core Components are met

- The mission of Chatfield College has been built upon the traditions of the Ursulines of Brown County as they made the transition from a boarding school and preparatory program for potential members of the order to Chatfield College in 1971. This was reported by the college in the self-study and confirmed in conversations with the Board of Trustees during the visit. The mission is regularly reviewed and revised to clarify the Board's intended direction for the institution. Four updates have occurred in the mission language in the past sixteen years. This reflects continuous attention to the mission from the Board of Trustees and senior administrative leadership of the college.
- The mission of the institution is clear and succinct and is embraced across the college. The Trustees, administration, faculty, staff, and students live the mission in the manner in which they govern, lead, teach, serve, and learn. The geography and demography of the St. Martin and Findlay Market locations are dramatically different, yet the college has successfully implemented its present mission across both locations.
- The commitment to mission pervades the thinking across all key institutional constituencies—students, alumni, faculty, staff, administration, and Board as confirmed by the team in conversations with these constituencies. Three themes were consistently referenced during these visits. The first highlighted the “supportive, small college experience.” Numerous individuals referenced the small class size and willingness of both faculty and staff to respond to unique student needs both academically and personally. The second highlighted the attainment of “learning outcomes” as measured by a blend of graduation and transfer rates. The third highlighted the importance of the deep spiritual connection, personal relationship and loyalty that exists between the Ursulines of Brown County and the variety of college constituents.
- As reported in the self-study on page six and confirmed during the visit in conversations with the faculty, the admissions team and the retention specialists—the college has implemented the *Cornerstone* class. This course is required of all degree-seeking students. The purpose of this course is to introduce and familiarize every student with the college's mission, core values, institutional goals, learning outcomes, policies and other key organizational components of the college. Conversations with students support that this course has been helpful to them and facilitated a closer connection with the institution.
- The diversity of the college's student population is as marked as the uniqueness of the institution's two sites. The main campus is located in a scenic, wooded setting in rural Brown County. Students are predominantly Caucasian, socioeconomically disadvantaged, traditional college age and drive up to forty-five miles to campus. The Findlay Market Degree Site is located in downtown Cincinnati in an area commonly referred to as “Over the Rhine.” This is an urban area of historical significance that is in the process of being revitalized. Students

attending this location are predominantly African-American, from lower income families, non-traditional age and arrive on campus via the public mass transit system. While the two locations are geographically and demographically diverse, the students, faculty, and staff reported during the visit that the mission equally pervades both campuses. While there was no statistical analysis shared, the anecdotal comments credited the continuity and consistency between the two campuses to several strategic initiatives including: equal commitment to small class size; requirement of the Cornerstone and Capstone courses at both locations; common orientation and staff development activities for faculty and staff at both locations; core faculty who teach at both locations; and, the persistence of mission and Ursuline traditions at both locations.

- The Board of Trustees numbers twenty-five, the maximum allowable size, as confirmed in the Code of Regulations and in validating the active trustees to the college's reported "Trustee Roster." The Board described itself as a "working Board" during the site visit. The administrative team of the college includes the president and seven direct reports including the chief academic officer/dean; director of finance/human resources/information technology; director of physical plant/ campus minister; director of marketing/communications; director of admissions/recruiting; development coordinator, and president's assistant/development database coordinator. During the St. Martin campus visit the president stated that he had established a list of six positions that will be added in coordination with strategic and sustained growth. The Board chair and the president confirmed during the visit that the Board supports the leadership team with professional expertise in strategic administrative functional areas where and when similar expertise is not present on the administrative team.
- The Board of Trustees are engaged with the institution. The Board has provided governance stability through an era of significant financial challenge and administrative/leadership transition. The Board, as evidenced by its active role in the self-study process and campus visit are clearly dedicated to governing and are personally and professionally dedicated to the mission and values of Chatfield College.
- The traditions, beliefs and core values of the Ursulines upon which the college was founded, remain evident today in the integrity which the administration, faculty, and staff demonstrate across both campuses. Examples of practices of integrity that were reported by the institution and observed and confirmed during the visit included implementing and practicing a policy of open enrollment, and designing and delivering an assessment process for all students to assure effective placement in either credit bearing college courses or non-credit bearing developmental classes.

2. Evidence that one or more specified Core Components need organizational attention

- At the October 28, 2010 meeting of the Board of Trustees, the Board unanimously approved the endorsement of the "Legacy Statement of the Ursulines of Brown County." The Trustees at that same meeting unanimously approved that the college enter into the Legacy Agreement. These actions were confirmed in a review of the minutes of this meeting. The Legacy Agreement

allows the institution to amend its Code of Regulations “to delete the requirements that only Members of the Ursulines serve as Members of Chatfield and that the Ursulines approve all Members of the Board of Trustees of Chatfield. . .” This does not change the fundamental nature of the institution or its control, but it does allow for a more diverse Board. The language within these motions will require an amendment or amendments to the Chatfield College Code of Regulations. At the time of the visit these amendments had not been formulated nor prepared for Board action. Because the Member of the Corporation and the mechanism for approval of trustees has been changed by this action, amendments should be prepared and approved by the Board.

3. Evidence that one or more specified Core Components require Commission follow-up.

- None

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

- None

Recommendation of the Team

Criterion is met; no Commission follow-up recommended.

CRITERION TWO: PREPARING FOR THE FUTURE. The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

1. Evidence that Core Components are met

Since the arrival of a new president in 2009, Chatfield College has pursued a number of important initiatives related to the processes of evaluation, planning and resource allocation aimed at strengthening the institution’s capacity to fulfill its mission, improve the quality of its educational programs and respond to future challenges.

- A strategic planning process was undertaken in 2009 and involved a cross-section of the campus community and the Board. The resulting three-year strategic plan defined strategic goals and measurable outcomes, assigned responsibilities for the attainment of each goal and mandated an annual review to assess progress toward achieving strategic goals. The self-study provided evidence that clearly shows progress in year one, fiscal year 2010. Board members described their engagement in the planning process and

how each Board committee takes responsibility for specific goals and provides periodic reports on progress at Board meetings. The president expressed his confidence that the plan is nimble enough to enhance and reprioritize goals, as well as make adjustments to objectives as conditions warrant.

- Beyond the current strategic plan, the College is embarking on a visioning exercise, *Vision 2021*, to align the planning process with resource allocation in the future. The president indicated a strong willingness to not only engage the Board and members of the college community, but also harness the thinking of community leaders in the Cincinnati area. The president intends the visioning process to focus on bold ideas for the future of Chatfield and bring more of a business model approach to planning and resource allocation. Faculty and staff indicated a strong desire to move beyond surviving to thriving and being a part of the future of the college. Interviews with Board members also expressed a strong sense of engagement in the visioning process.
- The college conducted a campus master planning exercise involving broad based participation from the Board, faculty, staff and students. As a result of this plan, a new classroom and lab building was constructed at the St. Martin site to replace an outdated trailer serving the same functions. The Mongan Building was funded from a successful campaign and the donation of a charitable trust in the Mongan family's name. Conversations with the chair of the Buildings and Grounds Committee of the Board and the director of facilities indicated that the college is continuing to seek funding to make the campus master plan come alive. A feasibility study will be conducted with regard to a renovation of the gymnasium and a twenty-five percent expansion of the library at the St. Martin campus. The construction of new facilities and major renovations to existing buildings will most likely come from a capital campaign and/or fund raising efforts.
- The college hired a new development coordinator in 2010 who is a seasoned fund raiser with experience as a major gifts officer at colleges such as Xavier and the University of Cincinnati. Through her efforts, unrestricted giving has increased twenty-one percent during fiscal 2011 with grants from foundations doubling during the same time period. Board participation stands at 100 percent. Conversations with the coordinator also revealed the implementation of a new program seeking alumni contributions to the college. This is a source of giving to the college which has not been actively pursued in the past. Concentrated efforts and the experience of the new coordinator should increase funding for major initiatives to be identified through the visioning exercise and included in a future strategic plan.
- The college added a full-time director of finance to support the institution's financial function in 2010. In conversations during the visit, the director evidenced the necessary skills to perpetuate a thorough understanding of financial position across all constituents. The director of finance has

implemented numerous improvements in financial reporting and regular financial review by the Board and various constituents. Increased financial oversight has placed a greater emphasis on fiscal responsibility and managing expenditures. The director prepares monthly balance sheets, statements of expenditures on a line item basis with variance to budget for both instructional sites, as well as statements of cash flow. The president and director of finance review cash flow on a daily basis. A review of these statements indicates a good level of sophistication for a college of this size and a heightened degree of transparency that will be critical for moving the college forward.

- The self-study and conversations with campus leadership reflect an awareness of the direct relationship between enrollment and institutional viability. A new admissions software program has been designed and implemented to support the recruiting efforts of the college. The program documents all actions taken with prospective students and monitors the activity levels of recruiters. The interim director of admissions meets weekly with each recruiter to assess progress in meeting enrollment goals. Recruiters indicate that the program provides a more intentional manner of monitoring progress and attention to follow-up.

2. Evidence that one or more specified Core Components need organizational attention

- Enrollment growth at the Findlay Market site has caused a redefinition of job responsibilities of faculty and staff and a refining of resource allocation across the college. With students at a higher risk of potential failure, faculty roles have been expanded to identify at-risk students and provide additional time with remediation efforts as needs arise. While interviews with faculty and staff indicate a high need to give back and to make a difference in student's lives, Chatfield needs to be ever aware of expending responsibilities outside the classroom to reap continued success with enrollment growth in the future. Chatfield needs to manage enrollment without enrollment managing the college.
- The use of technology has evolved as a result of a new technology plan and two supporting gifts to the college. The college has hired a full-time technology administrator. The first of two gifts allowed the completion of phase one of the plan to update the website, replace the outdated phone system and implement thin client technology to support instruction in student labs. The technology administrator expressed a strong desire to implement the second phase of the plan to enhance classroom technology, upgrade faculty and staff computers, and increase wireless capacity at the St. Martin site. Board members expressed concern with the college's capability to allocate financial resources to technology should gifts decline. The ever increasing need to provide for technology could be a challenge in the future for Chatfield and the college needs to find alternatives to its current reliance on donated funding to support this aspect of its operation.

3. Evidence that one or more specified Core Components require Commission follow-up.

- The college is to be commended for fiscal austerity over the last two years following multiple years of operating deficits. Enrollment growth has contributed to increasing revenue and expenditures have been managed in a more intentional manner. However, the College is tuition-driven, with a large percentage of tuition revenue coming from Title IV federal funding and state grant funding, with the funding for both contentious at this time. Future enrollment growth could also strain expenditures with the necessary expansion of faculty and support personnel to continue to support the mission and to maintain and increased retention.
- Some strides with regard to ongoing institutional evaluation and assessment for continuous improvement have been made in recent years. Examples include the use of the Noel Levitz Satisfaction Survey to assess student's needs outside the classroom, which lead to improved security at both instructional sites. Performance reviews are conducted annually with faculty and staff. New software has been implemented to help track institutional data, provide more readily available documentation, and increase being proactive rather than reactive with regard to institutional improvement. That being said, assessment of institutional effectiveness is rather episodic and still in its infancy. At present, there is no comprehensive written plan for assessing institutional effectiveness, nor is there a clear linkage among assessment, data collection and analysis, use of data analysis to inform strategic planning, planning for institutional improvement, and budgeting. Chatfield College needs to develop and implement a plan for assessing institutional effectiveness which results in the collection and analysis of data on a regular basis that is used to inform the college's strategic planning process and promote institutional improvement in measureable ways. Further, the assessment and strategic planning efforts to promote institutional improvement should be linked to the budgeting processes.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None

Recommendation of the Team

Criterion is met; Commission follow-up recommended.
Progress Report finances, institutional effectiveness and strategic planning, due November 1, 2013.

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING. The

organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

1. Evidence that Core Components are met

- Chatfield has clearly defined its learning goals for undergraduate courses by identifying and clearly communicating student outcomes as documented in the syllabus template. The team has affirmed this is an integral component of each syllabus.
- College curriculum is controlled by the faculty with responsible review by the administration as can be determined from a review of minutes of the curriculum committee and from interviews with faculty.
- The college values and supports effective teaching as evidenced by numerous documents and discussions with faculty at both campuses. Chatfield holds an annual orientation/training activity for new and returning faculty. Additionally, there is an online PowerPoint orientation and training for faculty on the college web site. There is an online Faculty Room that serves as a resource guide to assist faculty in the development of syllabi, as well as helping faculty to learn and implement college policies and procedures.
- The college has a well-established and effective system for supporting faculty development which is supported by two consortia with nearby colleges and universities. Success of these efforts in supporting teaching effectiveness is demonstrated by an annual report of professional development activities reviewed by the team.
- The team reviewed student course evaluations. The evaluations are a regular and ongoing component of the assessment process and evaluations are shared with each faculty member after the course to facilitate on-going improvement in the classroom.
- The college creates effective learning environments by its focus on student support and success. During interviews at both campuses, students expressed satisfaction with their academic learning environment—computer labs, study areas, library services, and overall maintenance of each campus. During these interviews with the team students also expressed satisfaction with the quality of faculty and their learning experience.
- The college has an established program for student advisement utilizing both professional counselors and instructional faculty to provide students with accurate information concerning their programs of study and providing assistance to support student academic success. This effort in advising was confirmed by a review of institutional policies and publications and through interviews with students, faculty, and staff.
- The college has a well-developed orientation and first year student program. Students complete both a Cornerstone and Capstone class that addresses the development of the assessment portfolio. This has proven to be an effective method of acquainting students with the need for and the uses of the portfolio, as well as the practical component of the portfolio: the core values. A number of students mentioned that they began college with one short term goal in mind but quickly came to realize they were capable of more and

attributed their interest in lifelong learning directly as a result of the college staff and faculty interactions.

- During interviews, students at both campuses reported that the quality of instruction in their classes is excellent. The students commended the college for their willingness to listen to the needs of the students and act accordingly. One example provided by students was the “on demand” tutoring services available. Students recognized that tutoring assistance is integral to their success and is available in a variety of topics, as needed.

2. Evidence that one or more specified Core Components need organizational attention

- Discussion with key administrators and review of the strategic plan and financial documents confirm that planning for assessment and program areas has not effectively become part of the budgeting process, as evidenced by the graphic of the college’s assessment cycle. In order to ensure that funding is more likely to be available when needed, other processes should be integrated into planning and budget, e.g., assessment, hiring, and instructional program requirements.
- A review of the personnel files indicated that while most faculty have the requisite credentials a few faculty members are working without eighteen hours of graduate level coursework in the field in which they are teaching. Further, some files are incomplete, lacking recent transcripts. This was verified through random reviews of faculty personnel files.
- While the institution is to be commended on the progress it has made in assessing student learning outcomes, additional work is needed to more fully develop assessment at the program level. Course level assessment appears to be well-developed; however, expanding these efforts to the program level will be helpful in improving student learning at Chatfield. The Cornerstone and Capstone courses should provide a fundamental basis for expanding assessment efforts.

3. Evidence that one or more specified Core Components require Commission follow-up.

None

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None

Recommendation of the Team

Criterion is met; no Commission follow-up recommended.

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE.

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

1. Evidence that Core Components are met

- Chatfield College values a life of learning as demonstrated by numerous published documents, including the mission statement, learning outcomes, and core values and through the actions of administrators, faculty, students, and staff. For example, one of Chatfield's four core values is "*Creating a community that models excellence in lifelong learning.*" This commitment is further evidenced in a review of academic departmental goals and objectives, as well as the expected learning outcomes of all Chatfield graduates.
- The Board of Trustees has provided the money to support professional development activities for faculty, staff, and administrators. The college is also a member of both the Greater Cincinnati Consortium of Colleges and Universities (GCCCU) and the Southwestern Ohio Council for Higher Education (SOCHE) Consortium, both of which provide Chatfield faculty and staff the opportunity to participate in professional development opportunities on a regular basis. A review of the schedule for the consortia indicates a wide range of topics. Faculty and staff also attend workshops, conferences, and webinars to maintain currency in their fields.
- The college has clearly defined a core of general education learning outcomes for students to attain during their experience with Chatfield. These learning outcomes support the college's mission to empower students and provide a liberal arts education, grounded in the institution's Catholic heritage. Among these learning outcomes are the ability to evaluate and integrate relevant information from a variety of sources; analyze and synthesize information and present it in oral and written forms; use computers; employ the scientific method and mathematical process; apply economic principles and interpret history and culture; and analyze ethical values and be able to seek one's own values. It is clear that students are being provided with a broad-based education that should help them become life-long learners.
- A core of general education courses designed to create a seamless transfer process to other colleges and universities has been developed. It is evident that the articulation agreements were negotiated to assist in this process. This was further confirmed during interviews with students who had already completed the transfer process.
- Review of the Advisor's Handbook and discussions with students at both campuses indicates that advising is recognized as an important element effectiveness. Advising is regularly evaluated and focuses on assisting students in gaining skills that are necessary to academic success.
- Discussions with faculty, the academic dean, the director of the library, and the IT staff affirm that the access to technology has been dramatically increased in the past two years. Most buildings on campus are totally

wireless, allowing access from the classrooms, the offices, and the commons area. The team observed numerous students taking advantage of this enhancement during the visit. The library makes available computer carts that can be easily moved to other classrooms as needed.

- A review of institutional documents and discussions with personnel indicate that a number of articulation and transfer agreements are in place with other colleges and universities.
- Chatfield policies and procedures ensure ethical conduct in its instructional activities and responsible use of knowledge through training in such areas as ethical behavior, sexual harassment, and data privacy training evidenced by involvement in workshop trainings with administrators, faculty, and staff.

2. Evidence that one or more specified Core Components need organizational attention

None

3. Evidence that one or more specified Core Components require Commission follow-up.

None

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None

Recommendation of the Team

Criterion is met; no Commission follow-up recommended.

CRITERION FIVE: ENGAGEMENT AND SERVICE. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

1. Evidence that Core Components are met

- The institution is dedicated to service to local area students. They have loyally served a narrowly defined market of students for more than three generations. The majority of students at the St. Martin and Findlay Market campuses reside within a small radius of the respective locations. The institution reported and current students and recent alumni confirmed during the visit that most St. Martin students commute less than thirty minutes each direction and the Findlay Market students typically commute within the city of Cincinnati via one of nine bus routes serving the location.
- The college assures services that are available on the main campus at St. Martin are also available at the Findlay Market location. Examples of such

services that were confirmed during the site visit through review of documents and interviews with multiple constituents include maintaining similar ratios of students to advisors, common course offerings, academic and personal counseling services, and campus ministry including Bible study and the 12 Step program.

- The college's focus on serving local students is complimented by the college's continuing sponsorship of traditional community events including, but not limited to, the annual Quilts~Crafts Show, Germanfest, Christmas concert, and neighborhood holiday charitable events and activities. These efforts have been significant in garnering community awareness and support for the college.
- Service learning is a vital element of the student's experience at Chatfield. Faculty members at both locations have been assigned service learning leadership and coordination roles. Students must complete twenty hours of community service for each credit hour earned. Students are encouraged to complete service and typically serve in a variety of agencies including, but not limited to, welfare, health, human, and social service, as well as public and private schools.
- The college reported in the self-study and the team confirmed during meetings with the Board of Trustees, faculty, and staff that the college's move of the Cincinnati location to Findlay Market was a strategic move to better serve the needs of the students attending the inner city campus. The students and staff had requested a larger facility to allow more course offerings and a location that was more accessible via mass transit and more secure. The college has experienced significant enrollment growth at the Findlay Market location as a result of being responsive to the identified needs of its constituents.
- The president began a series of Community Coffees that are now being hosted on a regular basis. One such Community Coffee was hosted during the team's visit at the St. Martin campus. The community leaders who met with the team complimented the college and its administration and faculty for remaining engaged with the community through events on campus. Examples of college representatives being active participants in the larger community included interactions with the Brown County Superintendents group, Brown County Chamber of Commerce, and Brown County Fair. The citizenry made several references to the Ursulines and to the college's linkage to the Sisters.

2. Evidence that one or more specified Core Components need organizational attention

None

3. Evidence that one or more specified Core Components require Commission follow-up.

None

4. **Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**

None

Recommendation of the Team

Criterion is met; no Commission follow-up recommended.

V. STATEMENT OF AFFILIATION STATUS

A. Affiliation Status

No change

B. Nature of Organization

1. Legal status

No change

2. Degrees awarded

No change

C. Conditions of Affiliation

1. Stipulation on affiliation status

No change

2. Approval of degree sites

No change

3. Approval of distance education degree

No change

4. Reports required

Progress Report

Finances, assessment of institutional effectiveness, and strategic planning due

November 1, 2013.

Rationale and Expectations

Rationale: Although the institution has engaged in some aspects of institutional effectiveness, there is no comprehensive plan in place to assess institutional effectiveness and use the results to promote institutional improvement on a continual basis. Institutional assessment efforts have tended to be more episodic rather than planned and on-going. Further, there is no evidence that the institution uses assessment data to inform the strategic planning process. The college needs to develop and implement a process for assessing institutional effectiveness which is linked with strategic planning and budgeting to promote institutional improvement.

Further, the institution has faced financial challenges for a number of years. New leadership has exercised fiscal austerity over the past two years to restore the fiscal viability of the institution. However, long-term sustainability of these efforts is imperative. Chatfield is a tuition-driven institution. While enrollment growth increases revenues, the growth in enrollment may also strain expenditures as there may be a need to expand faculty and staff to support the enrollment growth. These issues need to be addressed by the institution.

Expectations: The team has set forth the following expectations for the required progress report due November 1, 2013.

The progress report shall be in three sections addressing each of the following items separately:

1. **Sustainable Financial Position.** The institution must provide evidence that it has a sustainable financial position. This should include a written plan, with measureable goals, that the institution is pursuing to maintain and enhance their financial position with documented evidence that the elements of the plan are being achieved.
2. **Institutional Effectiveness.** The institution needs to demonstrate that a) it has a written plan for assessing institutional effectiveness; b) it is following the plan; c) results from assessment are used to inform the strategic planning process to promote institutional enhancement; and c) the institution's processes of assessment, planning, and budgeting are clearly linked.
3. **Progress on the Strategic Plan.** The institution should demonstrate what progress it has made in implementing specific elements of the strategic plan. The institution should also be able to point to specific examples of institutional improvements made as a result of assessing institutional effectiveness, using the results to inform planning, planning and budgeting for the improvements, and implementation.

Due: November 1, 2013

Monitoring Report

None

Contingency Report

None

5. Other visits scheduled

None

6. Organization change request

None

D. Commission Sanction or Adverse Action

None

E. Summary of Commission Review

Next comprehensive visit, 2020-2021

Rationale for recommendation:

After a comprehensive review of Chatfield College, including its self-study and appendices, an examination of documents and records of the institution, and interviews with students, faculty, staff, administration, members of the governing board, business and community members, and campus visits, the team has concluded that Chatfield College continues to meet each of the five criteria for accreditation and their respective core components. In support of this conclusion, the team cites the following:

- Understanding of and support for mission documents across the institution;
- Strong support for the institution among business and community leaders;
- Demonstrated integrity in interactions with its internal and external constituents;
- Clear commitment to the liberal arts, general education, and lifelong learning;
- High levels of satisfaction and support for the institution among students and employees;
- Strong administrative and Board leadership;
- Effective teaching and learning processes as verified through assessment processes;
- Supportive, small college environment with a variety of services to promote student learning and student success;
- Commitment to serve diverse populations, including its commitment to an urban campus in downtown Cincinnati;
- Three year strategic planning process which involved a cross-section of the college community and the Board;
- Despite significant financial challenges, strong financial management;
- Effective systems for professional development for faculty and staff;
- Student completion of both a *Cornerstone* and *Capstone* course addressing the development of their assessment portfolio; and,
- Substantial progress in clearly identifying student learning outcomes and assessing them at the course level.

Finally, despite the fact that the team identified areas needing institutional attention, the team is confident that these issues will be satisfactorily addressed by the institution without further Commission monitoring. Some of these areas include program level assessment, financial challenges facing the college, amending Chatfield's Code of Regulations relating to the Legacy Agreement, on-going technology needs, increasing demands on college faculty and staff, and cleaning-up faculty personnel files. The team believes the institution is well aware of these issues, is committed to employing its many strengths to address them, and has the capacity to do so. In addition, the team is also confident that Chatfield College, with the requirement of a progress report, will adequately address the issues of finances, assessment of institutional effectiveness and strategic planning by the time of its progress report due date on November 1, 2013.

VI. ADDITIONAL COMMENTS AND EXPLANATIONS

None

Appendix to the Team Report for Chatfield College Federal Compliance Requirements

INSTITUTIONAL MATERIALS RELATED TO FEDERAL COMPLIANCE REVIEWED BY THE TEAM:

The following materials were reviewed by team relating to Federal Compliance:

1. College Catalog
2. Student & Faculty Handbooks
3. Curriculum and Course Syllabi
4. Institutional Policies
5. Student Complaint Logs
6. Publication of Notice for Third Party Comment
7. Colleges Verified as Transfer Schools
8. Financial Aid Policies & Procedures
9. Random Financial Aid Files
10. College Publications and Marketing Materials
11. Interviews with Current Students and Alumni

EVALUATION OF FEDERAL COMPLIANCE PROGRAM COMPONENTS

The team verifies that it has reviewed each component of the Federal Compliance Program by reviewing each item below.

1. Credits, Program Length, and Tuition: *The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).*

The team has reviewed this component of federal compliance and has found the institution to meet the standard.

Comments: Degree programs are of appropriate length and have credit hour requirements consistent with good practice in higher education. This is consistent across all degree programs. Tuition is also consistent across all degree programs.

2. Student Complaints: *The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints for the three years prior to the visit.*

The team has reviewed this component of federal compliance and has found the institution to meet the standard.

Comments: The institution has a written policy to address student complaints and documents all complaints as evidenced by the institution's log of student complaints.

3. Transfer Policies: *The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.*

The team has reviewed this component of federal compliance and has found the institution to meet the standard.

Comments: The institution has a transfer policy in place which clearly articulates the criteria for transfer to students and the public.

4. Verification of Student Identity: *The institution has demonstrated that it verifies the identify of students who participate in courses or programs provided to the student through distance or correspondence education.*

The team has reviewed this component of federal compliance.

Comments: The institution does not offer any courses or programs to students through distance or correspondence education.

5. Title IV Program and Related Responsibilities: *The institution has presented evidence on the required components of the Title IV Program. The team has reviewed these materials and has found no cause for concern regarding the institution's administration or oversight of its Title IV responsibilities.*

- **General Program Requirements:** *The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*
- **Financial Responsibility Requirements:** *The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*
- **Default Rates, Campus Crime Information and Related Disclosure of Consumer Information, Satisfactory Academic Progress and Attendance Policies:** *The institution has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*
- **Contractual Relationships:** *The institution has presented evidence of its contracts with non-accredited third party providers of 25-50% of the academic content of any degree or certificate programs.*

The team has reviewed this component of federal compliance and recommends the ongoing approval of such contracts.

Comments: None

6. Institutional Disclosures and Advertising and Recruitment Materials: *The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.*

The team has reviewed this component of federal compliance and has found the institution to meet the standard.

Comments: All institutional publications and marketing materials accurately depict the programs, policies, and locations of Chatfield College, including its current accredited status with the Higher Learning Commission.

7. Relationship with Other Accrediting Agencies and with State Regulatory Boards: *The institution has documented that it discloses its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence. Note that if the team is recommending initial or continued status, and the institution is currently under sanction or show-cause with, or has received an adverse action from, any other federally recognized specialized or institutional accreditor in the past five years, the team must address this in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this information.*

The team has reviewed this component of federal compliance and has found the institution to meet the standard.

Comments: None

8. Public Notification of an Evaluation Visit and Third Party Comment: *The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. Note that if the team has determined that any issues raised by third-party comment relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.*

The team has reviewed this component of federal compliance and has found the institution to meet the standard.

Comments: None

ADVANCEMENT SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

Chatfield College
St. Martin, Ohio

March 7 – 9, 2011

FOR

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

Lloyd H. Hammonds, Executive Dean, Page/Lake Powell Campus, Coconino Community College, Page AZ 86040 (Team Chair)

Joanna F. Blount, Dean of Academic and Student Services, Ancilla College, Donaldson, IN 46513

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I. **OVERALL OBSERVATIONS ABOUT THE ORGANIZATION**

The observations of the team have been organized into two categories: issues of distinction, and opportunities for improvement.

Issues of Distinction

- The mission of the institution is clear and succinct and is embraced across the college. The Trustees, administration, faculty, staff, and students live the mission in the manner in which they govern, lead, teach, serve and learn. The geography and demography of the St. Martin and Findlay Market locations are dramatically different. The college should be commended for the manner in which they have purposely and successfully replicated its mission that was established for the main campus in Brown County, to all that they plan and deliver at the Findlay Market campus.
- The Board of Trustees are engaged with the institution. The Board has provided governance stability through an era of significant financial challenge and administrative/leadership transition. The Board, as evidenced by its active role in the self-study process and campus visit are clearly dedicated to governing and are personally and professionally dedicated to the mission, values, and culture of Chatfield College.
- The institution should be commended for their dedicated service to the students whom they have loyally served for more than three generations. The majority of students at the St. Martin and Findlay Market campuses reside within a small radius of the respective locations. The college's focus on serving local students, when coupled with the continuation of traditional community events (quilts and craft shows, Germanfest, Christmas concert, neighborhood holiday charitable events) have been significant in garnering community support of the college. the Community Coffees that are now being hosted on a regular basis are further evidence of the institution's commitment to engage and serve the greater community.
- College faculty and staff are committed to the success of their students. This is evidenced by a variety of services, such as: 1) on-demand tutoring services, 2) writing lab, 3) activities engaging both campuses—field trips, celebrations, community service, and 4) having some faculty and staff serve at both campuses.
- The Cornerstone class provides students with an extended orientation to skills necessary to their success, establishes the portfolio as assessment, and introduces students to the concept of liberal arts and lifelong learning. Faculty and staff have enjoyed success in retaining students as a result of this and other efforts that support higher levels of persistence to graduation.
- The college's commitment to serve the needs of diverse populations through its St. Martin campus and Findlay Market Degree Site is a clear strength.

Opportunities for Improvement

- Chatfield College has clearly exercised fiscal austerity over the last two years.

Enrollment growth has contributed to increasing revenue and expenditures have been managed in a more intentional manner. However, the college is tuition driven, with a large percentage of tuition revenue coming from Title IV funding and state tuition grants declining. Further, enrollment growth may also strain expenditures with the necessary expansion of faculty and support personnel to continue to support the mission and to maintain/increase student retention. Fund raising efforts need to be examined and effort should be directed at increasing support to the annual fund and growing the endowment. Alternative sources of revenue, such as rental of facilities on the St. Martin campus and non-credit workshops for businesses, especially at the urban Findlay Market Degree Site, may prove helpful.

- The team identified instances of inconsistencies in data collection, central storage, and analysis which could raise questions about the integrity and usefulness of the data.
- At present there is no comprehensive system for the assessment of institutional effectiveness which informs the institution's planning processes. Further, there is no documented process for linking budgeting with planning.
- The institution annually produces student, faculty, and employee handbooks which are readily available and include traditional statements of expectation on a variety of academic, student, faculty, and employee topics. However, the team could find no evidence of policy documents that had been formally reviewed and approved by respective administrative and governance structures of the college. Further, there was no evidence of any Board review or approval of institutional policies. The college needs to establish a procedure and culture of written policies and a process for the creation of new policies and the systematic review of existing policies.
- Chatfield struggles with some aspects of its own organizational development. As the institution's new leadership take hold, attention should be given to several areas, including: policy development and approval process; financial planning and sustainability; benchmarking and the use of empirical data to make decisions; continue the development of a culture of higher education, e.g., rank and promotion of faculty; and utilization of best practices regarding data collection and dissemination, and measurement of learning outcomes.

II. CONSULTATIONS OF THE TEAM

The following consultations are advice and suggestions which are offered for consideration with the understanding that they are optional ways which the team believes may help improve the college.

Topic One: Strategic Partners

The College may choose to consider advancing their partnership elements with one or more of the institutions with whom they have transfer agreements. An example of a logical partner or partners would include Xavier University and the University of Cincinnati. Expanded partnerships could include tutoring services by undergraduate or graduate students in education majors for students at Chatfield. Graduate students in higher education administration could align with Chatfield for intensive field experiences and provide valuable administrative strategic services to the College while providing

meaningful and practical experience for the graduate student. Other examples of leveraging partnerships could include engineering (campus & facility planning), human resources (policy and benefit administration), marketing (marketing plan and promotional material development) and numerous other applications across the campus. As a small, private, not-for-profit institution Chatfield may be able to receive services through such partnerships that they would otherwise not be able to afford to access in an employment or consulting arrangement.

While Chatfield College is doing a good job of maintaining the status quo, having limited faculty does not allow for growth that needs to take place. Each staff and faculty member, including adjunct faculty, carry a case load in addition to teaching and their primary jobs. This sends the message that the teaching and learning process is not the primary reason for the college's existence. This situation is also difficult for personnel and the institution to manage long term. Chatfield needs to look for innovative ways to hire full time faculty. One option might be for Chatfield and another local college to share one full time instructor; thus allowing the focus to be on teaching.

Topic Two: Registrar Software

The College would be well served to include in its financial planning and budgeting process the resources necessary to acquire and implement software that will automate the processes of the Registrar's Office including such functionality as electronic student registration, grade reporting, plan of study reporting and other traditional functions of this office.

Topic Three: Policies

The institution produces student, faculty and employee handbooks on an annual basis; and, those documents are readily available and include traditional statements of expectation on a variety of academic, student, faculty, and employee topics. There is no evidence, however, that changes to these policy documents have been formally reviewed and approved by respective governance and leadership structures of the institution. The only evidence of any Board review or approval of institutional policies is in the minutes of the Board or Board committees. The President does not sign written policy-change statements nor does the Board formally approve new or revised policies. The Board does formally approve an annual budget, any increase in tuition, the candidates for graduation, and other items, all recommended by the administration. The College needs to establish a more formal procedure and culture of written policies and a process for the creation of new policies and the systematic review of existing policies.

Chatfield, as an institution, struggles with organizational development. Attention should be given to the process of policy approval and policy development; financial planning and sustainability; benchmarking and the use of empirical data to inform decisions; development of a culture of higher education, i.e., rank and promotion of faculty; and utilization of best practices regarding data collection, dissemination, and measurement of learning outcomes.

Topic Four: Technology

The College's faculty, staff and students could benefit from advancing the technology resources in the classrooms. While recent enhancements have been appreciated, both

faculty and staff identified the expansion of technology in the classrooms as a top priority. The College may benefit from a review of the advantage of a capital leasing strategy for desktops, laptops and file servers and a systematic replacement schedule for media technology such as projection systems, smart boards and emerging education technologies.

Technology Leasing – The cost of technology, coupled with rapid obsolescence, should be a reason for the College to consider the leasing technology in the future to avoid large annual cash outlay of institutional resources and to enhance planning against obsolescence.

Moodle Software - The College lacks a good method of communication between faculty and students that could be facilitated by the implementation of cloud computing and Moodle software. This implementation would be much less costly to the College than the use of Blackboard.

Topic Five: Budget Development

Currently, the budget is developed by the president, director of finance, and chief academic officer. It is recommended that the budget process be expanded to include additional staff, faculty, and possibly students to become a more thorough and inclusive process.

Alternative Revenue Sources - The St. Martin site could offer significant opportunities for the generation of alternative sources of revenue by rental of facilities to outside groups for retreats, weddings, summer camps and such.

Topic Six: Key Performance Indicators

The College should consider the development and monitoring of key performance indicators, tracking the Composite Financial Index as defined by the Council of Independent Colleges, and benchmarking to other similar institutions.

Topic Seven: Planning

Succession Plan: in order to prepare retirements of key administrative personnel and the possibility of key administrators leaving Chatfield, the college should implement a leadership succession plan. By providing faculty and staff with leadership training opportunities, internal and external, the college can “grow their own.” This seems like an obvious move with so many alumni working in various positions on campus. Before implementation, some research should occur into the best practices in leadership training.

Topic Eight: Assessment

The assessment cycle should be a part of the planning and budgeting cycle. There is a disconnect between assessment needs and the funding requirements necessary to carry out good assessment. One way to avoid this is to integrate the assessment cycle into the budget cycle. This may require that due dates for data collection will need to change.

While the use of the portfolio as an assessment measure is to be commended, it could be further developed to provide richer meaning to institutional effectiveness. One way to do so is to assess the portfolio's with a cross functional team, rather than the instructors of the Capstone courses. The development of a rubric to be used by each member of the team will standardize the criteria used for assessing the document. Additionally, providing a three-point scale allows the institutional researcher to quantify the findings in a way that has meaning to the institution as well as the students. The student will receive feedback in the form of the rubric that indicates how they scored based on each criterion, as well as the average cohort score. This allows the student to compare how he/she scored compared to the cohort of graduating students.

Another suggestion is to invite external partners to join the team that reviews the portfolios. Business partners in the community will know what the students should be able to do when they enter the workforce. Business partners can provide insight into to how effective the curriculum is and how it can be improved to meet business and industry needs. This can be more difficult at the two year college level but is not impossible. In addition to business partners, consider colleagues from the institutions where your students transfer. These partners can provide insight into the curriculum and where the students would benefit from a change in the coursework or even the sequencing of the courses.

Institutional Assessment – Prioritizing Academic Programs and Services; Reallocating Resources to Achieve Strategic Balance (Revised and Updated) by Robert C. Dickeson discusses assessment and evaluation of academic programs, but also supplies a template for assessing non-academic programs. Chatfield College might find this useful for future institutional assessment efforts.

Topic Nine: Professional Development

There is an online PowerPoint orientation for new faculty on the Chatfield web site; however, the focus is mainly on attitude of faculty in the classroom. This is a missed opportunity for the college. More practical information can be offered on this site. One such opportunity for new faculty is to “chat” among themselves has proven effective at other colleges. Another opportunity is a short quiz on pertinent questions (deemed so by the institution, surveys that ask new faculty what additional assistance they need and use for planning additional trainings during the semester.

Topic Ten: Governing Board Development

The Chatfield Board of Trustees is an impressive group of twenty-five community, corporate, and educational leaders committed to the success of Chatfield and its students. The Board brings an exceptional level of experience and talent to the institution. During the visit the Board described itself as a “working board,” often taking on responsibilities and roles which might be undertaken by administrative staff at other institutions. While this level of commitment and expertise which the Board brings to the institution is a clear asset, the Board needs to be ever cognizant of its role in the overall governance of Chatfield. The team recommends that the Board consider affiliation with an organization dedicated to the on-going development of governing boards for private, independent colleges. One such association for consideration is the Association of Governing Boards of Universities and Colleges, 1133 20th Street N.W., Suite 300,

Washington, D.C. 20036 (800-356-6317), www.agb.org. The organization offers a number of excellent, inexpensive, professional development materials which the Chatfield College Board of Trustees may find helpful in their efforts to continue to provide leadership excellence to the college.

Topic Eleven: Findlay Market Degree Site

The college should give consideration to renaming the Findlay Market Degree Site, the Findlay Market Campus or similar name which refers to the site as a campus. The site already offers the services offered at the main campus, including full degree programs, fulltime staff in various support services and an enrollment which exceeds that of the main campus. Designation as a campus might be recognized as a positive in the community served by the Findlay Market site. If the college should choose to pursue this suggestion, the president should contact the institution's liaison with the Higher Learning Commission to discuss the matter and should also explore the actions which may need to be pursued with the Department of Education as part of the institution's eligibility for Federal financial aid, as well as any state or other legal requirements.

III. RECOGNITION OF SIGNIFICANT ACCOMPLISHMENTS, PROGRESS, AND/OR PRACTICES

None

*Team Recommendations for the
STATEMENT OF AFFILIATION STATUS*

INSTITUTION and STATE: Chatfield College, OH

TYPE OF REVIEW (from ESS): Continued Accreditation

DESCRIPTION OF REVIEW (from ESS):

DATES OF REVIEW: 3/7/11 - 3/9/11

Nature of Organization

LEGAL STATUS: Private NFP

TEAM RECOMMENDATION: No Change

DEGREES AWARDED: A

TEAM RECOMMENDATION: No Change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS: Upper level course offerings are limited to 300 level courses.

TEAM RECOMMENDATION: No Change

APPROVAL OF NEW ADDITIONAL LOCATIONS: Prior Commission approval required.

TEAM RECOMMENDATION: No Change

APPROVAL OF DISTANCE EDUCATION DEGREES: New Commission policy on institutional change became effective July 1, 2010. Some aspects of the change processes affecting distance delivered courses and programs are still being finalized. This entry will be updated in early 2011 to reflect current policy. In the meantime, see the Commission's Web site for information on seeking approval of distance education courses and programs.

TEAM RECOMMENDATION: No Change

REPORTS REQUIRED: None

TEAM RECOMMENDATION: Progress Report due November 1, 2013; A report on finances, assessment of institutional effectiveness, and strategic planning.

OTHER VISITS SCHEDULED: None

TEAM RECOMMENDATION: No Change

Summary of Commission Review

YEAR OF LAST COMPREHENSIVE EVALUATION: 2000 - 2001

YEAR FOR NEXT COMPREHENSIVE EVALUATION: 2010 - 2011

Team Recommendations for the
STATEMENT OF AFFILIATION STATUS

TEAM RECOMMENDATION: 2020 – 2021

ORGANIZATIONAL PROFILE

INSTITUTION and STATE: Chatfield College, OH

TYPE OF REVIEW (from ESS): Continued Accreditation _x_ No change to Organization Profile

Educational Programs

	Program Distribution	Recommended Change (+ or -)
Programs leading to Undergraduate		
Associate	4	
Bachelors	0	
Programs leading to Graduate		
Masters	0	
Specialist	0	
First Professional		
Doctoral	0	

Off-Campus Activities

In-State:	Present Activity:	Recommended Change: (+ or -)
Campuses:	None	
Additional Locations:	Cincinnati (Findlay Market)	
Course Locations:	None	

Out-of-State:	Present Wording:	Recommended Change: (+ or -)
Campuses:	None	
Additional Locations:	None	
Course Locations:	None	

Out-of-USA:	Present Wording:	Recommended Change: (+ or -)
Campuses:	None	
Additional Locations:	None	
Course Locations:	None	

Distance Education Programs:

Present Offerings:

None

Recommended Change:
(+ or -)

Correspondence Education Programs:

Present Offerings:

None