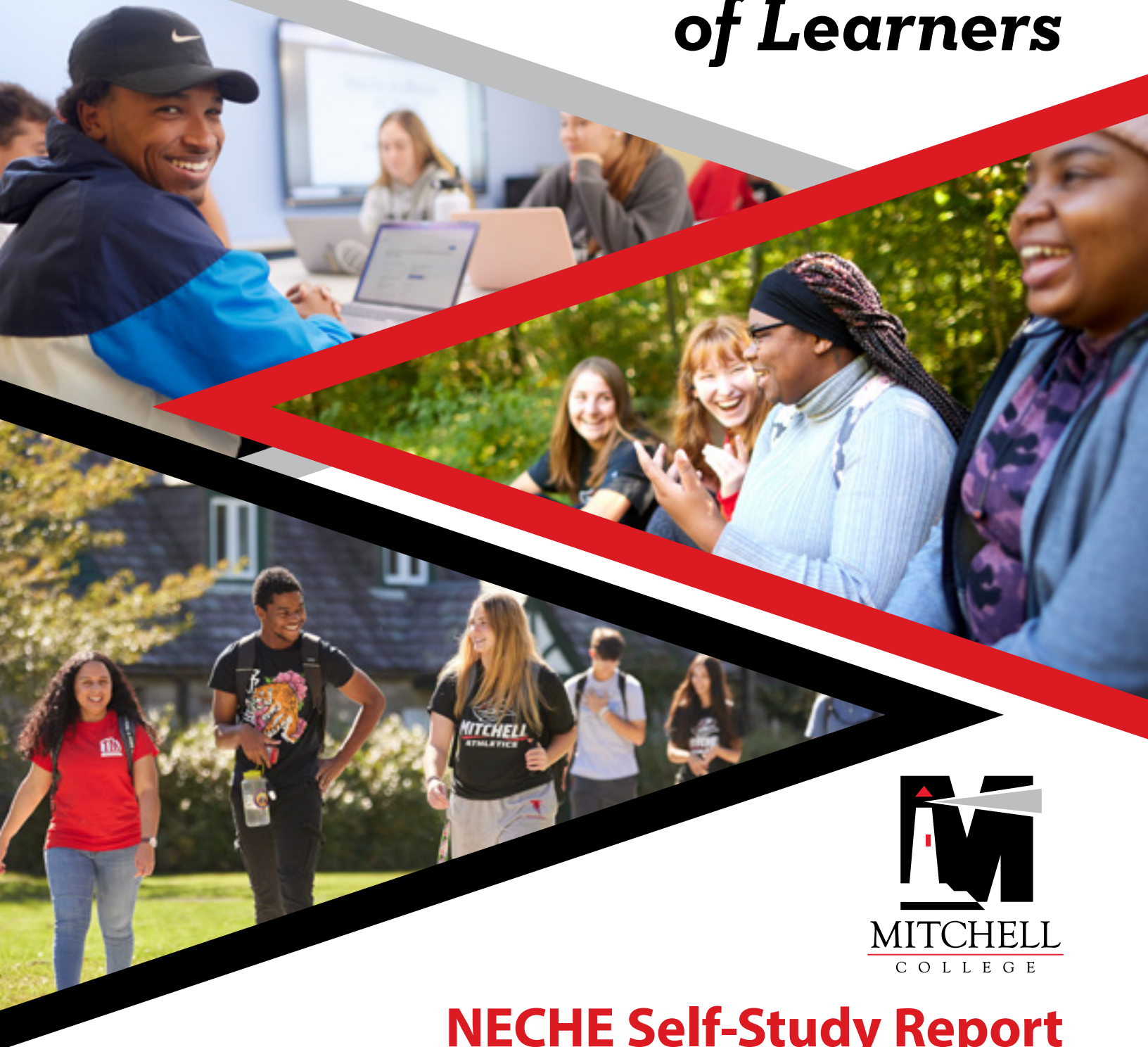


BUILDING FORWARD *for a Kaleidoscope of Learners*



NECHE Self-Study Report
April 2023

MITCHELL COLLEGE:
BUILDING FORWARD
FOR A
KALEIDOSCOPE OF LEARNERS

NECHE Self-Study Report
April 2023

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Institutional Characteristics Form

Date: Spring 2023

1. Corporate name of institution: Mitchell College
2. Date institution was chartered or authorized: September 14, 1938
3. Date institution enrolled first students in degree programs: September 18, 1939
4. Date institution awarded first degrees: June 16, 1941
5. Type of control:
Public
☐ State
☐ City
☐ Other
(Specify) _____
Private
☒ Independent, not-for-profit
☐ Religious Group
(Name of Church) _____
☐ Proprietary
☐ Other: (Specify) _____
6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant?

State of Connecticut Department of Education

7. Level of postsecondary offering (check all that apply)

<input type="checkbox"/> Less than one year of work	<input type="checkbox"/> First professional degree
<input type="checkbox"/> At least one but less than two years	<input type="checkbox"/> Master's and/or work beyond the first professional degree
<input type="checkbox"/> Diploma or certificate programs of at least two but less than four years	<input type="checkbox"/> Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)
<input checked="" type="checkbox"/> Associate degree granting program of at least two years	<input type="checkbox"/> A doctor of philosophy or equivalent degree
<input checked="" type="checkbox"/> Four- or five-year baccalaureate degree granting program	<input type="checkbox"/> Other doctoral programs _____
	<input type="checkbox"/> Other (Specify) _____

8. Type of undergraduate programs (check all that apply)

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Agency	Accredited since	Last Reviewed	Next Review
Early Childhood Education	CAEP (formerly NEASC)	2019 (CAEP)	February 2023	Awaiting report of recent visit

13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year.

Add more rows as needed.

	Full degree	50%-99%	FTE
A. In-state Locations			
none			
B. Out-of-state Locations			
None			

14. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as “any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program.” **Do not include study abroad locations.**

Name of program(s)	Location	Headcount
none		

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate, baccalaureate, master's, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of program	Degree level	% on-line	FTE
none			

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
none				

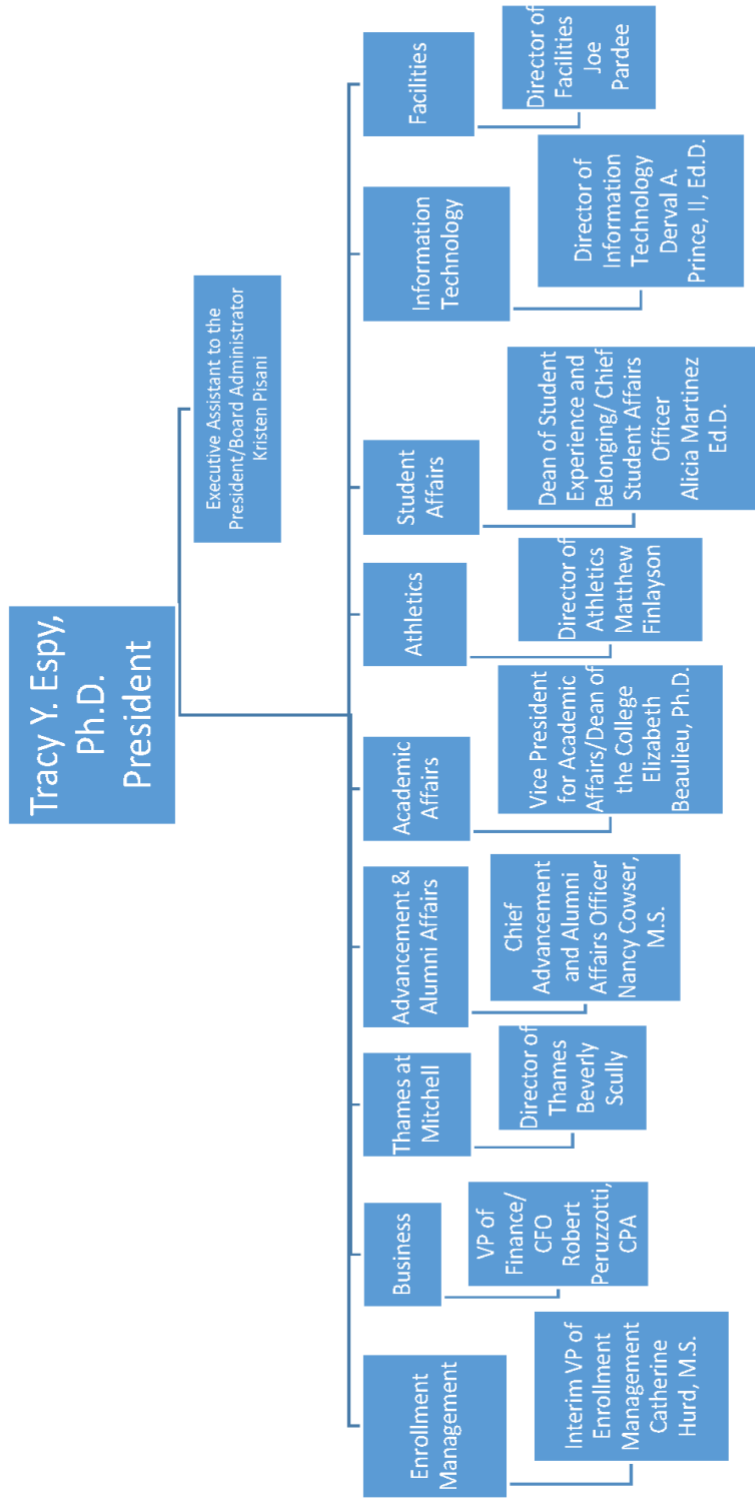
17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)

CHIEF INSTITUTIONAL OFFICERS

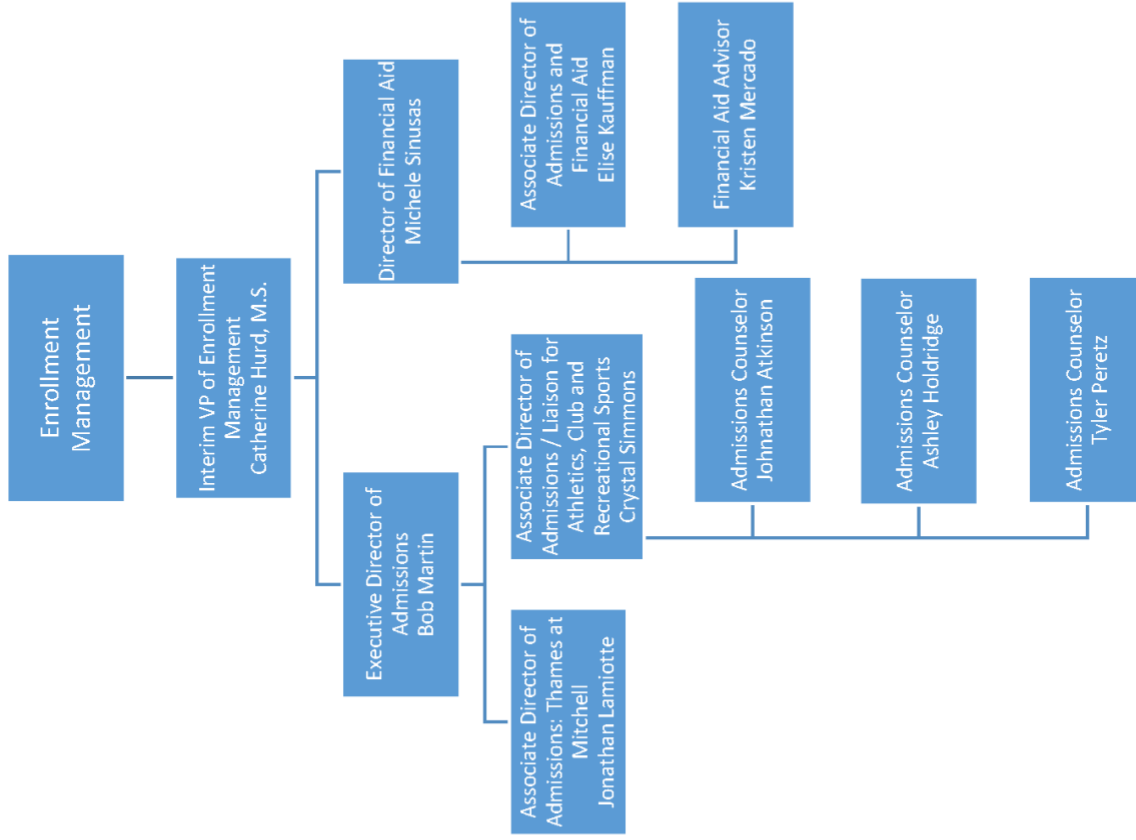
Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Richard D'Avino, J.D.	Chairperson	2020
President and CEO	Tracy Y. Espy, Ph.D.	President of the College	2020
Chief Academic Officer	Elizabeth A. Beaulieu, Ph.D.	Vice President for Academic Affairs, Dean of the College	2021
Chief Financial Officer	Robert Peruzzotti, C.P.A.	Vice President of Finance, Chief Financial Officer	2019
Chief Student Services Officer	Alicia Martinez, Ed.D.	Dean of Student Experience and Belonging, Chief Student Affairs Officer	2021
Institutional Research, Assessment, and Planning	Susan K. Archer, Ph.D., Ed.D.	Coordinator of Data Strategy and Planning	2021
Development	Nancy Cowser, M.S.	Chief Advancement and Alumni Affairs Officer	2021
Library	Katherine Nazarian, M.A.	Interim Director	2021
Chief Information Officer	Derval Prince II, Ed.D.	Director of Information Technology	2014
Admissions	Catherine Hurd, M.S.	Vice President of Enrollment Management, Assistant to the President–Special Projects	2022
Registrar	Amy Van Oot, B.F.A.	Registrar	2015
Financial Aid	Michele Sinusas, M.S.	Director of Financial Aid	2021
Alumni Association	Jennifer Welsh, M.A.	Director of Alumni Engagement	2022
Athletics	Matt Finlayson, M.S.	Director of Athletics	2021
Facilities	Joseph Pardee, B.A.	Director of Facilities	2016

18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:
- a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
 - b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
 - c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;
 - d) Organization of institutional advancement, including fund development, public relations, alumni office, and other units assigned to this area.

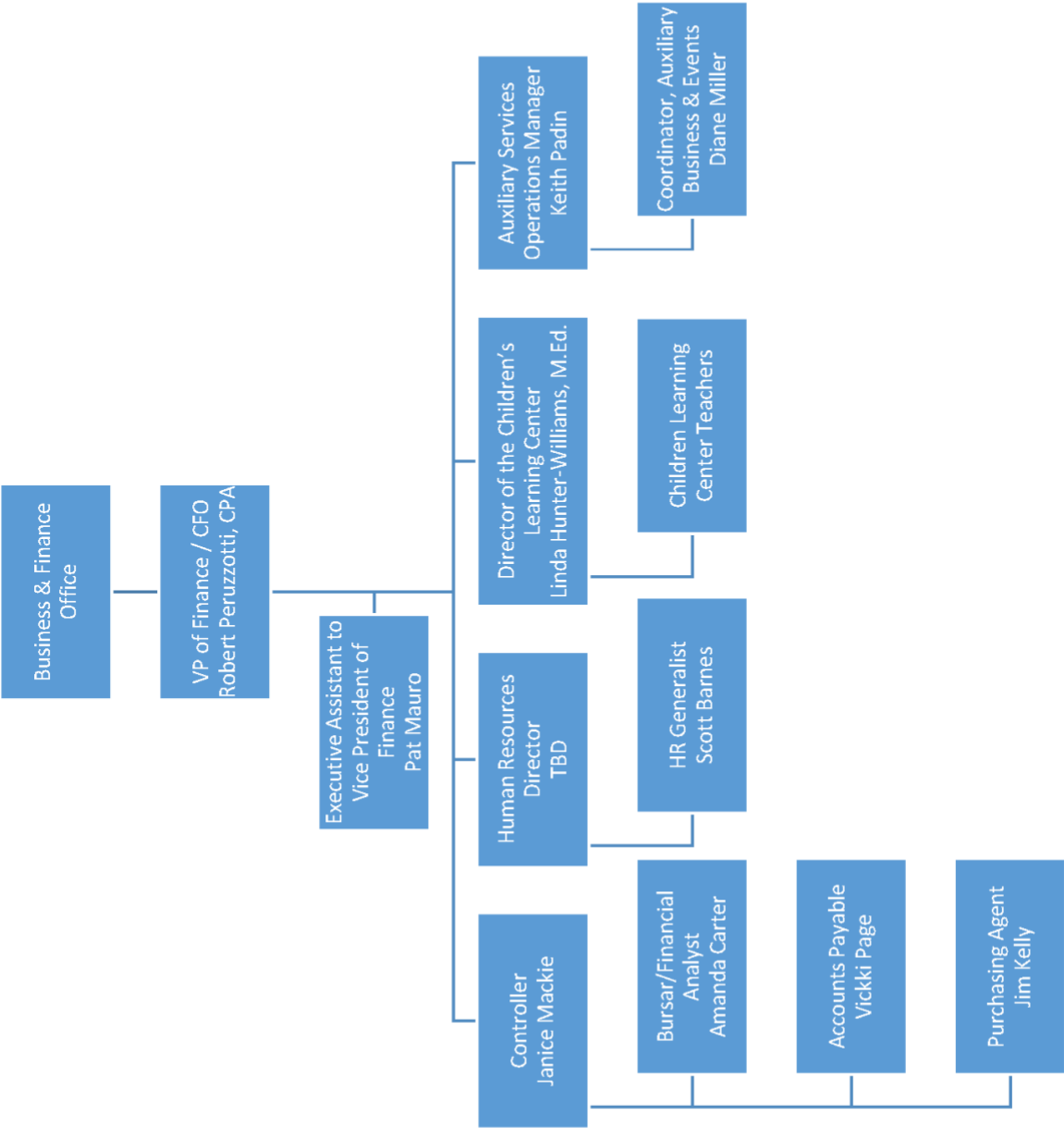
Mitchell College Organizational Chart



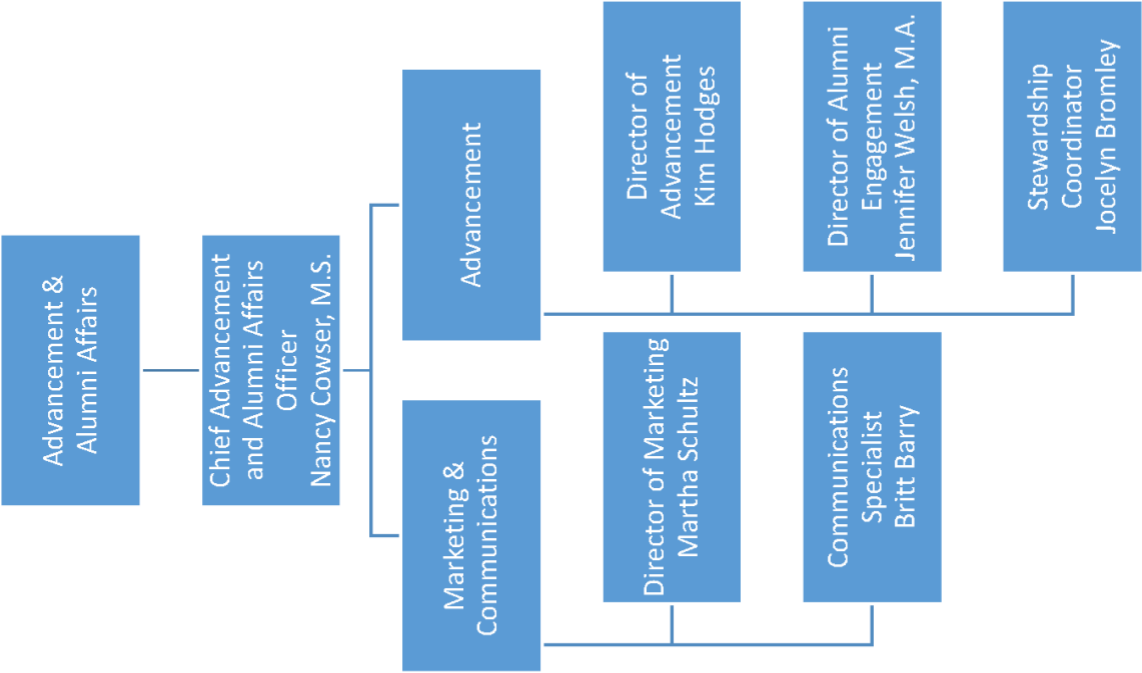
Enrollment Management Organizational Chart



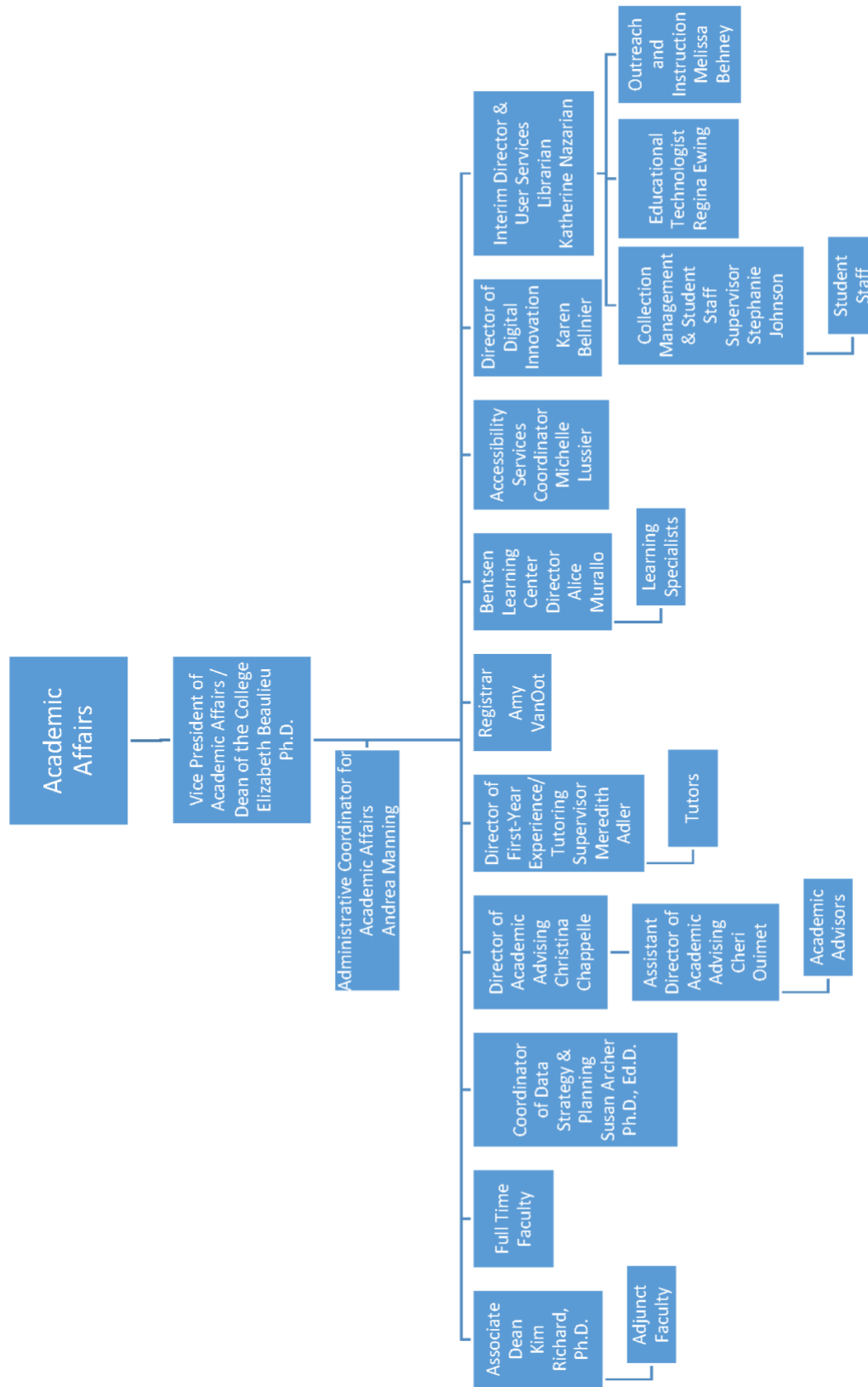
Business and Finance Office Organizational Chart



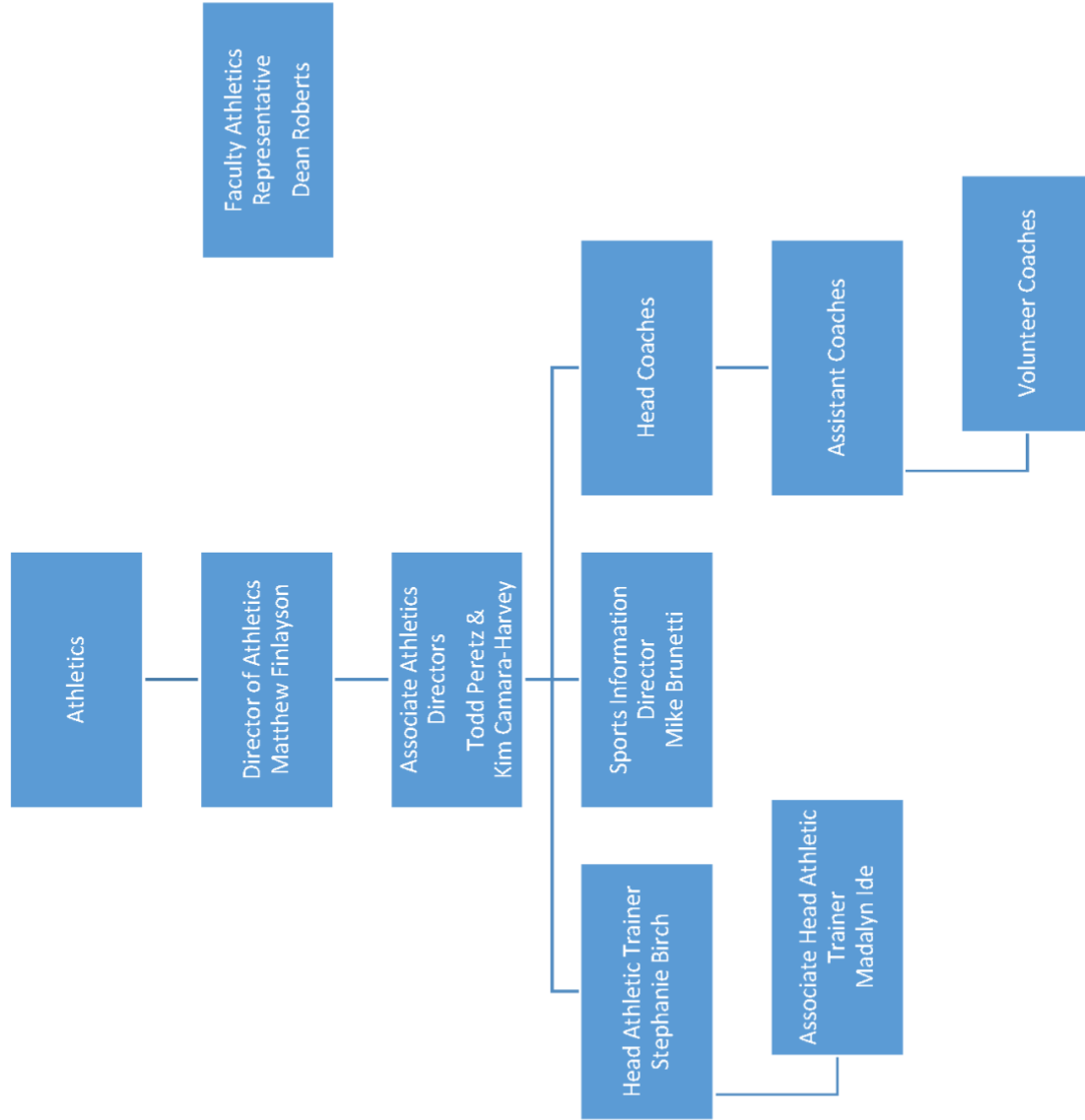
Advancement and Alumni Affairs Organizational Chart



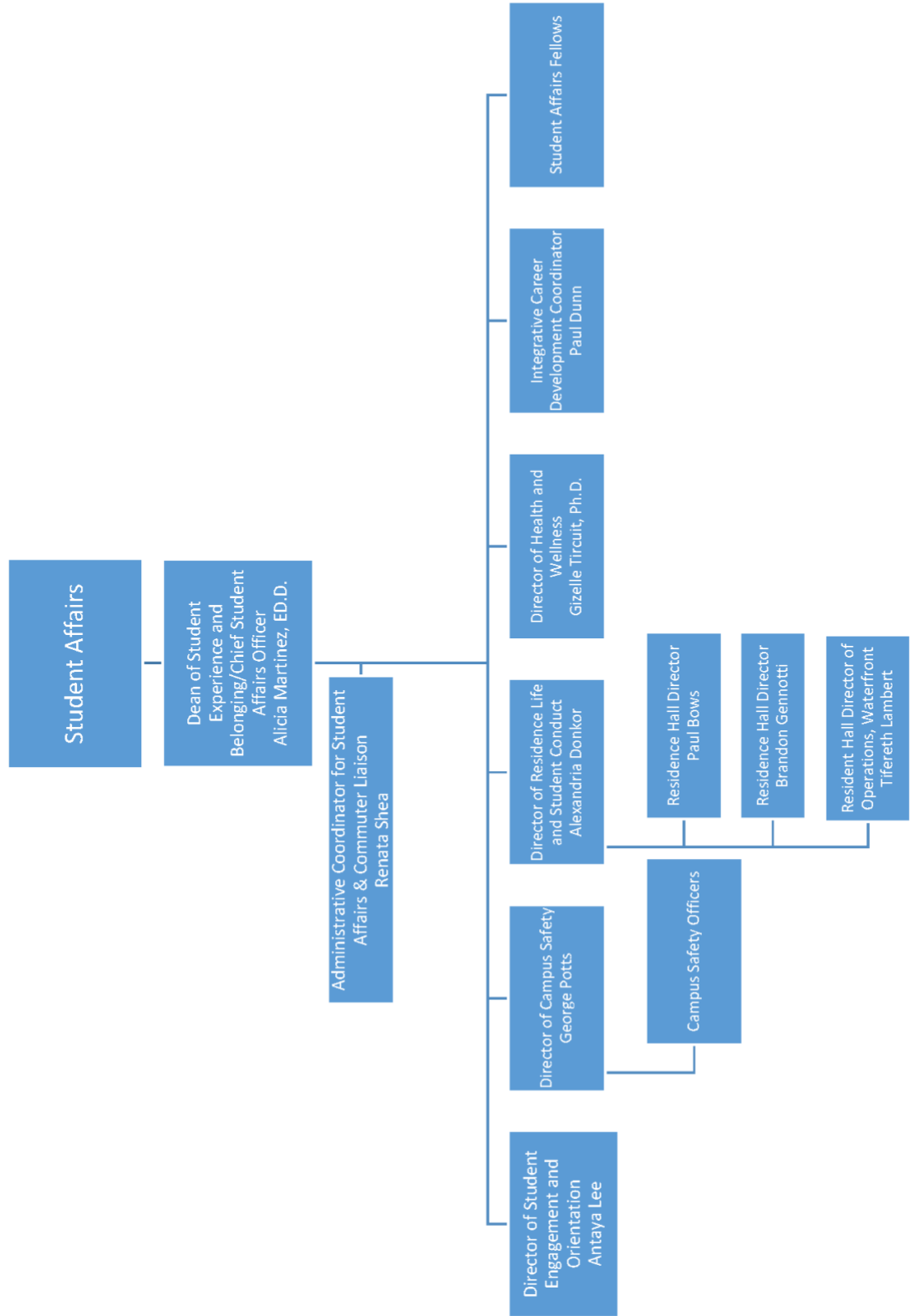
Academic Affairs Organizational Chart



Athletics Organizational Chart



Student Affairs Organizational Chart



19. Record briefly the central elements in the history of the institution:

There has been a college on this site since 1938, when New London Junior College was founded. During World War II, the College closed and the site was used as a training facility for the Navy. The College reopened in 1946. In 1951 the College was renamed Mitchell College. The College offered its first baccalaureate program in 1998. Since that time, nine additional four-year degrees have been added to Mitchell College's offerings and two new four-year degrees will be added in Fall 2023. The College also continues to offer some associate degree programs and has plans to add two new associate degrees programs in Fall 2023. The current president, Dr. Tracy Y. Espy, was appointed on July 1, 2020.

Special Interest Items (Table and Narrative)

Recent Fifth-Year Interim (2018) and Focused Visit (2020) reports from NECHE identified a total of six areas of emphasis. Additionally, the NECHE response to Mitchell's 2021 Annual Report of Finance and Enrollment (ARFE) included two subsequent areas of emphasis.

Date of Commission Letter	Item	Related NECHE Standards	Self-Study Page Number
February 1, 2019	Continuing to improve the College's financial stability	7.4, 7.5, 7.23	69, 73-80
February 1, 2019	Completing and implementing a comprehensive and integrated strategic plan that is supported by a multiyear financial plan, with metrics developed to monitor achievement of its goals	2.1, 2.3, 2.4, 2.5, 7.6, 7.14	5-11, 78-80
February 1, 2019	Fully implementing the Mitchell Ability Model and assessing its effectiveness	2.2, 2.7, 4.6, 8.5, 8.8, 8.9	8, 22-23, 27-30, 58-59, 95-103
February 1, 2019	Strengthening the institution's capacity to collect and analyze data to measure student achievement and the success of its graduates	2.2, 8.1, 8.3, 8.6	8-10, 18, 94-103
October 15, 2020	Ensuring an effective leadership transition	3.1, 3.12, 3.13	14-18
October 15, 2020	Navigating the financial consequences of the COVID-19 pandemic by achieving its enrollment and financial goals that include fully funding depreciation by FY 2022, completing planned capital projects, meeting its fundraising goals, and growing the endowment	7.4, 7.5, 7.6, 7.14, 7.21	70-81
April 7, 2022	Managing its debt, with attention to its plan for meeting the \$13 million balloon payment due in 2026	7.4, 7.6, 7.14	80
April 7, 2022	Assessing the effectiveness of the recruitment and retention strategies it has implemented	5.2, 5.6, 8.6	45-48, 104-106

FINANCIAL STABILITY

In 2019 Mitchell College leadership created a holistic framework for assessing its financial position, with a focus on long-term sustainability through a financial equilibrium budget model. This model includes the following interrelated components that drive successful fulfillment of the College's mission while preserving its resources:

- Annual operating revenues greater than or equal to operating expenses (aligning with the traditional construct of a balanced annual budget);
- Growth in annual revenues greater than or equal to growth in operating expenses over time, ensuring that future budgets can also be balanced;
- Operating budgets that involve the resources necessary to fulfill the mission, including funding for facilities upgrades, market-based salaries, programming innovation and a technology budget that supports modern students;

- Support from the endowment at a level that maintains the purchasing power of financial assets over time; and
- Reinvestment in the physical plant and equipment sufficient to preserve their useful life.

Building on this foundational plan for financial equilibrium, the Vice President of Finance/Chief Financial Officer (VPF/CFO) developed new budget strategies, and functional area leaders across campus collaborated to create a [multiyear financial plan](#) to promote financial stability while continuing to optimally fund the College's academic, infrastructure, and service programs. It is a conservative road map for the main revenue stream—traditional undergraduate student enrollment—incorporating high-level assumptions and conservative estimates for other revenues and expenses with the ultimate goals of maximizing operational contribution and covering all depreciation. Details of this plan are discussed in Standard 7.

The multiyear financial plan covers fiscal years 2019 through 2026. It reflects the College's receipt of government funding and how it was used for the financial response to the COVID-19 pandemic, including expenses for instructional format changes, deep cleaning and renovation of campus facilities, and medical support for weekly testing of all on-campus stakeholders. The College saw reduced revenues during the first year of the COVID-19 pandemic when the move to remote learning resulted in a reduction in room and board payments. Furthermore, auxiliary enterprises were not in operation, and closing the campus to visitors negatively impacted this revenue stream. With the return to face-to-face instruction, most impacted revenue streams have returned to slightly below pre-COVID levels. Modest increases in tuition and room and board fees this year and over the next three years, combined with improved recruitment and retention, will allow Mitchell to enhance instructional programs, student experiences, and campus facilities.

There have been fluctuations in endowment earnings due to general market impact, and for each fiscal year this impact was different. Mitchell's endowment experienced major growth in FY 2022 because of the market upswing but saw a decline in FY 2023 due to the economic downturn.

In response to previous NECHE visit concerns, the College has undertaken a robust plan to address capital projects, and asset preventative maintenance projects to reduce deferred maintenance, improve student spaces, and reduce the campus risk profile. The College's net asset value improved by 12% from 2017 to 2021. Completed projects and innovative facilities funding are discussed in Standard 7.

COMPREHENSIVE, INTEGRATED STRATEGIC PLAN SUPPORTED BY MULTIYEAR FINANCIAL PLAN

In 2014 the College shifted from a long-term strategic planning model to Strategic Frameworks, a highly flexible, three-phase approach for assessment with measurement classifications of completed, in-process, and future. Frameworks were developed for Academics, Enrollment, Student Life, Athletics, Advancement, Information Technology, Campus Master Plan, and Administration. The final set of Frameworks was adopted in 2018. Using this planning model, the College hired a consultant (Dr. Yongmei Li) in 2021 to guide functional areas in generating unit objectives with measurable targets. Using a backwards-looking model, functional area personnel created these measurement tools and assessed their performance for the 2018–2019, 2019–2020, 2020–2021, and 2021–2022 school years. Results are shown in the table in Standard 2 Assessment—Unit Outcomes.

There was an increase in the number of objectives assessed each year (26.2% increase 2018–2019 to 2019–2020, and 15.6% increase 2019–2020 to 2020–2021). The total number of objectives for which functional areas were able to meet or exceed the targets increased, but the corresponding percentage of total objectives for the year decreased. Some of this decrease can be attributed to COVID-19 restrictions that limited contact on campus and within the community. Additionally, some functional areas that reported meeting or exceeding all targets in a given year chose to increase their targets in subsequent years after completing a reflective review.

The College worked with an external consultant (Silver and Associates) to create a formal Strategic Plan that shifted from the Frameworks to a more comprehensive and integrated roadmap that leverages Mitchell's strengths and scaffolds innovation and continuous improvement. The draft Strategic Plan was delivered to the College in Spring 2022, at which time it was presented to the President's Cabinet and the Board of Trustees for preliminary discussion. The plan subsequently received Board approval in May 2022, and a Mitchell College team is working on revisions to the formal mission, vision, and values statements. Entitled *Illuminating Mitchell College's Future: A Bold Plan for a Kaleidoscope of Learners*, the new Strategic Plan is based on five pillars:

1. Shining a light on Mitchell's unique story—Marketing and Branding
2. Restoring the financial portfolio for a brighter future—Financial Stability
3. Illuminating the diverse student profile as a positive advantage—Enrollment Management
4. Enlightening the intellectual, curricular, and co-curricular experience for 21st century readiness—Program Expansion
5. Brightening the living and learning environment through proactive and sustainable practices—Facilities and Infrastructure

During their Summer 2022 retreat, Cabinet members developed objectives for each of the Strategic Plan pillars that linked Framework objectives to these pillars, ensuring a seamless transition from Frameworks to Plan. Each objective has corresponding action steps, possible alternative steps, responsible functional areas, cross-campus collaboration teams, and timeline targets. Tables were created for quick reference to all this information to introduce the details of the Strategic Plan to constituent groups in Fall 2022.

The objectives generated by Cabinet members were then used as a structure to revise College plans, including the multiyear financial plan and campus master plan. The multiyear financial plan was also coordinated with the academic plan, strategic enrollment plan, advancement plan, and campus master plan. The purpose of this review and revision was to ensure that Mitchell's planning documents are aligned and derive from the Strategic Plan. Review of the multiyear financial plan also involves examination of financial screening data, including market revenue and enrollment, cash flow sufficiency, liquidity, and wealth, so that the financial plan can be updated on an annual basis to ensure that resource allocation meets budget constraints and planning priorities.

The College unveiled the Strategic Plan to the campus community (many of whom had been interviewed by the consultant at different stages of the process) during a September 2022 "Building Forward" kaleidoscope-themed celebration. President Espy presented the plan, offering participants the opportunity to see the Cabinet's work in poster form and to volunteer for cross-functional area groups to review mission and vision statements and consider institutional realignment. In addition, Cabinet members were tasked with discussing the pillars of the Strategic Plan with their functional areas.

The next step in the implementation process is a critical piece of Mitchell's focus on continuous improvement. Cross-functional area teams will meet to develop specific tasks and measurement/assessment metrics and methods using the Strategic Plan, Cabinet-designed objectives for each pillar, and unit objective documents. These teams will propose the College's next steps for Cabinet review. The College purchased an Anthology product to assist with documenting plan implementation, measurement, and assessment.

MITCHELL ABILITY MODEL

The Mitchell Ability Model focuses on demonstrating competency in the seven Mitchell Abilities through institutional, program, and course requirements. Approved by the faculty and Board of Trustees in 2018, this signature educational model has been in place for the past four years. The following elements were presented to and examined by NECHE in reports in 2018 through 2020: (1) Ability-Based Education (ABE) Requirements, (2) Topical Focus, (3) Core Content Areas, and (4) Flexible Pacing. Subsequent evaluation by the faculty and other institutional stakeholders has resulted in modifications to the original model.

1. **ABE Requirements:** Students are required to master a minimum of five (of seven) abilities at Level 1 and Level 2. Initially, this achievement was assessed through students' earning a C- or better in courses with level designations for assigned abilities. The Commission advised that this practice was acceptable for initial implementation, but that student evaluation must involve more direct assessment of ability-based outcomes. In response, the faculty developed rubrics to evaluate student performance on benchmark assessments.

The Faculty Committee as a Whole (FCW) chose to implement the rubrics for each of the abilities during the Fall 2021 semester. Each full-time faculty member chose a benchmark assessment for a single course in their load and assessed students' work based on the ability associated with the course and the level to which students are expected to achieve that ability. In addition to evaluating all students, each faculty member evaluated the entire benchmark assessment for effectiveness in determining student performance on the aligned ability. Faculty also reflected on how they scaffolded learning for students who did not meet the expectation, enhanced instruction for students who met the expectation, and considered modifications to the assessment as well as the learning modules with which the assessment was associated. Faculty repeated this activity in Spring 2022. A total of 46 benchmark assessments were evaluated by faculty for 44 courses (one professor used two assessments per course for two of his classes). The table included in Standard 4 (Appraisal—Assessment) outlines data collected. In sum, during the 2021–2022 academic year 87% of students either met or exceeded expectations in the abilities. Wider assessment plans were put in place beginning in Fall 2022. A more in-depth analysis of assessment data can be found in Standards 4 and 8.

2. **Topical Focus:** Scheduling continues to be student-interest driven. Primarily through exploratory electives, students are able to investigate multiple disciplines as they navigate the graduation requirements associated with mastery of five of seven abilities. Based on student numbers in programs, student comments about interest, and research in higher education academic trends and market relevance, the College decided to sunset majors in Criminal Process (students were shifted to a major in Criminal Justice), Human Development and Family Studies, and Sport Fitness. The Environmental Science and Marine Biology programs were merged into a more interdisciplinary major entitled Marine and Environmental Science. A new major in Applied Exercise Science was added in Fall 2022 and new majors in Business Management and Public Health are anticipated for Fall 2023, along with two new associate degrees.
3. **Core Content Areas:** The “Core and Explore” organizational format of academic degree programs did not align with competitor institution programs, and we recognized this disparity as one reason why potential students chose not to enroll at Mitchell College. Over the course of implementation of the Core model, Mitchell's enrollment dropped by 14% (total 594 full and part time students in Fall 2018 to 508 in Fall 2021). While the Core model almost certainly was not the sole cause of the drop, admissions counselors relayed that it was a common theme when discussing concerns with potential students and when discussing reasons for withdrawal or transfer in student exit interviews.

The faculty voted in Fall 2021 to shift from the Core/Concentration academic model to a more traditional model of majors and minors within academic divisions; this change took effect in Fall 2022. A signature general education program is also being designed for implementation in Fall 2023. In addition to coursework in first-year seminars, college writing, financial literacy, and lab science, students will earn an

interdisciplinary (humanities and social science) badge in one of several focus areas. Students will also retain free electives in their course of study.

Mitchell's Integrative Career Development (ICD) program continues to be a critical part of the College's academic landscape. All students at Mitchell College complete at least a three-credit/100-hour internship as part of their degree program, in addition to a sophomore-year career seminar. The total number of students enrolling in internship courses during the traditional school year increased in 2020–2021 but decreased in 2021–2022. The number of students enrolling in internship courses during the summer term has increased each year since 2020. The number of students initially receiving incomplete grades for their internships decreased by 86% in the 2021–2022 school year compared to the previous year; there was also a 33% decrease in the number of students withdrawing from an internship during the Fall 2021 or Spring 2022 semester.

Sample student internships include working with departments of state government (corrections, children and families, Secretary of State); in food service kitchen, cash register, and operations positions with Chartwells Dining Services; assisting the Fitch High School robotics team; department rotations at local and chain hotels; and performing water service field work with Veolia.

4. **Flexible Pacing:** The flexible pacing component of the Mitchell Ability Model, involving two sessions (a 12-week + 3-week semester structure), was implemented in 2018.

The FCW began to discuss the effectiveness of the new pacing model in Fall 2019. The conversation included evidence that student performance did not improve significantly with the implementation of flexible scheduling; in fact, the four-hour duration of Session II classes, which met five days per week, correlated to a variety of concerns: approximately 30% of students reporting they felt isolated and alienated; a noticeable reduction in faculty-student contact via office hours; a loss of extracurricular activities critical to student emotional release and support; disruption to students' internships and off-campus responsibilities; anecdotal reports of grade inflation; and a lack of adequate time for assignment feedback, editing, and revision. Additionally, it was very difficult to find adjunct faculty who could teach four hours a day five days a week, and so staffing was a challenge in some areas.

A statistical analysis of GPA data provided evidence to support the claim that student performance did not reflect expected significant improvement. From 2018 to 2021, the mean cumulative GPA (weighted by credits earned) increased from 3.036 ($n = 400$) to 3.26 ($n = 457$). A more specific comparison test investigated difference in cumulative GPA for students who had a GPA in Fall 2018 and were still attending Mitchell College in the 2021–2022 school year. The mean difference for this group was -0.37 ($t = -0.5197$, $n = 30$, $p = 0.66966391$ for a test of the null hypothesis that $\mu_d = 0$ and an alternate hypothesis that $\mu_d > 0$). It should be noted that of the 30 students in this group, 10 were first-term Thames to Mitchell students in Fall 2018 and 8 of the 10 had GPA decreases from 2018 to 2021. Three of the 30 were Thames at Mitchell modified-schedule students in Fall 2018, and one of these students had a GPA decrease from 2018 to 2021. The results of this analysis indicated that the flexible pacing model did not produce the anticipated significant increase in student achievement. Combining this statistical analysis with the anecdotal data regarding student affect and logistical concerns, the flexible pacing component of the Mitchell Ability Model appeared to be ineffective at best and possibly detrimental to student success.

Student focus groups that were convened during the 2020–2021 school year and again in Fall 2021 indicated that students prefer the traditional 15-week semester model. Although the semester scheduling was not a planned topic of discussion for these student focus groups, student comments indicated the intensive three-week second session caused additional and undue stress. Given Mitchell leadership's concerns for student mental health related to traditional college stressors and external stressors such as the COVID-19 pandemic

and other global and national uncertainties, the focus group comments were viewed as critical data for planning that intentionally centers student success.

With the leadership and support of Vice President of Academic Affairs (VPAA), a subsequent vote by the FCW led to a request to revise the course schedule for the 2022–2023 school year with a return to traditional 15-week semesters. This change was subsequently approved by College leadership. One of the other findings of the student focus groups was a concern about fatigue due to juggling academic requirements and the challenges of COVID-19 uncertainty. To address this concern, the course schedule for the 2022–2023 school year included longer mid-semester breaks and the addition of reading days between the final day of classes and the start of final exams.

Under the direction of the Associate Dean of the College (AssoDOC), assessment of student learning using the Mitchell Ability Model rubrics was integrated into the electronic learning management system (Moodle) to collect institutional and program data beginning in Fall 2022. Faculty members collaborated within their Division Chairs to determine signature assignments for program, course, and student evaluation. These assignments, with corresponding ability rubrics, were included in Moodle classrooms so that students can upload their work, faculty members can use the appropriate rubric to grade the work, and campus-wide data can be accessed for analysis. Students can evaluate their growth over time with respect to each of the abilities and work with their advisors to monitor progress in meeting graduation requirements. Faculty and academic leaders can evaluate courses and programs for instructional (curricular and pedagogical) modifications. Other College functional areas, such as Enrollment Management and Advancement, can then use these analyses and data-driven decisions to market Mitchell's strengths to a broader population of potential students.

DATA COLLECTION AND ANALYSIS

Data are collected via multiple processes at Mitchell College. Examples of quantitative data include number of applications begun and completed, number of students admitted, gross and net deposits and yield rate, number of on-campus and virtual visits by potential students, semester and cumulative GPAs, number of credits earned and enrolled, tuition and fees, institutional aid, and other financial aid. Information about prospective students is housed in the Slate platform and rolled into the student information system, Blackbaud by Citrix, upon deposit. Financial aid information is housed in PowerFAIDS and rolled into Blackbaud's billing function. Examples of qualitative data include student demographics and academic majors, faculty and staff demographics, information collected from students via focus groups, and survey data collected from students, faculty, staff, and alumni. Demographic and academic data are housed in Blackbaud.

Quantitative data for current and past enrolled students, faculty, and courses are housed in Blackbaud. A database administrator is employed by the College and a programmer analyst is contracted to maintain and manipulate this system for required reporting as part of the Ellucian contract. Additionally, the College's Coordinator for Data Strategy and Planning provides detailed quantitative analysis with narratives, generates predictive models, and analyzes qualitative data for use by functional areas across the College.

In late Spring 2022, the College was made aware by its Blackbaud liaison that the existing system would be shutting down by the end of August and the College would have access to a new 2.0 version. Training on the new system was provided to a small group of users, and these users identified a number of issues with the transition. Issues included an inability to automatically transfer data from the old system to the new system and a lack of training for personnel in all functional areas where Blackbaud is a primary software. The Blackbaud liaison left the company early in Summer 2022 and was not replaced for a full month. The problems identified by personnel were elevated to the Mitchell College Cabinet, and multiple users brainstormed possible solutions. With careful deliberation and the expertise of the database administrator and information technology consultant personnel led by the Chief Information Officer, the transition from one Blackbaud platform to another occurred with few hiccups and

disruption was minimal. Work is ongoing to ensure that all stakeholders have the Blackbaud access they need and that all data are transferred responsibly.

By the end of the Spring 2023 semester, all data collection and storage at Mitchell College will be managed through the Office of Data Strategy and Planning to create a data hub for easy access by all campus personnel. This will include, among other things, developing a new campus survey policy, redesigning and rebranding the campus data team, coordinating with the AssoDOC to collect and analyze Mitchell Ability Model data, and creating a campus survey and data collection calendar for easy reference to prevent survey fatigue and unnecessary data collection overlap. The coordinator provides analysis to all functional areas that can be used for making data-driven decisions as Mitchell College builds forward in an environment of continuous improvement.

LEADERSHIP TRANSITION

In 2020 the Board of Trustees and the executive search firm Russell Reynolds Associates engaged in a thoughtful process involving multiple campus stakeholders to complete a successful search for Mitchell's next president. This process is described in more detail in Standard 3. Tracy Y. Espy, Ph.D. arrived near the beginning of the COVID-19 pandemic (July 1, 2020) when the campus was closed and instruction and operations were conducted almost entirely remotely. She began a meticulous process of meeting mostly virtually with institutional leaders from the Board of Trustees and Cabinet members to faculty, staff, and student leaders, as well as select donors. Within her first two years, Dr. Espy rebuilt her leadership team, filling Cabinet-level vacancies with professionals who bring decades of experience from a variety of colleges and universities to help Mitchell College build forward in the post-pandemic higher education landscape that is still developing. New Cabinet members include the Vice President for Academic Affairs and Dean of the College (VPAA/DOC), Dean of Student Experience and Belonging (DSEB), Athletic Director (AD), Chief Advancement Officer (CAO) (all hired in July-August 2021), and Vice President of Enrollment Management (VPEM) and Assistant to the President—Special Projects (May 2022). Forming a strong leadership team did not stop at the Cabinet level.

Other new campus leaders who were hired with Dr. Espy's guidance include the Director of Financial Aid (October 2021), Associate Dean of the College (AssoDOC) (July 2022), Coordinator of Data Strategy and Planning (July 2022), and Executive Director of Admissions (October 2022). As with the new senior team members, these campus leaders bring decades of academic and work experience that enhances Mitchell programs, processes, and practices.

In addition to building a strong team to lead Mitchell College through the coming years, Dr. Espy created a leadership focus on learning. Her personal leadership goal as a new President in 2020 involved establishing a listening tour to build a solid knowledge base of the institution, its existing strategic frameworks and accreditation position, as well as a strong understanding of current needs and constituent concerns. She then led the Cabinet in developing key priorities that included a secure Fall 2020 campus opening and developing regular communication to the College community (i.e., Community Conversations held via Zoom initially and now in-person). Additional priorities included developing an effective annual planning and assessment model, strengthening enrollment and persistence planning and programs with research-based elements and data-driven decisions, and a focus on developing effective funding opportunities (e.g., Cohen Funding and Annual Day of Giving).

Leadership learning expanded in 2022 with the first Cabinet retreat. Senior leaders worked together over the course of a week to consider successes and challenges of the 2021–2022 school year; together they also developed an implementation plan for the new Strategic Plan and planned for the transition from the existing strategic frameworks to the new Strategic Plan as the institution's foundational document.

COVID-19 RESPONSE, INCLUDING EFFECT ON ENROLLMENT AND FINANCIAL GOALS

Mitchell College's response to the COVID-19 pandemic is a clear example of how leadership and the College community live the concept of diligence. Initial response in 2020 used State of Connecticut guidelines and directives as a foundation for ensuring students, faculty, staff, and other stakeholders were as safe as possible. Electronic communication between faculty and students, as well as between faculty and staff across campus functional areas, offered opportunities to maintain engagement in a very stressful period.

Modifications to the Academic Program

Mitchell's faculty rose to the occasion and transitioned all classes from in-person, on-campus to remote learning over a weekend. All courses were uploaded on the College's learning management system, Moodle, and faculty used a variety of online delivery systems such as Zoom, AdobeConnect, GoogleRooms, and Teams to keep the transition as seamless as possible, especially for our neurodiverse student population. The College provided ad hoc professional development for instructional staff on how to integrate electronic course delivery and maintained a Moodle classroom for faculty to ask questions and share knowledge, experience, and research in real time. To acknowledge the potential impact of significantly different class delivery expectations on student performance, all students were given the option to transition their course grades from traditional letter grades to satisfactory/unsatisfactory (S/U). Student notification included the information that S/U grades are not included in GPA calculation.

In Spring 2020, 129 students took advantage of this opportunity, the majority using this option for only one of their classes and no student using it for more than four classes. The majority of students who used the S/U option (48.8%) earned satisfactory grades in all of the courses for which they took advantage of the option. Forty percent of the students earned unsatisfactory grades in all of the courses for which they took advantage of the option, with most of these students (67.3%) only using the option for one course, but one student (1.9%) using the option for four courses. One group of students (10.9%) earned both satisfactory and unsatisfactory grades in the courses for which they selected this grading option. Of the five students who earned both satisfactory and unsatisfactory grades in three courses, 40% earned satisfactory grades in two courses and unsatisfactory grades in one; 60% earned unsatisfactory grades in two courses and satisfactory grades in one.

When the pandemic continued through Summer 2020, Mitchell College developed a plan for the 2020–2021 school year. All Session I classes began with a two-week remote learning period, and all Session II classes were taught remotely in Fall 2020. Instructional staff also developed contingency plans for Session I classes that shifted to face-to-face or hybrid instruction to be prepared in the event a new outbreak required a return to fully remote instruction. The S/U option for grading was continued. There was a slight (3.9%) decline in the total number of students taking advantage of this grading option, with the greatest decrease in students using the option for only one course (9.6%) or two courses (9.8%). A more significant change was the significant increase from one student with four unsatisfactory grades in Spring 2020 to five students using the S/U option for four courses (three earning unsatisfactory grades in all four courses; one student earning a satisfactory grade in one course and unsatisfactory grades in three and one student earning two satisfactory and two unsatisfactory grades). There were two students who used the S/U option for five courses (their entire Fall 2020 schedule) and earned unsatisfactory grades in all courses. A further point of concern was the shift from a majority of satisfactory grades (48.8% in Spring 2020 versus 34.7% in Fall 2020) to a majority of unsatisfactory grades (40.0% in Spring 2020 versus 52.4% in Fall 2020).

From Fall 2020 to Spring 2021, there was an overall reduction (18.5%) in the number of students who took advantage of the S/U option. Although there were no students who used this option for all of their classes in Spring 2021, three students opted for S/U grades for four courses (evenly split between all three satisfactory, all three unsatisfactory, and an even split between the two options). The number of students who used the option only for courses in which they earned unsatisfactory grades inched upward while there was a significant (32.6%) decrease in

the number of students who only used the option for courses in which they earned satisfactory grades. These trends align with research in overall student performance during the pandemic.¹ By Fall 2021, the College returned to in-person course delivery and the COVID-19 protections were common across the geographic area. The S/U grading option was no longer available.

Student Life

During the first year of the COVID-19 pandemic, students were sent home for the second half of the Spring 2020 semester for health and safety precautions in accordance with directives from the State of Connecticut. A blend of in-person, remote, and hybrid learning opportunities were designed for the Fall 2020 and Spring 2021 semesters to prioritize student health and well-being while still offering academic instruction. To better serve the student and greater campus community, Mitchell hired a full-time psychologist who focused on providing mental health support services.

Enrollment

One of the key pieces of Mitchell's COVID-19 response strategy was minimization of contact between students, faculty, staff, and non-affiliated individuals. This practice, although quite helpful in containing the virus, was definitely a new hurdle for Admissions personnel. Traditionally, Mitchell had enrolled between 30 and 40 students in the spring semester, with the largest contingent being transfer students. The Spring 2021 recruitment statistics reflected a loss of more than 50% (from 22 in 2020 to 10 in 2021) of Spring transfer students and 67% (from 3 in 2020 to 1 in 2021) of Spring first-year students. There was an increase of 44% (from 9 in 2020 to 13 in 2021) in re-enrolling students. One new enrollment strategy that the Admissions office created in response to COVID-19 restrictions was to implement virtual tours. Of 297 potential students for the Fall 2021 incoming class who visited Mitchell College, 154 participated in a *virtual* tour or meeting. Sixty-four of 79 potential Thames at Mitchell students participated in virtual events. For the Fall 2022 Mitchell incoming class, 94 of 344 visitors participated in a virtual tour or meeting. Fifteen of 95 visitors interested in Thames at Mitchell participated in virtual events. These virtual experiences will continue, as they offer campus visits to students who do not live within the local or nearby geographic regions.

Financial Goals

Mitchell College was able to meet financial goals during the COVID-19 pandemic due to the infusion of Federal and State stimulus funding. Mitchell's stimulus funding was divided across four school years: \$2,090,138 in FY 2020, \$1,500,770 in FY 2021, \$2,782,787 in FY 2022, and the remaining \$14,966 for the current FY 2023.

Now that we are emerging from the pandemic, and in the final year of receiving stimulus funds, the College anticipates continuing to meet financial goals through existing revenue streams (i.e., tuition with annual increases, room and board with annual increases, increased use of auxiliary services as campus facilities are now open and available to the community). Charts included in Appendix A of the [multiyear financial plan](#) show actual net tuition revenue with comparison of enrollment for both the Mitchell College and Thames at Mitchell programs. Though enrollment dropped, net tuition increased with the increase in our tuition rate. The similar increase in the Thames at Mitchell tuition rate led to an overall net tuition increase even though enrollment remained almost the same from 2021–2022 to 2022–2023.

¹ 85% of respondents to a 2020 OneClass survey of more than 14,000 freshmen, sophomore, and junior students from 232 public and private colleges indicated that the pandemic had negatively affected their performance. Only 9% said the pandemic had no effect and an even smaller 5% said it had a positive effect. Students indicated that academic changes (remote learning and asynchronous courses) and mental health (personal and academic stresses) were the primary factors. St. Amour, M. (2021 Jan). Survey: Pandemic negatively affected grades this fall. *Inside Higher Ed*. <https://www.insidehighered.com/quicktakes/2021/01/05/survey-pandemic-negatively-affected-grades-fall>

MANAGING DEBT

Mitchell College has a \$16.5 million balloon payment due in 2026 on a \$18.5 million loan with Bank United. Details of the loan agreement are outlined in the [multiyear financial plan](#) section describing challenges for the current fiscal year (2023) and in future years. The College implemented the following two strategies: introduction to Chase Middle Market Bank in May 2022 to discuss the opportunity for a new banking relationship with the New England Branch of JP Morgan Chase, and a Fall 2022 Financial Summit to discuss options for refinance and payment.

Mitchell's financial leadership team includes the President, VPF/CFO, Chair of the Board of Trustees, and Trustees on the Board's Finance Committee. This group participated in a Financial Summit in October 2022 with Wye-First Tryon Advisors, creating a financial strategic pathway aligned with the multiyear financial plan to ensure successful loan refinance and payment of the balloon debt. First Tryon advised that considering refinancing should be delayed at this time due to rising interest rates. These financial experts suggested that the financial leadership team should monitor interest rates, cultivate banking relationships, explore USDA financing, and assess short to immediate term financial strength. The steps for refinance and payment are outlined in the Note Payable Refinancing Summary (see Appendix B of the [multiyear financial plan](#)).

ASSESSING RECRUITMENT AND RETENTION STRATEGIES EFFECTIVENESS

Restructuring the team leading student recruitment was a high-priority component of Mitchell College's leadership transition. The new enrollment management leadership model included a complete review of all strategies described in the 2021 ARFE. Some initiatives were retained or expanded, while implementation of others was delayed in order to collaborate across campus functional areas (e.g., the commuter meal plan was not initiated until Spring 2023, discounts for typically underrepresented student demographic groups were tabled due to budget concerns) or eliminated due to lack of production (META esports collaboration did not correlate to any additional enrollments for Fall 2021 or Spring 2022).

The new enrollment management team expanded the highly responsive personalized approach to all students inquiring about the college, developing and implementing a [“Finish What You Started”](#) campaign to reconnect with former students who left the college before completing their degrees. Regular personalized communication across the Spring and Summer of 2022 was a key factor in reducing summer melt by almost two standard deviations. Although the new campaign focusing on re-enrolling former students did not show significant differences for Fall 2022, it was instrumental the following Spring: completed re-enroll applications increased by 27% for Spring 2023 compared to Spring 2022, a 16% increase in enrolled/admitted “re-enroll” students. Other incentives that have been expanded include geographical region assignments to admissions team members with [added travel](#), collaboration with Athletics via an admissions liaison, the development of goals based on historical recruitment data, and strengthening relationships with third-party payers. A related initiative set to begin in Summer 2023 will include offering coursework for a new “completer” degree program through a combination of online and hybrid delivery courses at the Mitchell campus, via the Digital Innovation Hub for Educational Excellence and at the Mashantucket Pequot Museum and Research Center for easy access by tribal nation members.

One initiative that was postponed due to COVID-19-related contact concerns was the campus-based, on-the-spot enrollment program. This program is being redesigned in conjunction with Mitchell's reviving the dual enrollment program for New London High School students in Fall 2022 (student success in Fall 2022 led to an increase of 100% for program participants in Spring 2023). The redesign includes relationship-building with high schools in the local region and programming for a “Transfer Tuesday”-type activity for community college students interested in Mitchell's transfer guarantee program (<https://www.ct.edu/transfer/guarantee>). A related new initiative implemented by the Financial Aid team includes FAFSA workshops at local high schools to expand connections between students, their parents, and Mitchell College.

Retention continues to be a challenge and an opportunity for Mitchell College. A significant proportion of Mitchell’s student body includes first-generation students, and the research shows that this population has been disproportionately affected by COVID-19 nationwide.² Although the immediate impact of the pandemic has subsided, the retention challenges it brought to light are still very much a concern. Mitchell’s leadership team opted to turn this challenge into an opportunity to review the existing traditional model for retention strategies and restructure it as a student success model. The College is currently recruiting to hire a Director of Student Success whose focus will be the coordination of retention strategies. A task force comprised of senior leaders and the Coordinator of Data Strategy and Planning was created in Fall 2022 to analyze existing student data points and design and implement a data collection and analysis plan to augment the analysis of current data. This analysis, outlined in the [Executive Summary: Retention & Persistence](#) is the foundation for the charge to develop new policies and procedures that meet students “where they are” so that their needs can be addressed positively through individual relationships and on an institutional level.

² “First-generation students were more likely than continuing-generation students to experience financial hardships during the pandemic, including lost wages from family members, lost wages from on- or off-campus employment, and increased living and technology expenses. Compared to continuing-generation students, first-generation students [we]re nearly twice as likely to be concerned about paying for their education in fall 2020. Furthermore, first-generation students were less likely to live in safe environments free from abuse (physical, emotional, drug, or alcohol) and more likely to experience food and housing insecurity. First-generation students also experienced higher rates of mental health disorders compared to their peers.” Soria, K.M., Horgos, B., Chirikov, I., & Jones-White, D. (n.d.). First-generation students’ experiences during the COVID-19 pandemic. *SERU COVID-19 Survey*, https://escholarship.org/content/qt19d5c0ht/supp/First-Generation_Students.pdf

Introduction

Mitchell College's self-study process has been an opportunity for institutional self-reflection with community engagement, communication, and transparency. The College began its self-study process in 2020 under its new president, Tracy Y. Espy, Ph.D. In September 2021, the newly hired VPAA/DOC, Elizabeth Beaulieu, Ph.D., assumed responsibility for the project and attended the October 2021 NECHE workshop for schools preparing for accreditation visits in 2023. In considering the work ahead, both in terms of Mitchell College specifically and higher education generally, Drs. Espy and Beaulieu articulated the self-study's theme—"Building Forward"—in early Fall 2021.

To prepare for the self-study and subsequent report, Dr. Beaulieu appointed Standard Chairs and charged them with compiling materials and leading institution-wide engagement around Mitchell College's accomplishments and goals. Standard Work Groups (named "SWGs") were formed across functional areas to emphasize collaboration, maximize access to campus knowledge, and optimize effectiveness.

Mitchell College NECHE Self-Study Team

Tracy Y. Espy, Ph.D. President of Mitchell College	
Elizabeth Beaulieu, Ph.D. Vice President for Academic Affairs and Dean of the College	
Jonathan Babbitt, M.M. Full-Time Faculty Narrative Writer	
Kimberly Richard, Ph.D. Associate Dean of the College Narrative Editor	
Susan Archer, Ph.D., Ed.D. Coordinator of Data Strategy and Planning Accreditation Liaison, Data First Forms and E-Series Forms Self-Study Oversight	
Andrea Manning, B.F.A. Academic Affairs Administrative Coordinator Anthology Site Liaison	
Standard 1: Mission and Purposes	Chair: Lindsay Rush, Ph.D., Full-Time Faculty Brandon Gennotti, B.S., Resident Hall Director Jennifer Mauro, M.S., Full-Time Faculty Luke Walden, M.F.A., Full-Time Faculty
Standard 2: Planning and Evaluation	Chair: Susan Archer, Ph.D., Ed.D., Coordinator of Data Strategy and Planning Katie Nazarian, M.A., Interim Library Director
Standard 3: Organization and Governance	Chair: Lindsay Rush, Ph.D., Full-Time Faculty Brandon Gennotti, B.S., Resident Hall Director Jennifer Mauro, M.S., Full-Time Faculty Luke Walden, M.F.A., Full-Time Faculty

Standard 4: The Academic Program	Chair: Christine Ramsay, Ph.D., Full-Time Faculty David Brailey, Ed.D., Full-Time Faculty Christina Chappelle, M.A., Assistant Dean of Student Support and Director of Advising Jeffrey O’Leary, Ph.D., Full-Time Faculty
Standard 5: Students	Chair: Crystal Simmons, B.A., Associate Director of Admissions and Liaison for Athletics, Club and Recreational Sports Meredith Adler, M.A.T., Director of First-Year Experience Program Alicia Martinez, Ed.D., Dean of Student Experience and Belonging Courtney Burns, M.S., Women’s Basketball Coach
Standard 6: Teaching, Learning, and Scholarship	Chair: Jonathan Babbitt, M.M., Full-Time Faculty Nancy Bombaci, Ph.D., Full-Time Faculty Nancy Parent, Ph.D., Full-Time Faculty, Honors Program Chair
Standard 7: Institutional Resources	Chair: Janice Mackie, M.B.A., Comptroller Joseph Pardee, B.A., Facilities Director Robert Peruzzotti, C.P.A., Vice President of Finance and Chief Financial Officer Derval Prince, II, Ed.D., Chief Information Officer Michele Sinusas, M.S., Director of Financial Aid
Standard 8: Educational Effectiveness	Chair: Christopher Clouet, Ed.D., Full-Time Faculty and Chair of Business, Communication and Education Division Tara Broccoli, Ph.D., Full-Time Faculty, Chair Behavioral and Social Sciences Division Cheri Ouimet, M.S., Assistant Director of Advising Amy Van Oot, B.F.A., Registrar
Standard 9: Integrity, Transparency, and Public Disclosure	Chair: Regina Ewing, M.A.T., Instructional Technologist Nancy Cowser, M.S., Chief Advancement and Alumni Affairs Officer George Potts, A.A., FBI National Academy, Director of Campus Safety Jennifer Welsh, M.A., Director of Alumni Engagement

Dr. Beaulieu used backwards design to prepare a timeline for the self-study, identifying the reaccreditation visit date in April 2023 and building a calendar in reverse from that date to ensure that key milestones in the process would be highlighted and met in a timely manner. This timeline included a hard deadline of June 30, 2022, for all materials to be included in the self-study. In Fall 2021 she presented a report of the NECHE training workshop and overview of each Standard to the FCW. SWGs had their initial meetings in December 2021 to review their assigned Standards and plan for how they would collect and analyze data. Documentation of the 2018 and 2020 interim visits was provided to each SWG for review.

The official self-study kickoff event was a virtual Mitchell College Community Conversation in January 2022. This event featured Dr. Pat O’Brien, NECHE Vice President, who provided an overview of the self-study process and advised SWGs on best practices for a successful self-study. The College’s enrollment analyst and the faculty member selected to write the narrative attended an online Data First Forms training in January 2022 presented by NECHE personnel.

After some research into online tools, Anthology was selected as a virtual space to house important documents related to the self-study. Data First Forms and other related documents were provided electronically to SWGs via the Anthology website. During the months of January and February, the SWGs met to create “chunky bullets” of information for inclusion in the self-study narrative using the following guiding question:

What is Mitchell College doing well, and where can it do better?

On March 23, 2022, Mitchell College hosted a charrette to provide all stakeholders the opportunity to review the materials assembled to date and provide feedback. A total of 65 Mitchell stakeholders attended this event, including faculty, staff, administration, students, alumni, and community members.

During the two-hour event each SWG presented their findings via a poster session ([Charette poster template](#)). Participants viewed each poster, and SWG members were available to answer questions regarding completed work and work in progress. Participants were encouraged to write comments and additional questions on Post-It notes that they could affix to the poster board. Upon review, three common themes emerged across all SWG posters:

1. Communication

- a. Transparency across the institution and all constituencies
- b. Timeliness

2. Value

- a. People—all constituencies
- b. Place—upgrades to facilities; groups need assigned spaces
- c. Product—rigor of academic programs and student service offerings

3. Data

- a. Transparency in collection
- b. Analysis and then what?
- c. Measurable objectives

The results were communicated to SWG members within two days, along with a list of all Post-It note comments/questions by Standard.

On May 18, 2022, all SWG members participated in an event we named the “SWG Soiree” to share information across standards and examine their self-assessment to date with respect to three major themes: Diversity, Equity, and Inclusion (DEI); Student Success; and Data Analysis and Use. The Soiree used the concept of a jigsaw learning activity to share what each SWG had learned to date. SWG members were the experts for their standard and were divided into three groups based on the major themes for the jigsaw ‘sharing’ step. Each group created, in real time, a poster of common terms and phrases across multiple NECHE standards relating to the assigned themes. They used black lines to identify strong connections between terms/phrases and red lines to identify weak or needed connections. After completing the posters, participants walked around the room and reviewed the work done. Post-It notes were used to add comments, questions, and information to complete the communication loop so that everyone was able to contribute to each part of the poster session.

(COMMON) IDEAS THAT EMERGED DURING THE THEMED GROUP DISCUSSIONS

- Student voices/input need to be part of conversations and decision making so that the student perspective is systemic to the College and what Mitchell College does each day
- Transparency and communication across all stakeholder constituencies must be improved
- Kaleidoscope of learners is a strength upon which we can expand to improve in other areas
- Accessibility to information needs improvement

(COMMON) IDEAS FROM WALK-AROUND COMMENTS

- Retention of students, faculty, and staff needs attention
- Improve internal and external communication/transparency—website, accessibility of data/information is a critical piece of both communication and transparency
- Listen to students—provide feedback on how their voices are part of decision making.
- Accountability
- We need a common vocabulary so that we can have conversations across constituencies
- Data collection across constituencies with analysis and application to decision making—needs to include providing feedback/communicating results

These results were provided to all SWG members within two days of the event.

In July 2022, the College's Enrollment Analyst shifted to a new position of Coordinator for Data Strategy and Planning, with formalized responsibility for shepherding the self-study process. She and the narrative writer participated in self-study narrative training provided by NECHE in late July 2022. The newly hired AssoDOC joined the narrative writing team as the primary editor, adding significant expertise in the self-study and assessment process. In August 2022, the Coordinator for Data Strategy and Planning was named the College's Accreditation Liaison Officer.

The final campus-wide preparation activity occurred on September 14, 2022. The focus of this event was to display the projections for each Standard. Draft projections completed by the SWGs had already been reviewed and edited by the President's Cabinet. Fifty-six members of the Mitchell community, including administration, faculty, staff, and alumni groups participated. This group comprised slightly more than 41% of the 136 full-time employee cohort. The event was designed as a poster session with each SWG's Standard and projections highlighted. Participants in the event were asked to prioritize each Standard's projections and offer suggestions as to how the College will implement them over the next 5 to 10 years. The results of constituent input on the first prompt (prioritization) have been incorporated directly at the conclusion of each Standard chapter. Additional comments were analyzed for emerging themes.

THEMES THAT EMERGED FROM THE QUALITATIVE DATA

1. The Mission and Purpose, as well as all Plans, must be living documents embedded in what we do and how we do it.
2. Transparency is critical to engagement of ALL constituencies, which is, in turn, critical to implementation of all projections.
3. Annual reviews should reflect accountability from and to all constituencies.
4. Data collection and analysis should serve as a basis for how we make decisions and realize the mission.
5. We must remain flexible enough to adapt to change.

The results of the event were shared with SWGs and other campus participants within two days. A common theme in comments from participants in all self-study events—especially from SWG members—has been the effectiveness of this process in helping us recognize what we have done well and where we need to focus the most attention to improve.

The self-study was written in Fall 2022 and updated and edited in Spring 2023. The process was collaborative, with a faculty member taking the role of lead writer and many others assisting. Writing ended on Friday, February 3, 2023; the most recent IPEDs data are included in this work. The invitation for public comment was placed in The Day (New London's local newspaper) and circulated on social media on March 1 and again on March 15, 2023.

Faculty and staff members agree that we must make continuous improvement a systemic model for how Mitchell College moves forward in all functional areas. The new Strategic Plan and aligned plans from campus units will provide the scaffolding necessary to support efforts in continuous self-assessment and thoughtful discussions on how to realize the mission. With the new Office of Data Strategy and Planning, we have a hub for data collection and analysis that will facilitate better, data-driven decisions at all levels of leadership. Under the leadership of Dr. Espy and the team of experienced higher education professionals she has assembled, the College is poised to build forward.

Institutional Overview

Since its beginnings in 1938, Mitchell College (then known as New London Junior College) has been committed to offering excellent and distinctive instruction and opportunity to a broad array of students. The College is a small, primarily residential nonprofit college that blends a tradition of mentoring with expertise in teaching a kaleidoscope of unique learners to create a highly personalized collegiate model. Located on a campus with stunning waterfront views in historic New London, Connecticut, Mitchell serves approximately 500 students in classes with an average 13:1 student to faculty ratio.

First accredited in 1956, Mitchell College remains dedicated to serving a diverse population of learners with a number of academic programs and a unique constellation of support programs, helping students find and reach their aspirations and fullest potential as citizens of the world. In 1981, Mitchell established the Bentsen Learning Center (BLC), dedicated to providing instructional support and scaffolding for students with learning differences. In 1998, the College transitioned from a local junior college offering two-year degrees to a baccalaureate institution, conferring its first bachelor's degrees in 2000. Mitchell is also home to championship NCAA Division III athletic programs and the Thames at Mitchell College pre-college program for neurodiverse students. The College also serves as trustee of the Alfred Mitchell Woods.

NEW LEADERSHIP AT MITCHELL COLLEGE

The College's eighth president, Tracy Y. Espy, Ph.D., began her tenure in July 2020 as the nation struggled with the effects of the COVID-19 pandemic. Mitchell had been operating under a set of Strategic Frameworks designed by the previous administration to replace a five-year Strategic Plan that was abandoned in 2014. Recent Fifth-Year Interim (2018) and Focused Visit (2020) follow-up reports from NECHE identified a total of six areas of emphasis:

1. Improvement of the institution's financial stability
2. Completion and implementation of a comprehensive and integrated strategic plan supported by a multiyear financial plan, with metrics developed to monitor achievement of its goals
3. Full implementation of the Mitchell Ability Model, including assessment of its effectiveness
4. Strengthened institutional capacity to collect and analyze data to measure student achievement and success of graduates
5. Effective leadership transition
6. Navigation of the financial consequences of the COVID-19 pandemic through achievement of enrollment and financial goals, including fully funding depreciation by FY 2022, completing planned capital projects, meeting fundraising goals, and growing the endowment

Within the first year of Dr. Espy's tenure, consultants were contracted to address strategic planning and enrollment management. She directed exploration of the existing annual planning and assessment cycle, and a new cycle was generated. Faculty and functional area leaders engaged in the annual planning and assessment process, and an external consultant worked with campus leaders to develop targeted objectives with metrics that offered concrete evidence upon which data-driven decisions could be more consistent and systemic. In January 2021, an Interim VPAA assumed office after the retirement of a long-serving incumbent. Work began immediately on annual reporting for the academic programs and review and revision of student and program learning outcomes. The permanent VPAA/DOC came on board in August 2021; she brings extensive experience in academic leadership in the college environment. The academic vice president guides continued program evaluation efforts and deftly navigates the data-driven decision-making necessary for the College to cultivate its programmatic strengths and streamline its offerings to enhance student learning opportunities through integration of innovative curricular and instructional strategies. Mitchell College subsequently created a new position, hiring a data analyst to coordinate data strategies and planning for the College. At the same time, a new AssoDOC with extensive experience in assessment was hired. Combining the expertise and effort of these three academic leaders has served as a force multiplier to coordinate data collection and analysis, assessment, and planning at the institutional level.

ENROLLMENT AT MITCHELL COLLEGE

Mitchell had experienced an overall decline in enrollment prior to the most recent NECHE focused visit in 2020, and decreases have continued through the current year. Some of the loss of matriculated students can be attributed to the impact and lasting effects of the COVID-19 pandemic on higher education and the decrease in the available student pool in our geographic region. Lower student numbers have a negative impact on revenue, as well as other campus success metrics. Through conservative budgeting of limited resources supported by federal COVID-19 relief funds, and a financial plan focused on the concept of equilibrium, the Mitchell College leadership team has been able to maintain financial stability. A new VPED was hired in May 2022 to develop more robust recruitment strategies, including reinvigorating a travel schedule that includes typically underrepresented regions within and outside New England, providing professional development and networking opportunities for admissions staff, and strengthening the collaboration between admissions and financial aid to help families realize their students' college aspirations. Her leadership was immediately evident in the significant reduction in summer melt from 27% in Fall 2021 to 21% in Fall 2022 (almost two standard deviations difference). Summer melt for the Thames at Mitchell program also decreased from 15% in Fall 2021 to 12.5% (only one student) in Fall 2022.

A new task force is developing a retention plan focused on research-based strategies to reduce attrition among all classifications (freshman, sophomore, junior, and senior) students with a focus on first-year students, where we have historically seen the greatest attrition.

The self-study process has been a learning experience for the entire Mitchell community; it has served not only as an exercise in partial fulfillment of the requirements for institutional re-accreditation, but it has also led to many discoveries to celebrate, new directions to explore, and a renewed sense of forward momentum. Through this process, the Mitchell College community has examined where it is succeeding, addressed areas of concern, identified areas for improvement, and embraced the cycle of continuous improvement as a blueprint for building forward.

DATA FIRST FORMS GENERAL INFORMATION

Institution Name: Mitchell College

OPE ID: ? 1393

		Annual Audit	
		Certified:	Qualified
Financial Results for Year Ending:		Yes/No	Unqualified
	Most Recent Year	Yes	unqualified
	1 Year Prior	Yes	unqualified
	2 Years Prior	Yes	unqualified

Fiscal Year Ends on: 06/30 (month/day)

Budget / Plans

Current Year	6/30/2023
Next Year	6/30/2024

Contact Person: ? Robert Peruzzotti

Title: Vice President of Finance, Business Office

Telephone No: 860-701-5016

E-mail address: peruzzotti_r@mitchell.edu

NARRATIVE

STANDARD 1: MISSION AND PURPOSES

Description

Throughout its 84-year history growth, transformation and high-quality professional learning for students from diverse backgrounds have been distinctive characteristics of a Mitchell College education. Mitchell College has always served a diverse student population, and we celebrate a long and proud tradition of educating students to discover and build on their unique strengths while gaining an appreciation for diversity and the richness of life. The precedent for diversity established in 1938 continues in expanded form today, with a student body that includes first-generation college students; students of differing races, ethnicities, religions, genders, socio-economic status, and learning abilities; as well as nontraditional, residential and commuting students; Division III athletes, honors students, Mystic Program students, and Thames at Mitchell students. We are proud to describe our students as a “kaleidoscope of learners.”

Appraisal

In 2015, in service to its widely diverse community of learners, Mitchell College conducted an institution-wide process of evaluating and redefining its Mission Statement:

Mitchell College celebrates and develops the power of unique minds.

In living out its mission, the College takes a holistic approach to student support by engaging that support across every program, resource, activity, requirement, and opportunity. The College has been guided by both the Mission Statement and the Strategic Framework.

Mitchell’s Mission Statement is at the center of all that is done and appears in many important documents, including the College Catalog, the Faculty Handbook and the Student Code of Conduct. However, the College recognizes that its Mission Statement should be more visible on the Mitchell College website so that prospective students can see what makes a Mitchell College education distinctive and also recognize the College’s dedication to celebrating diverse thinkers. The Mission Statement will be more readily accessible once the College’s website is updated.

Commitment to Diversity, Equity, and Inclusion

The Mission Statement was the catalyst in 2021–2022 for the President’s Cabinet to identify and act on targeted priorities with strategic goals in the areas of Diversity and Inclusivity, Growth for Continued Sustainability, Workforce Development, and Branding/Marketing of the institution. (See [targeted priorities with strategic goals](#).) As an immediate result of these goals, the College established the Inclusion, Diversity, Equity, and Access (IDEA) Committee, which in turn crafted a Diversity and Inclusion statement for the College that complements and expands upon the Mission Statement to celebrate unique minds by appreciating our differences. (See [Diversity and Inclusion statement](#).)

Strategic Plan

In 2018, Mitchell adopted the Strategic [Frameworks](#), which included Academics, Enrollment, Student Life, Athletics, Advancement, Information Technology, Campus Master Plan, and Administration. The Frameworks were initially designed with a highly flexible, three-phase approach for assessment: completed, in-process, and future. Monthly campus-wide and individual unit discussions were held to solicit feedback and provide ongoing updates on the progress of key aspects of the Frameworks by individuals responsible for each area. ([Path Ahead 14 November 2018](#))

When Dr. Espy assumed the presidency in July 2020, the College hired an external consultant ([Silver and Associates](#)) to do a comprehensive research and discovery process, including faculty, students, staff, board members, and representatives from alumni, community, and other college partners that resulted in a new [Strategic Plan](#) designed to guide the college's future over the next five years. This new plan, entitled *Illuminating Mitchell College's Future: A Bold Plan for a Kaleidoscope of Learners*, was adopted in May 2022 and is built on five pillars:

1. Shining a light on our unique story—Marketing and Branding
2. Restoring our financial portfolio for a brighter future—Financial Stability
3. Illuminating our diverse student profile as a positive advantage—Enrollment Management
4. Enlightening the intellectual, curricular, and co-curricular experience for 21st century career readiness—Program Expansion
5. Brightening the living and learning environment through proactive and sustainable practices—Facilities and Infrastructure

The Mitchell Purposes

The [President's Travel brochures](#) specifically highlight Mitchell's role in:

- serving a unique kaleidoscope of learners
- enhancing the life of the community as a learning, cultural, and employment center
- building programs that promote growth and stability throughout the region

The Mitchell faculty embrace the kaleidoscope of learners concept, understanding that the faculty's primary purpose is to be focused on teaching. In fact, teaching listed as their first obligation in the [Faculty Handbook](#). The [faculty annual review](#) and promotion process reflects faculty teaching effectiveness, professional development, and their involvement in College and community service. Program reviews also highlight faculty achievement in these areas. Professional development initiatives are likewise grounded in a commitment to these understood purposes. The [staff annual performance review](#) process also evaluates the ways staff members advance and contribute to the College's mission.

Program and department reviews and annual reports reflect and reinforce the institutional mission. The [Mitchell Ability Model](#), which includes an emphasis on [Ability-Based Education](#) (ABE), is the cornerstone of our curriculum and supports the mission. The faculty hiring process emphasizes candidates' suitability to promote the mission. For example [Spring 2022 interview questions for business faculty candidates](#) asked about creating inclusive classrooms for diverse students.

Specific objectives reflective of the institution's overall mission and purpose are developed by individual units. Each unit's program review includes a mission statement, learning outcomes, and abilities focus that are explicitly linked to the overall Mitchell mission. (See [Unit Outcome Reports](#))

Further Development of the Mitchell Brand

In 2020, the new administration [commissioned a consultant report](#) that provided additional direction for the development of Mitchell's brand. The [final report to the Board](#) presented on May 21, 2021, identified a need for a "more distinctive and compelling identity that will galvanize the College community and reposition Mitchell for greater value, impact, and success externally." This marketing evaluation is not specifically an evaluation of the mission, but has prompted the College to carefully consider next steps in strengthening and disseminating the mission to the community and larger world.

One concrete step the College has taken is the adoption of a *kaleidoscope of learners* (referenced above) to characterize the student body. Generated during a meeting of the President's Cabinet, the phrase immediately resonated across campus constituencies and was adopted quickly because it so aptly captures Mitchell's mission. Marketing materials now incorporate the phrase, and it is routinely employed in Board meetings, in casual conversations among students, and everywhere inbetween.

Furthermore, starting in 2022, the Anchors Aweigh new student orientation provided a focus on celebrating *unique minds* and ensuring that students understand the mission for the institution ([Residents](#) and [Commuters](#)). One of the learning exercises for Anchors Aweigh asks first-year students to reflect on how they will join in the mission of Mitchell College (see [Anchors Aweigh Goals and Outcomes](#)). During the Anchors Aweigh [Scavenger Hunt](#) students are given this prompt: "Your orientation leader will take you to a peaceful spot on campus. While you are there, go to the Mitchell College website on your phone and find the mission of our college. As a group, discuss what that mission means to you. Take a group picture of yourselves at this peaceful spot." Students then discussed what having a unique mind means to them. Transition Mentors reported that these conversations evoked thoughtful reflection on supports, learning differences, community, and diversity.

Finally, intentionally using the Mission Statement as a guiding principle, the library is taking an inclusive approach to its redesign by supporting a variety of uses and sensory preferences. Informed by student input, the space will provide flexible furniture for collaborative and independent work; use diverse forms, functions, and textures to meet the needs of each unique learner; and provide prominent and welcoming staff support. It is exciting and inspiring to see a remodeling project take shape with the institution's mission statement as a primary driver; it will serve as an exemplar for others in the future.

Two years after the consultant's report was commissioned, and having experienced the vicissitudes of a pandemic, Mitchell College continues to build forward as it hones its message, mission, and deliverables in the face of ongoing turbulence in the world generally, and in higher education specifically. Mitchell closed out the Strategic Frameworks plan and launched *Illuminating Mitchell College's Future* in Fall 2022. Through new and refined academic programs and community partnerships, Mitchell offers pathways to support the broadest spectrum of students possible—our kaleidoscope of learners—and continues to celebrate and develop the power of unique minds.

Projection

The College will update its Mission Statement with a focus on sharpening the College's identity proposition. A rebranding campaign will promote a greater understanding of the mission, and the Mission Statement will be leveraged to direct purpose and inform institutional decisions.

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document		Website location		Date Approved by the Governing Board
Institutional Mission Statement	?	https://mitchell.edu/at-a-glance/	?	2016

Mission Statement published		Website location		Print Publication
?	College Catalog	?	https://mitchell.edu/college-catalog/	2022-2023 p. 4
	Strategic Plan			2022-2027 p. 10
	Website		https://mitchell.edu/at-a-glance/	n/a

Related statements		Website location		Print Publication
?	College Type	?	https://mitchell.edu/at-a-glance/	Admissions Mini-View Book

Please enter any explanatory notes in the box below

The Strategic Plan is available in print form for campus stakeholders but not available for public viewing via the website at this time. A two-page document for the public is currently in production.

STANDARD 2: PLANNING AND EVALUATION

Description (Planning)

Mitchell College is committed to the planning and evaluation of its mission and purposes and is taking steps toward demonstrating its success in strategic, academic, financial, and other resource planning and in evaluating its educational effectiveness. One of Mitchell's greatest assets is its small size. In the context of Standard 2, this means that the College is tremendously nimble, capable of shifting course quickly and decisively. This is evidenced most recently during the period 2015 to 2020, when a number of academic initiatives were introduced, each requiring substantial modification of the College's existing academic culture. The new initiatives were instituted with the best of intentions; many are still in place today. What was less than robust about the implementation was the supportive planning, particularly with regard to systems of evaluation.

In response to communications with NECHE between 2013 and 2017, Mitchell adopted the [Strategic Frameworks](#) in 2018, with subsections developed over the next two-year period for Academics, Enrollment, Student Life, Athletics, Advancement, Information Technology, Campus Master Plan, and Administration. As discussed in Standard 1, the Frameworks were initially designed with a highly flexible, three-phase approach for assessment. Monthly campus-wide and individual unit discussions were held to solicit feedback and provide ongoing updates on the progress of key aspects of the Frameworks by individuals responsible for each area. ([Path Ahead](#) 14 November 2018)

The [Strategic Frameworks](#) included completed tasks, tasks in progress, and future goals for each major functional area within the College. Development of the Frameworks began with the Campus Master Plan in 2015, projecting physical plant improvements across campus, reducing deferred maintenance, and mapping smaller projects to complement the long-term vision. The same multipronged approach was used to generate Frameworks for Athletics, Information Technology, Enrollment, Academics, Administrative Services, and Advancement from 2018 through 2020.

Within each [Framework](#), a Completed Items section lists all goals that have already been met by the College. However, across all Frameworks, these sections lack a means for assessing the effectiveness level (e.g., through criteria such as did not meet expectations, completed, or exceeded expectations) of completed tasks. Functional areas have, however, developed targeted objectives that **do** include measurable expectations, and reporting on these objectives includes whether the expectations were not met, met, or exceeded.

The "In Process" sections for each [Framework](#) identify objectives, projects, and programs, but there are no corresponding timelines or means of assessing effectiveness. Some targeted objectives are associated with the tasks identified in the "In Process" sections but, again, they are not an exhaustive list.

Appraisal (Planning)

Strategic Plan

Under the new (in 2020) leadership of President Tracy Y. Espy, Ph.D., a new institutional planning and assessment process was created as Mitchell worked to combine a number of functional area plans into a single comprehensive plan. Program areas within the College worked with an external consultant, Dr. Yongmei Li, to develop and assess performance on [Targeted Objectives](#) related to the Strategic Frameworks for the following years: [2018–2019](#), [2019–2020](#), [2020–2021](#), and [2021–2022](#).

STRATEGIC PLANNING PROCESS

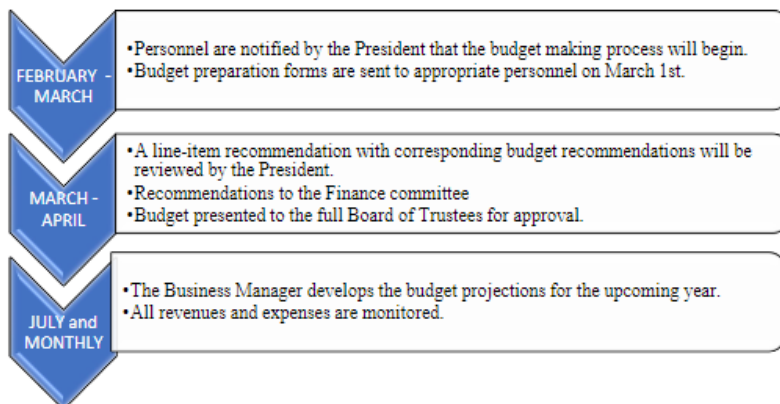
Review old plan to determine carry over items and engage in internal and external research to identify strategic needs
The Board and Leadership Team meet to discuss planning parameters.
Board of Trustees meet to determine timeline for strategic plan.
Focus groups with stakeholders to gather ideas and information about their perception about institutional needs (Stakeholders include Board of Trustees, Administrators, Faculty, Staff, Students, and community leaders).
Review and synthesize information from focus groups and internal and external research findings.
Present findings from focus groups and research to the President and the Board of Trustees.
The Board of Trustees agrees on broad goals for the plan.
The President oversees the development of the plan.
Preliminary draft of the plan presented to the President and Board of Trustees.
Agreed upon priorities linked to the budget.
The Board of Trustees approve the plan.
The plan is presented to stakeholders.
On-going implementation and monitoring of the plan.
Periodic update to the Board of Trustees on the progress of the plan.

The College subsequently worked with an external consultant ([Silver and Associates](#)) to do a comprehensive research and discovery process, including faculty, students, staff, board members and representatives from alumni, community and other college partners, that resulted in a new Strategic Plan, designed to guide the College's future over the next five years. The [Strategic Plan](#) was submitted to the President in Spring 2022, approved by the Board of Trustees in May 2022, and presented to the Mitchell community in September 2022.

The Strategic Plan challenges the Mitchell College community to build forward, deepen connections and service to the community, grow its student body in both number and diversity through expanded, industry-demand programs, and align campus infrastructure with the needs of the students of today and of the future. The five pillars of the plan—Financial

Stability, Marketing and Branding, Program Expansion, Enrollment Management, and Facilities and Infrastructure—create a solid foundation for future growth and expansion at Mitchell College. The College began implementing the plan in AY 2022-2023.

Financial Plan



Financial screening data ([2019–2020](#), [2020–2021](#)) are reviewed and updated annually, including measurements in Market Revenue and Enrollment, Cash Flow Sufficiency, Liquidity, and Wealth. These data are used to make any necessary updates to the financial plan regarding resource allocation to meet planning priorities. A [multiyear financial plan](#) was drafted by the VPF and reviewed by senior leadership; the plan now integrates enrollment management and academic affairs to ensure alignment consistency across the institution.

Description (Evaluation)

At Mitchell College assessment is holistic and broad-based to enhance the quality of students' educational experience as well as student and program learning outcomes. This happens through various departments and includes student evaluations, course and program learning outcomes, academic rigor, and student learning experiences. However, as noted in NECHE's letter dated February 1, 2019, data collection has been less than optimal.

College accreditation requirements and processes as well as Division annual reports serve as a foundation to evaluate planning efforts. Enrollment Management maintains data regarding admissions, applications and acceptances, student demographics, enrollment, retention, awarded degrees, and financial aid. The Registrar's Office collects academic performance indicators including mid-term and final grades, attendance, and course schedules.

Appraisal (Evaluation)

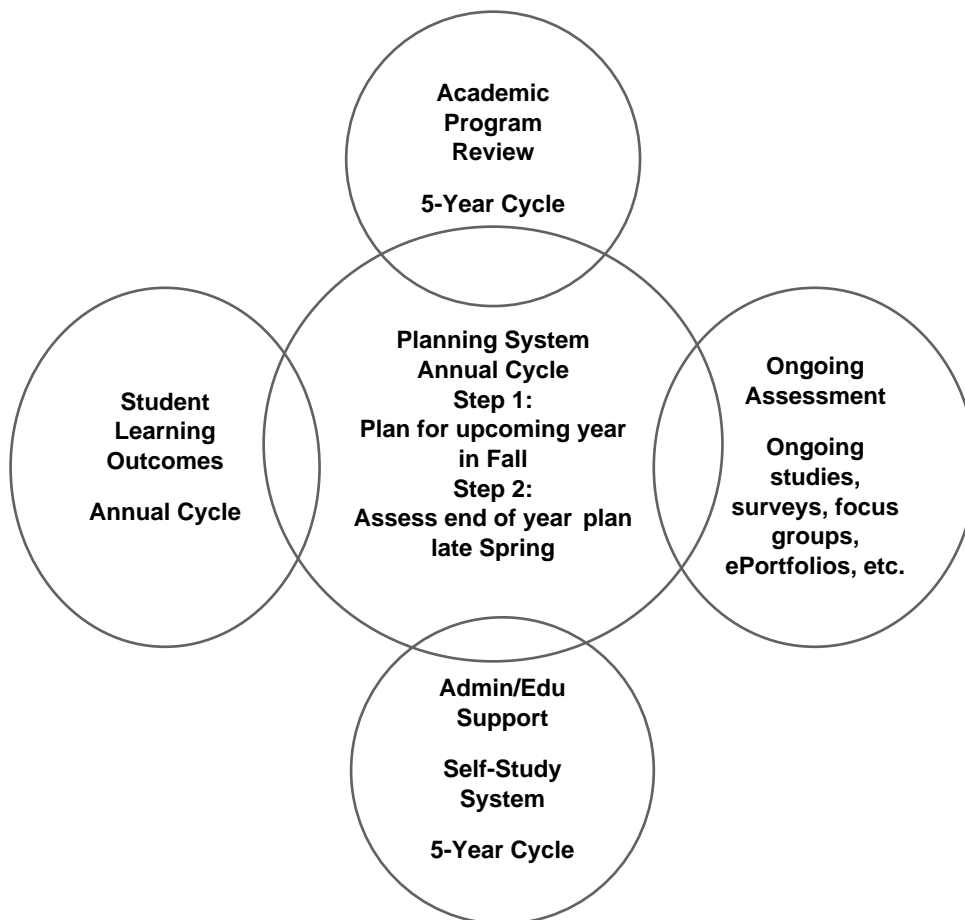
Institutional Effectiveness Model

Institutional effectiveness is at the core of strategic planning. Mitchell's new approach to annual planning and assessment is intentional, systematic, broad-based and encompasses departments across the institution; departments now report annual goals, assess those goals, and make improvements based on outcomes. The approach has been aided by the purchase of the Anthology Planning tool and campus-wide professional development. Plans now include strategic, concrete, concise, actionable, and measurable department/program outcomes, with the integration of the budget a key part of the process.

As part of the academic planning process and to follow best practices, Mitchell College has designed an Institutional Effectiveness Model as a means of ensuring the College is constantly and consistently assessing the institution. In

July 2022, the College hired a Coordinator of Data Strategy and Planning to develop and oversee a regular and formal annual, semester, and quarterly data collection process, aligning with planning both institution-wide and within individual functional areas, and to provide analysis to support the evaluation of institutional effectiveness. The College has also hired an AssoDOC; one of that person's primary responsibilities has been to develop a [strategic plan for academic assessment](#).

Mitchell College has made strides in regularly and systematically evaluating its mission and the Mitchell Ability Model, the quality of its academic programs, and the effectiveness of its operational and administrative activities.



Mitchell Ability Model

In Fall 2018 Mitchell instituted Ability-Based Education (ABE). ABE partners the intellectual abilities cultivated by the liberal arts with the professional skills and personal development required to compete in the global economy. Mitchell's ABE model brings transferrable skills (such as values and ethics and critical and creative thinking) to the forefront of a Mitchell education.



In an effort to begin assessing the Mitchell Ability Model, the full-time faculty evaluated student performance implementing newly designed rubrics (based on AAC&U *VALUE* rubrics) during the Fall 2021 Session II semester and the Spring 2022 Session I semester. Faculty assessment involved a total of 44 courses in which benchmark assignments were identified and assessed with the Mitchell Ability Model rubrics for dominant abilities to which the courses had previously been mapped. The [table](#) shows the counts of assignments by ability and level (1, 2, or 3) as well as associated proportions. For the 46 assignments evaluated with the rubrics, there were 249 (37.7%) cases of students exceeding the expectation, 322 (48.8%) meeting the expectation, and 89 (13.5%) not meeting the expectation.

Students Meeting or Exceeding Expectations by Ability

Ability	Students Exceeding/Meeting Expectations at Level 2 (N=660)
Analysis and Problem Solving	87%
Communications	86 %
Creative and Critical Thinking	79%
Diversity and Global Thinking	93%
Information and Communication Technology Literacy	94 %
Social Interaction	77 %
Values, Ethics, and Social Responsibility	85 %

Both full-time and adjunct faculty evaluated student performance again in Fall 2022. As the College continues to refine its process for collecting institutional and program data, the Office of Academic Affairs took a deeper dive into the data to analyze outcomes for each ability. A detailed analysis of this data is provided in Standards 4 and 8.

[Guidelines](#) for academic program reviews were examined and revised and received Curriculum Committee approval in March 2021. Subsequently, a systematic review of all academic programs followed these guidelines and was completed in Fall 2021. This process and resulting decisions are discussed in more detail in Standards 4, 6, and 8.

Assessment—Unit Outcomes

As previously mentioned, the College worked with a consultant to evaluate all departments at Mitchell College, generating targeted objectives that align with the College's mission and evaluating effectiveness in meeting these objectives. Reports were generated for the years [2018-2019](#), [2019-2020](#), [2020-2021](#), and [2021-2022](#) academic years. There was an increase in the number of objectives assessed each year (26.2% increase 2018–2019 to 2019–2020, 15.6% increase 2019–2020 to 2020–2021, and 58.4% increase 2021–2022). The total number of objectives for which functional areas were able to meet or exceed the targets increased, but the corresponding percentage of total

objectives for 2019–2020 and 2020–2021 decreased, as shown in the table below. This trend reversed in 2021–2022 as both the number of unit objectives assessed and the percentage of total objectives met or exceeded increased.

Some of this decrease can be attributed to COVID-19 restrictions that limited contact on campus and within the community. Additionally, some functional areas that reported meeting or exceeding all targets in a given year chose to increase their targets in subsequent years after completing a reflective review (see Bentsen Learning Center reports for [2018–2019](#) and [2019–2020](#)).

Year	Unit Objectives Assessed	Met or Exceeded Expectations	Did Not Meet Expectation
2018–2019	61	56 91.8%	5 8.2%
2019–2020	77	69 89.7%	8 10.4%
2020–2021	89	72 80.9%	17 19.1%
2021–2022	119	108 90.8%	11 9.2%

Expectations associated with the [Campus Master Plan](#) and a subsequent [update](#) relative to targeted objectives have consistently been met or exceeded across the past four years. Coordination between the Facilities Department and the Business Office, combined with close monitoring and effective management of maintenance, repair, and construction projects, resulted in operational budget costs remaining within prescribed parameters:

- 2017–2018 met objective of remaining within 2% over operational budget
- [2018–2019](#) exceeded objective by reducing costs to 11% below budget
- [2019–2020](#) 13% below
- [2020–2021](#) 3.8% below

Since 2018, 100% of contracted projects have been completed within planned timeframes and impacted areas returned to full use by the College. Since 2016, more than 100% of the annual investment target has been capital investment:

- 2016–2017 101%
- 2017–2018 223%
- [2018–2019](#) 116%
- [2019–2020](#) 172%
- [2020–2021](#) 310%

Program Review

Program reviews began in 2020–2021, and once a new VPAA was seated (2021), a multiyear process was scheduled. Under the guidance of the VPAA, regular program reviews are scheduled in a four- to five-year assessment cycle. Programs are staggered across that cycle so that comprehensive assessment is completed regularly across the institution. In addition, academic departments complete annual self-evaluations that reflect the completed academic year's goals and enable effective planning for the subsequent year.

During AY 2021–2022 the faculty, under the direction of the new VPAA, examined curricular offerings with an eye to “sunsetting” programs in which enrollment had dropped significantly or had never reached anticipated goals. As a result, two academic programs (Liberal and Professional Studies and Sport Fitness) were discontinued. New programs and course offerings that align with trends across higher education were initiated; in AY 2021–2022 the Science Division faculty developed a bachelor's degree in Applied Exercise Science. New bachelor's degrees in Business and Public Health were approved in Fall 2022 for implementation in Fall 2023, and two new associate degrees were added as well.

MITCHELL COLLEGE NECHE Self-Study 2023

Students are encouraged to complete course evaluations each semester. The course evaluation consists of seven questions to which students respond using a Likert scale from 1 (strongly disagree) to 5 (strongly agree). The proportion of students completing evaluations has historically been low across all courses, but a new initiative began in Spring 2022 Session I; faculty were encouraged to include a 10-minute period in class during which students were invited to complete the evaluation using their phones or other electronic devices. Faculty were asked to leave the room during this time. The next table shows that the student response rate was at its highest during the Spring 2022 Session I, demonstrating that when faculty allow students time to complete the course evaluation during class, the College receives a higher rate of return on its survey. The goal for AY 2022–2023 is to increase the response percentage to 70%. Some students experience technology challenges and procrastination. For the Spring, 2023 semester, we are going to imbed the course evaluation links into the Moodle classroom so students can complete the course evaluation through Moodle.

Year/Semester/Session	Total Courses	Total Expected Responses	Actual Total Response	Response Percentage
Fall 18-19 Session I	131	2191	1082	49.4
Fall 18-19 Session II	33	556	207	37.2
Spring 18-19 Session I	129	2072	934	45.1
Spring 18-19 Session II	28	479	141	29.4
Fall 19-20 Session I	145	2251	1154	51.3
Fall 19-20 Session II	33	555	210	37.8
Spring 19-20 Session I	150	2192	912	41.6
Spring 19-20 Session II	30	540	151	28.0
Fall 21-22 Session II	30	462	113	24.5
Spring 21-22 Session 1	129	1719	965	56.1
Fall 2022	192	2375	1061	44.7

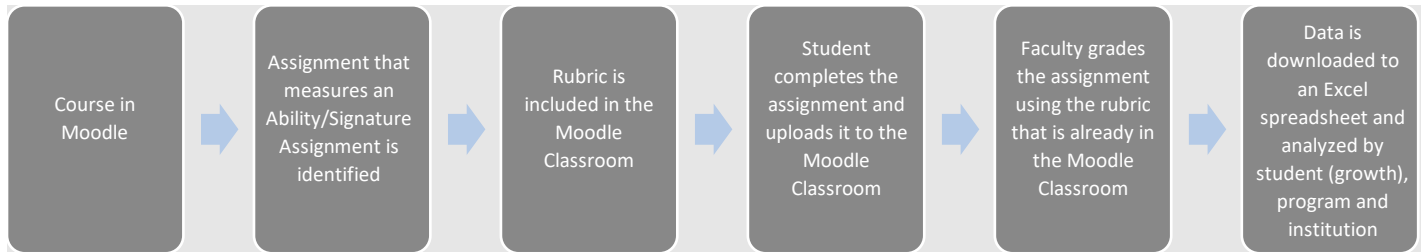
The table below outlines the survey question and the percentage of faculty with a mean of 3.5 or higher in the course.

Survey Focused Question	Faculty with a Mean of 3.5 or Higher (%) Spring 2022	Faculty with a Mean of 3.5 or Higher (%) Fall 2022
Did the activities and assignments in the class meet the objectives of the dominant ability?	95.33	93.22
How satisfied are you with the course instruction?	93.59	91.66
How satisfied are you with the course?	95.20	88.54
I learned the material presented in this course.	96.01	93.22
I would recommend this course to other students.	92.32	88.02
This course challenged me to do my best work.	98.73	92.18
This course's learning outcomes/objectives were met.	98.56	93.75

Starting in Fall 2022 Mitchell College began using Moodle Classroom as a place to collect student work that relates to the Mitchell Ability Model, including rubrics that assess student work. Faculty have also identified signature

assignments in their programs as a means of collecting direct evidence of student learning across different courses and across time.

The diagram below demonstrates how Mitchell began collecting institutional and program data beginning in Fall 2022.



This initiative is discussed further in Standards 4 and 8.

Enrollment Management

In Fall 2021 Mitchell College hired an enrollment management consultant (Dr. Jim Black, SEM Works) to work with the College to develop short-term, mid-term, and long-term strategic opportunities; these were integrated into the College's Strategic Enrollment Management goals:

Short-Term:	Enhance the relationship model and fully leverage scholarships
Mid-Term:	Become more strategic
Short- and Long-Term:	Strengthen institutional positioning.

A new VPEN with extensive higher education experience at colleges similar in size and scope to Mitchell was hired in May 2022. In addition, two new Admissions positions were created to expand the ability of admissions counselors to develop personal connections with prospective students. Finally, an executive director and an admissions counselor focused on neurodiverse students were hired, bolstering the Admissions team.

Mitchell College has seen a gradual decline in [enrollment](#) over the past five years (Fall 2017 total enrollment was 670; Fall 2021 total enrollment was 555). However, the drop from fall to spring has been reduced by 5% (Fall 2017 to Spring 2018 = 12% drop; Fall 2021 to Spring 2022 = 7%). In addition, the enrollment effects of the pandemic are still being assessed.

Changes to leadership in Enrollment Management resulted in immediate updates to recruiting practices, including setting goals for new student deposits by month, increasing prospective student recruitment, strengthening the Applicant/Admissions relationship model, and implementing a financial incentive for early deposits (a \$200 reduction for residential students and a \$100 reduction for commuter students, if deposited by March 1st each year). In 2022 these changes were instrumental in exceeding previously established March 1st deposited-student goals and encouraged enrollment management personnel to further develop incentives for new April and May deposit goals. These incentives were then coordinated with the VPEN/CFO for budget-planning purposes.

Projections

1. The College will link annual planning to budget using SMART goals. Data and input will be gathered from College stakeholders, and enrollment management and academic projections will be integrated in support of the Mission. The College senior administration will review the plan and its progress relative to strategic priorities annually, making adjustments as needed.
2. The College administration will finalize, for Board of Trustees' approval, the five-year Strategic Plan and provide a framework for individual departmental alignment.
 - The finalized plan will include clear timelines and assessment parameters for all projects, along with rubrics for measurement.
 - The College will conduct an annual review of the plan and provide opportunities for community-wide conversation in order to celebrate successes and identify additional resources and adjustments required for continued progress.
3. The College will strengthen the policy review committee and establish a schedule to review existing institutional policies and procedures annually, making necessary revisions and identifying any new policies or procedures that need to be drafted, coordinated, and submitted to Cabinet and/or the Board of Trustees for approval.

Standard 2: Planning and Evaluation

PLANNING

Strategic Plans

Immediately prior Strategic Plan
Current Strategic Plan
Next Strategic Plan

Year approved by governing board		Effective Dates		Website location
?	?	?	?	
2018		3-5 yr frameworks		Strategic Frameworks
2022		2022-2027		
2027				

Other institution-wide plans*

Master plan
Academic plan
Financial plan
Technology plan
Enrollment plan
Development plan

Year completed		Effective Dates		Website location
2016		3-5 year frameworks		
2018		3-5 yr frameworks		Strategic Frameworks
2022		2022-2027		multiyear financial plan
2018		3-5 year frameworks		Strategic Frameworks
2018		3-5 year frameworks		Strategic Frameworks
2018		3-5 year frameworks		Strategic Frameworks

Plans for major units (e.g., departments, library)*

?	Athletics	2018	3-5 year frameworks	Strategic Frameworks

EVALUATION

Academic program review

Program review system (colleges and departments). System last updated: Fall 2021

Program review schedule (e.g., every 5 years)

Sample program review reports (name of unit or program)*

Human Services
Leadership & Management
Sciences

Website location

?	Academic Program Review
	Academic Program Review

?	Human Services
	Leadership & Management
	Sciences

Please enter any explanatory notes in the box below

All functional area groups are updating plans during the 2022-2023 year to align with the Strategic Plan 2022-2027.

STANDARD 3: ORGANIZATION AND GOVERNANCE

From its founding in 1938, Mitchell has been led and governed by a passionate and deeply involved Board of Trustees whose careful stewardship and foresight has enabled the College to both build forward and flourish in the 21st century. The Mitchell Board of Trustees and senior administration include individuals who have personally experienced or witnessed the power of a Mitchell education. Their passion and professional expertise serve the College in ways that are neither easily nor clearly described but are far-reaching and impactful.

Description (General Standards)

Mitchell College has a variety of key governing documents that describe the roles and responsibilities of various constituents in the Mitchell community, as well as the identity and structure of the institution. In broad terms, the [Mitchell College By-Laws](#) define the authority, responsibilities, and relationships of the governing Board of Trustees and the President. [The Board of Trustees Handbook](#) defines the roles and responsibilities of board members, along with a document entitled "[The Role of the Board of Trustees](#)" detailing trustee responsibilities and of [specific committees](#). The Organizational Chart ([MC Organizational Chart.230208](#)), individual job descriptions, and [employee](#) and [faculty](#) handbooks define the authority, responsibilities, and relationships between and among the President, administration, faculty, and staff.

Clear policies that are consistent with the College mission can be found in the [Faculty Handbook](#), the [Employee Handbook](#), the [College Catalog](#) (previously called the Course Catalog and significantly “tidied up” in Spring 2022), and in [a SharePoint Policy Library archive](#), which also includes a policy on the creation of policies. The [SharePoint Policy Library](#) is searchable by department and program and is a comprehensive gathering of College policies and procedures.

The institution’s high-level decision-making processes generally involve participation of all concerned constituencies ([see Board of Trustees minutes](#)) and include regular communication among them.

Appraisal (General Standards)

The organizational structure and its concomitant decision-making processes are clear and consistent with respect to the College’s mission. The current administration provides both effective management and direction for the College. Certain roles and responsibilities have at times over the past five years been blurred and shifted, however, especially with administrative and staff turnover and pandemic-related changes in operation. Clear, strong, consistent leadership from the new President (2020) and new VPAA/DOC (2021) have mitigated those few inconsistencies.

Description (Governing Board)

The Board of Trustees (BOT) is the legally-constituted body ultimately responsible for the institution’s quality and integrity, as outlined in [Amended and Restated Charter of Mitchell College](#) (2016) and the [Board of Trustees By-Laws](#) revised and adopted on 10/18/19. The BOT meets three times a year. There are three executive positions—Chair, Vice Chair, and Secretary—and various committees have Chairs. There is an [annual Board of Trustees’ retreat](#); topics in recent years have included [multiyear planning](#) and professional development opportunities to broaden the scope and understanding of higher education and Board responsibilities. Professional development is offered by external consultants, and board members conduct annual [self-assessment](#). A minimum of two-thirds of the BOT members must be conflict-free; members of the BOT review and sign [a Board of Trustees Conflict of Interest Disclosure Statement annually](#).

The BOT understands, accepts and fulfills their [responsibilities](#) as fiduciaries, as outlined in the [Mitchell College By-Laws](#) and the [Trustees Handbook](#). Several standing committees of the Board of Trustees exist, including a [Finance committee](#) (see [example agenda from Investment Sub-Committee](#)), Revenue committee, and Audit committee. ([Audit Agenda 210518](#), [Audit Agenda 211025](#), [Audit Minutes 211025](#)) The [MC Committee Charter](#) outlines the role, appointment process, meeting requirements, and responsibilities for each of these committees.

Information that is relevant to the BOT, including all BOT documents, is housed in the Office of the President. The President meets with the Chair of the BOT bi-weekly and as frequently as circumstances may require. Trustee candidates can be recommended by any Trustee and are vetted and nominated by the Board's Committee on Trustees. This group makes a recommendation to the full BOT; the full BOT votes to elect.

The President reports to the Board ([minutes](#)) and is the most important channel of communication between the Board and the College. Occasionally, as during the recent presidential search, the Board has communicated directly to the College community via email, but this is not common. (emails: [5/20/19 on the Interim President Search](#), and [6/11/19 news from the BOT](#)) The former president invited faculty and others to Board meetings. Under the current leadership, one faculty representative attends Board meetings for an entire academic year. Occasionally student leaders and/or other guests are invited.

The College used [presidential search](#) firm [Russell Reynolds Associates](#) in the recent Executive search, the staff of which worked with the Board-led Search Committee. The Committee was chaired by Trustees Peggy Flood and Kim Ruffing and consisted of representatives from faculty, staff, the Board of Trustees (including the Board Chair), and an alumnus. [Search survey document](#).

There is an established [annual Presidential evaluation](#) process, and the [Presidential Performance Self-Evaluation Form](#) is submitted annually to the Board of Trustees. Documentation of the President's review will be made available to the onsite review team.

The Board delegates to the Chief Executive Officer (CEO) ([Presidential job description](#)) and, as appropriate, to others the requisite authority and autonomy to manage the institution compatible with the Board's intentions and the institution's mission.

The [Audit Committee](#) provides oversight of the College's financial reporting process, as seen in the October 25, 2021 Audit Committee [meeting minutes](#), to ensure balance, transparency, and integrity of published financial information. That committee includes trustees in addition to the President and the staff liaison (CFO). The Finance Committee is the final overseer of all financial matters, monitoring the fiscal welfare of the College and its physical assets. That committee includes trustees, the CFO, and the director of facilities. The [Board Of Trustees Meeting Minutes from Oct 29, 2021](#) show the board exercising its fiduciary responsibility to identify, assess, and manage risks.

Appraisal (Governing Board)

The BOT evaluates its own effectiveness, and this includes an external perspective. A [self-assessment](#) is done annually, and gives each Trustee an opportunity to communicate their evaluation of their work and engagement as a member of the Board, as well as how the Board can assist the College in moving forward. An [external consultant](#) met with the Board to discuss best practices and governance.

The BOT has been involved in many decisions in the overall effectiveness of Mitchell College. For example, minutes from the [May 10, 2019](#) BOT meeting indicate that the Board voted to approve the refinancing of

bonds. Minutes from the [October 29, 2021](#) BOT meeting show that the BOT reviewed the budget for the year and approved it, and that they discussed various tuition increase proposals and voted on a percentage increase for the upcoming year. Minutes from the [May 13, 2022](#) BOT meeting show that the Board reviewed, discussed and approved the pillars of the Strategic Plan. Minutes consistently document Board discussion and action characterized by thoughtful and collaborative work supporting, guiding, and enhancing the College's mission.

Description (Internal Organization)

Through its system of internal governance, Mitchell ensures the appropriate consideration of relevant perspectives, expertise and responsibility, timely action on [institutional plans, policies](#), curricular change (see [curriculum committee minutes](#)), and other key considerations. The internal governance system ([MC Organizational Chart.230208](#)) includes the President's Cabinet, FCW ([Faculty Handbook](#) and [FCW minutes](#)), and Student Government Association (SGA) ([Constitution of the Student Government Association](#)).

The President of the College is the CEO and executive agent of the Board of Trustees. Reporting to the President are the members of the President's Cabinet. The President's Cabinet includes: [VP of Enrollment Management, VP for Academic Affairs, VP for Finance, Chief Advancement and Alumni Affairs Officer, Dean of Student Experience and Belonging](#), the Director of Facilities, the Director of Information Technology, and the Athletics Director, as well as the president's executive assistant. The Human Resources Director reports directly to the President but is not currently part of the Cabinet. The Cabinet ([meeting minutes](#)) assures representation of all major departments on campus and supports the effectiveness of the President in governing the institution. Governance is strong at the senior level, with Cabinet members involved in the day-to-day running of the institution. Recent examples of policy affirmation by the Cabinet include the College's new Preferred-name Policy, the Media Contact Policy, and the Name, Image, and Likeness (NIL) Athletics Policy. Updates are shared with stakeholders in regular all-campus [Community Conversations](#).

Mitchell College currently employs 18 full-time faculty who teach across the multiple programs offered to students. The full-time faculty have a substantial and significant voice in program and curricular development and are members of standing academic committees including the Academic Policies and Procedures Committee, the Curriculum Committee, the Executive Committee, the Faculty Review Committee, the Institutional Review Board, and the Professional Development Committee, as well as various ad hoc committees. They also play a leading role in hiring new faculty for their programs.

In partial fulfillment of the executive authority delegated by the BOT, the President interviews candidates for senior staff positions and occasionally for faculty positions to ensure hiring appropriate to the College's mission. On behalf of the President, the Division Chairs, the AssoDOC, and the [VPAA assesses faculty with respect to credentialing and qualifications](#).

The College has taken steps to improve student participation in decision-making across campus. At the center of this work is the Student Government Association (SGA). The SGA identifies itself as being, "the voice of the students at Mitchell College," and they "partake in the college decision-making process by representing and advocating for students." (See Standard 5 for more information on SGA.)

Appraisal (Internal Organization)

The goal of the institution is to use outcomes from the annual planning and assessment process to determine organizational needs annually and adjust as needed. Under Mitchell's new leadership, consultation with faculty, staff, and students occurs so that the College can respond to concerns, needs, and initiatives. While there is no one formal process, there is evidence of successful ongoing processes of assessment and revision of institutional

governance structure and systems on an as-needed basis. For example, in 2020 and 2021, the initial and ongoing response to the pandemic demonstrated agility and responsiveness to previously unforeseen needs. In 2022, recognizing the increasing scale of need, a new position to manage auxiliary sources of revenue was created to relieve existing Mitchell staff of duties that had been added to their primary portfolio. [Business Operations Manager - Auxiliary Sources job description](#).

With regard to Academic Affairs, the VPAA manages all aspects of the academic program at the President's request. Given the state of higher education and especially the impact of the global pandemic, management must account for shifting demographics, student needs, and budgetary concerns. Decisions are made collaboratively with the faculty. Three instances that exemplify operational procedure follow.

The Core Structure

In 2018 the curricular structure shifted from nine individual discipline-specific departments and department Chairs, each of whom reported to the VPAA/DOC, to a model of four Core areas that each encompassed multiple programs. Each Core had a common curriculum that drew from each of the disciplines in the Core. In the 2018 structure the VPAA/DOC met with the four Core Chairs, who then distributed information to the faculty. Core Chairs submitted annual program reports to the VPAA/DOC. ([Final Academic Program Review 2021](#)) In 2022 the academic structure was revised; the four Cores were realigned into three Divisions and the footprint of the "core" curriculum that characterized each academic unit was significantly reduced to make room for a general education curriculum and more credits in the major. The VPAA continues the practice of meeting with the Division Chairs, who then distribute information to the faculty. The transition from Cores to Divisions was smooth, in part because there was general dissatisfaction with the number and relevance of Core requirements among the faculty.

The Pacing Model

In 2018 the College moved to a 12 week/3 week pacing model, to allow students to take fewer courses at one time (typically four in the 12-week semester and one in the 3-week semester). The newly hired VPAA recognized soon after arriving that the model did not work for faculty or students. An analysis of the pacing model is included in an earlier section of this document. At the VPAA's request, faculty collected what data they could, met to discuss the implementation and effectiveness of the pacing model, and drafted a [white paper](#) addressed to the President and the VPAA requesting a return to the 15-week model. The President and the VPAA agreed to the change, which was implemented in Fall 2022. Once again, the process was smooth, with communication and decision-making occurring transparently and collaboratively and over a relatively brief period of time.

Integrative Career Development

A third example that illustrates how the faculty governance process works involves the extensive curriculum modification that the Integrative Career Development (ICD) program underwent in 2022.

Prior to Fall 2022 faculty were compensated individually to oversee student internships, and most programs required two 100-hour internships. The model was unsustainable from a human resources and a fiscal standpoint; most full-time faculty were teaching overloads each semester and the College was over budget on the internship line by tens of thousands of dollars each year. During Spring 2022, as the College entered negotiations associated with the full-time faculty contract renewal with Local 3249, AFT-CT, AFL-CIO (the faculty union), the issue of re-structuring the internship model was broached because the existing model entailed compensation. The VPAA submitted an "off-the-record" [proposal](#) for the union leaders to consider; that draft subsequently went to the full faculty for discussion and adoption. Core Chairs met with the ICD coordinator, the Director of Advising, and the Registrar to work on the logistics of implementation in [May](#). The new model was piloted in Fall 2022 and debriefed in December 2022; the new model continues with minor tweaks. The process was not as smooth as with the two previous examples, in large part because the faculty were not enthusiastic about making this change, which resulted

in the elimination of stipends associated with overseeing internships. However, through much discussion both at the negotiating table and in the FCW, faculty were willing to try the new model and continue to discuss how to improve it.

New Hires

In July 2022 the College hired a Coordinator of Data Strategy and Planning to develop and oversee a regular and formal annual, semester, and quarterly data collection process, aligning with planning both institution-wide and within individual functional areas, and to provide analysis to support the evaluation of institutional effectiveness. The Coordinator of Data Strategy and Planning reports to the VPAA/DOC. The College also hired an AssoDOC to develop a [strategic plan for academic assessment](#). The AssoDOC also reports to the VPAA/DOC and works across campus constituencies to develop and assess the curriculum, support adjunct faculty, and assist the DOC in various efforts and initiatives, including assessment of the Mitchell Ability Model, student support, persistence and retention, and faculty workload. These two new positions are crucial to operational effectiveness and student success at the College.

Adjunct Faculty

Mitchell College recognizes that approximately 50% of coursework is taught by adjunct faculty. The College is committed to increasing the number of full-time faculty over the next three years. Three full-time faculty members were hired in AY 2020–2021, and four searches were posted in AY 2021–2022, resulting in three hires. Mitchell expects to grow by three additional full-time faculty members in AY 2022–2023. Furthermore, the AssoDOC now has specific responsibility for onboarding, training, and evaluating adjunct faculty, a physical space has been identified and remodeled so that adjunct faculty have an enhanced sense of belonging at the institution, and the VPAA is advocating for a pay increase to help with both recruiting and retaining qualified adjunct faculty to supplement the instruction that the full-time faculty offer.

Student Affairs

Student Affairs did not have a direct representative on the President's Cabinet until Fall 2021 when a new person was hired to fill the newly created DSEB position. Student Affairs had gone several years without a Dean of Students; during that time, the former VPAA/DOC represented both Student and Academic Affairs. The commitment to representing the student voice is realized by having a senior leader on the President's Cabinet. The 2022 revision of the title and job description of the Dean of Student Life, now known as Dean of Student Experience and Belonging, was the result of a successful internal assessment. ([Dean of Student Experience and Belonging job description](#))

Diversity, Equity, and Inclusion

The Inclusion, Diversity, Equity, and Access (IDEA) Committee was established during AY 2021–2022 and demonstrates the College's commitment to the principles of inclusion, diversity, equity, and access across all facets of Mitchell life.

Projections

1. The College will increase participation in governance across the Mitchell community by expanding and strengthening all cohorts' involvement in decision-making, including students. Balance and distribution of governance responsibilities among faculty and staff will be redesigned to ensure that relevant and varied perspectives are considered across all standing and ad hoc committees.
2. The administration will appoint a review committee and establish a schedule for systematic and regular assessment of Mitchell governance and organization and will publish annually, in an easily accessible and transparent location, any and all information necessary to further effective organization and governance.

Standard 3: Organization and Governance (Board and Internal Governance)

Please attach to this form:

- 1) A copy of the institution's organization chart(s).
- 2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.

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

Name of the sponsoring entity

not applicable

Website location of documentation of relationship

Governing Board

By-laws

Website location

[Mitchell College By-Laws](#)

Board members' names and affiliations

<https://mitchell.edu/presidents-office/>

Board committees *

Website location or document name for meeting minutes

? Board of Trustee Committee List with Responsibilities

[specific committees](#)

Major institutional faculty committees or governance groups*

Website location or document name for meeting minutes

Faculty Committee of the Whole

[Faculty Handbook](#)

Academic Policies and Procedures

<https://mitchell.edu/college-catalog/>

Professional Development

[Professional Development](#)

Curriculum

[curriculum committee minutes](#)

Major institutional student committees or governance groups*

Website location or document name for meeting minutes

Student Government Association

[\(Constitution of the Student Government Association\)](#)

Standard 3: Organization and Governance

(Locations and Modalities)

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)

(Insert additional rows as appropriate.)

		Enrollment*				
		Location (City, State/Country)	Date Initiated	2 years prior (FY21)	1 year prior (FY 22)	Current year (FY 23)
?						
?	Main campus	New London, CT, USA	4/21/1938	611 / 570	555 / 514	539 / 500
?	Other principal campuses					
?	Branch campuses (US)					
?	Other instructional locations (US)					
?	Branch campuses (overseas)					
?	Other instructional locations (overseas)					

Educational modalities

Educational modalities		Enrollment*			
	Number of programs	Date First Initiated	2 years prior (FY21)	1 year prior (FY 22)	Current year (FY 23)
Distance Learning Programs					
Programs 50-99% on-line					
Programs 100% on-line					
? Correspondence Education					
Low-Residency Programs					
Competency-based Programs					
Dual Enrollment Programs	1		0	0	1
Contractual Arrangements involving the award of credit					

*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

Campus totals are provided for both Fall and Spring terms. Campus total includes all students enrolled in Mitchell College and Thames at Mitchell programs. Totals reflect student counts at the end of the add-drop period. All students were assigned to Main Campus. During COVID-19 restricted time periods, instruction was accomplished via Distance Learning. In Fall 2022 Mitchell College re-established a dual enrollment program with New London High School. These students take classes on the Mitchell campus.

STANDARD 4: THE ACADEMIC PROGRAM

Description

Mitchell College's commitment to the growth, quality, and transformational impact of student learning ensures that its academic programs not only remain rooted in its mission but are also relevant to the job market. The academic programs that Mitchell College offers to undergraduate students prepare them for personal and professional success. Since the last self-study, Mitchell College has taken steps to revise its undergraduate programs to remain competitive in the higher education market and prepare students to be leaders in their chosen fields.

Academic Programs

Mitchell College's undergraduate major programs provide students the opportunity to acquire knowledge, values, and competencies to become successful, responsible, and productive citizens in a diverse and global society. Within Mitchell's academic curriculum students are required to select at least one disciplinary or interdisciplinary area and with guidance from their academic advisor and the faculty work toward mastery in their chosen field ([Course Catalog](#) p. 44; [Degrees Offered](#)). Mitchell College offers the following four-year programs to undergraduate students.

Division of Behavioral and Social Science	Division of Business, Communication and Education	Division of Science
Criminal Justice	Business Management (Fall 2023)	Applied Exercise Science
Liberal & Professional Studies (teaching out)	Communication	Health Science
Psychology	Early Childhood Education	Marine & Environmental Science
Public Health (Fall 2023)	Hospitality & Tourism	
	Sport Management	

The College's academic programs are overseen by the VPAA/DOC (See [MC Organizational Chart.230208](#)). Division Chairs report to the VPAA/DOC and oversee all curricular activity pertaining to the programs in their Division, ensure that courses in the programs in their Division are taught by qualified faculty, recruit and recommend for hire part-time faculty and deliver assessment reports at the end of each academic year. The AssoDOC also reports to the VPAA/DOC and works across campus constituencies to develop and assess the curriculum, support adjunct faculty, and assist the VPAA/DOC in various efforts and initiatives, including assessment of the Mitchell Ability Model, student support, persistence and retention, and faculty workload.

The oversight of academic programs is a collaborative process that involves faculty and academic administration. Program revisions and proposals as well as any changes to existing courses, creation of new courses, and modifications to degree requirements within the program are first initiated at the division level and then brought to the Curriculum Committee for official approval. A form with the approval is submitted to the VPAA/DOC for signature, and the information is then presented to the FCW.

Each of the four-year academic programs offered at Mitchell College requires a minimum of 120 credits across different course levels ([MC Checksheets. Landscapes. Curriculum Maps. 2023](#)). However, a few programs have specific policies and procedures for admission and retention. The First-Year Experience courses require a C or

better to pass (C- prior to Fall 2022); the Honors Program requires a minimum GPA of 3.3 to remain in the program ([Honors Program Overview](#)); the Sciences (beginning Fall 2023; [MC Checksheets. Landscapes. Curriculum Maps. 2023](#)) and Education programs also require a minimum GPA of 2.0 in the Division and major classes for graduation. The program standards are ensured by individual Division chairs and at the institutional level through the Curriculum Committee and Office of Academic Affairs. A few programs require 121–123 credits; for example, the Marine and Environmental Science degree requires 122 credits as a number of 4-credit laboratory courses are required, and the Education certification program requires 123 credits as stipulated by their accrediting body.

In Fall 2022 Mitchell offered 10 bachelor's degrees across a wide variety of disciplines in areas of high student interest and high employer demand; two new bachelor's degree programs will be added in Fall 2023. The institution also offers one associate degree (two new associate degrees to be added in Fall 2023) and 14 Minors. All degrees are recognized by the Integrated Postsecondary Education Data System, and descriptions of programs and program learning outcomes are published in the [College Catalog](#).

The ICD program provides career preparation for our students ([ICD](#)). Content knowledge and skills are provided through coursework from introductory to advanced. Career planning begins with the First-Year Experience (FYE), which is followed by a sophomore career seminar that is discipline-specific. Upper-level mastery courses and practical application courses include internships, research courses and/or capstones.

Curricular coherence is demonstrated through the checksheets, sequences/landscapes, program learning outcomes, and curriculum mapping, all of which are developed by faculty in the field of study, with consultation from others in related disciplines ([MC Checksheets. Landscapes. Curriculum Maps. 2023](#)). Division Chairs evaluate full-time faculty, including syllabi ([Syllabus Library](#)) to ensure that the nature and quality of education the students are receiving contribute to the achievement of learning outcomes and, ultimately, success within their programs.

Availability of Faculty and Staff

Mitchell Faculty/Staff are a passionate and dedicated cadre of professionals deeply committed to student success and the continuing growth of the institution. Faculty are required to be available to students outside of class, with a minimum of one office hour required per class taught. Faculty are, in fact, on campus for far more than the minimum required hours and days and frequent the dining facilities, athletic events, performing arts presentations and other opportunities for interaction with students. Office hours are posted on course syllabi, on web-based student support software and outside faculty members' offices. The pandemic shift to online academic delivery resulted in regularly scheduled office hours via Zoom; some faculty continue to offer both in-person and virtual office hours to accommodate students' schedules and/or comfort levels. Faculty encourage students to take advantage of Mitchell's wide range of support services, which are discussed elsewhere in this report.

The Mitchell Ability Model

In Fall 2018 Mitchell instituted Ability-Based Education (ABE). ABE partners the intellectual abilities cultivated by the liberal arts with the professional skills and personal development required to compete in the global economy. Mitchell's Ability-Based Education model brings transferable skills (such as values and ethics and critical and creative thinking) to the forefront of a Mitchell education ([Mitchell Ability Model](#)). The seven Mitchell Abilities are introduced in the FYE courses.

As students progress through their course of study, they produce evidence (papers, videos, presentations, and projects) that documents their level of mastery in the Mitchell abilities. There are three levels of mastery: developing, competent, and distinguished. To meet graduation requirements, students must successfully reach the level of competent in five of the seven abilities. A minimum grade of C- must be earned at both Level 1 and Level 2 in the same ability for the courses to fulfill the ABE requirement. (See discussion of signature assignments later in

this chapter and in Standard 8.) The seven Mitchell Abilities are embedded throughout the curriculum in such a way that students will be exposed to most, if not all, of them.

The foundation of the Mitchell curriculum (abilities and ability levels) is published in the College Catalog for every course, in addition to the graduation requirements. Specific program requirements are listed on individual program check sheets and sequences ([MC Checksheets. Landscapes. Curriculum Maps. 2023](#)). When the Mitchell Ability Model was instituted, each program developed Program Learning Outcomes (PLO) and Curriculum Maps ([MC Checksheets. Landscapes. Curriculum Maps. 2023](#)); these PLOs now appear on the College website.

The Major

According to the [College Catalog](#), “The requirements for a Mitchell College degree are designed to embody the College’s definition of an educated person and to reflect the goals of Mitchell College’s Mission Statement.” (p. 44) The ABE model is required of all students who must achieve Level 2 (competent) in five of the seven abilities (these are listed in the [Catalog](#) with definitions; pp. 44–45).

For students who enrolled at Mitchell College before Fall 2018, there are content area requirements for Humanities (nine credits), Social and Behavior Sciences (three credits), Mathematics (three to four credits), Science (four credits), Physical Education and Health (two seasons of intercollegiate sport or two PE Skills courses or one PE three-credit course). For students entering after Fall 2018, revised check sheets with expectations for Major/Division were created ([Advising SharePoint](#)). Students are also required to take specific FYE and college writing courses.

According to the [College Catalog](#), “The Major/Division requirements provide the opportunity to apply and integrate the abilities, skills and knowledge imparted by ABE, the content area requirements, and the College requirements. Each major/division also requires a cumulative experiential learning opportunity (e.g., capstone, internship, or other course(s)) that allow for the integration and assessment of these abilities, skills, and knowledge” (p. 46). Check sheets contain clear and articulated requirements for each major/division that encompass upper-level content courses. ([Advising SharePoint](#)) Sequences (landscapes) are provided to academic advisors to guide students through proper sequencing of courses within a major. ([Advising SharePoint](#))

Finally, students have the opportunity to gain competencies in their chosen field through internship, capstone, and/or independent study options.

First-Year Experience

The FYE combines academic coursework, mentoring, and co-curricular opportunities to facilitate a first-year student’s successful transition into the Mitchell College community. We are deeply committed to fostering both a sense of belonging and the practice of exploration and learning so that every student has the support and challenge they need to thrive at Mitchell College. The program consists of four courses, starting with “Seminar I, Compass” (fall semester), which enables students to skillfully transition to college with the guidance of both an instructor and a student Transition Mentor. Central to the course is the experiential examination of our MARINERS Wellness Model, which explores how eight different dimensions of wellness (**M**indfulness, **A**ccess, **R**esilience, **I**ntity, **N**ovelty, **E**thics, **R**esolve, and **S**pirit of Inquiry) impact overall wellbeing and learning. As part of their studies, students adopt a practice of participation and dialogue that they apply within and outside of the classroom. Students take “Introduction to College Writing” simultaneously with Seminar I.

“Seminar II: Journey” (spring semester) helps students find their academic purpose and “home” within the curriculum. Central to the course is the experiential examination of the Mitchell Ability Model and how that model informs learning. Students become practiced thinkers as well as skilled participants in classroom dialogue. Co-curricular work includes attending programming offered by the academic departments. Work in “Seminar II:

Journey” culminates with students delivering presentations to their peers about their cognitive journeys. Students take “College Writing and Research” simultaneously with Seminar II.

Honors Program

The Mitchell College [Honors Program](#) provides motivated students with opportunities to develop a higher capacity and passion for learning. Honors students are an integral part of our kaleidoscope of learners, working closely with faculty, staff, and other Honors students in their journey to reach their full academic and life potential. As described in the College Catalog:

The Mitchell College Honors Program is designed to empower highly motivated students to apply interdisciplinary perspectives to real-world contexts while pursuing an individualized research or creative project. The Honors Program contributes to undergraduate scholarly inquiry and strives to foster civic responsibility, global awareness, and life-long learning. Honors Program students are part of a unique cohort of learners through theme-based seminars leading to an honors thesis and presentation their senior year. The Honors Program emphasizes critical inquiry and diverse perspectives, and leadership through community engagement and service initiatives.

Incoming first-year students who demonstrate an exceptional academic record in high school are considered for the Honors Program. At the time of admission to Mitchell College, accepted students who have a 3.3 GPA or higher with evidence of academic rigor on their high school transcript, including Advanced Placement and/or dual enrollment, are invited to apply. The program is designed so that students discover their strengths, interests, passion, and areas for growth, develop critical reading and writing skills, research a topic of interest, and write and complete a thesis to be shared with the academic community.

Transfer Credit

Any student who, prior to acceptance at Mitchell College, has accumulated college credits at another institution must submit official transcripts of those credits if they wish to have those credits applied to a Mitchell program of study. ([Catalog pg. 41](#)) In order to be accepted as transfer credit, a course must have a grade of “C-” or better, fit into the Mitchell curriculum, satisfy a requirement or elective and carry credit from an accredited institution. ([Catalog pg. 41](#)). Mitchell College offers [credit evaluations](#) for any prospective student interested in attending the school; the Registrar’s Office is responsible for the final credit evaluation, maintaining official transcripts from other institutions, and for placing earned credits within our Blackbaud system. ([Catalog pg. 41](#))

Mitchell College signed a Memorandum of [Agreement](#) in 2020 to participate in the New England Board of Higher Education (NEBHE) Transfer Guarantee with the CT Community Colleges. This allows Mitchell to offer guaranteed admission to CT Community College graduates, encouraging more targeted transfer enrollments to Mitchell; the agreement also articulates programs in which students are guaranteed to have 60 or fewer credits remaining to earn a bachelor’s degree from Mitchell College. This [program](#) guarantees admission to CT Community College graduates who have a cumulative 2.0 GPA. The Admissions Office facilitates the implementation of the articulation agreement.

Integrity in the Award of Academic Credit

Academic oversight of all courses is undertaken by the faculty through Divisions, Division Chairs, the Curriculum Committee and ultimately the Office of the VPAA/DOC. Student assessment and learning outcomes are outlined in each [course syllabus](#) and reviewed by Division Chairs. Additionally, grading criteria are outlined by instructors in each [course syllabus](#) and reviewed by Division Chairs.

Credit for traditional coursework is issued by the [Registrar](#) based on instructor-reported grades. These grades are based on the results of assessments on stated course-level learning outcomes (published on [course syllabi](#)) and

reviewed by Division Chairs). Internship and all experiential learning experience opportunities are overseen by faculty to ensure proper academic standards are met for the award of credit.

Experiential learning opportunities (such as internships, capstone and/or independent studies) have policies and procedures outlined in each course syllabus (and reviewed by Division Chairs). The Office of Academic Affairs, in collaboration with ICD and Division Chairs, provides direct oversight.

Opportunities to earn credit through standardized exams have specific Division requirements for qualification, with the most common being AP Course Exams ([College Catalog pg. 7](#)). Bachelor's degree candidates must complete **their last** 30 credits at Mitchell College; associate degree candidates must complete **at least** 30 credits at Mitchell College. Mitchell is pleased that, beginning in Fall 2022, the College entered into an ongoing partnership with [New London High School](#) to offer high school students the opportunity to complete dual-enrollment coursework on campus.

Integrity in the Publishing of Available Courses

All active courses, both required and elective, are published in the College Catalog. Each listing includes the course number, course name, pre-requisites (if any), semester and year offered (spring or fall, even- or odd-numbered year) in order to facilitate the orderly creation of student schedules.

Academic Support, Warning, Probation, and Dismissal

Throughout each semester, academic advisors meet regularly with students to discuss academic performance, with the intention of identifying early academic struggles and to ensure that students are aware of their academic status. Advisors also discuss with students the procedural steps to take if they are placed on academic warning or probation, including the completion of an individualized [Academic Success Plan](#).

The College's Withdrawal/Dismissal policies are reviewed regularly by the Academic Policies & Procedures Committee and published to a SharePoint site, as well as outlined in the [College Catalog](#).

Academic Honesty, Academic Progress, and Graduation

The conditions required for graduation are outlined for all students in the College Catalog ([pg. 29 ff](#)), and are discussed each semester during individual conversations between the student and the academic advisor. Each academic program has a check sheet that includes all the requirements for individual majors.

Standards for academic progress are described in the College Catalog, including the grading system, calculation of GPA, and qualifications required for any outstanding academic achievements ([Catalog pg. 30-31, 35](#)). Academic progress and performance standards are outlined and available for all students. These guidelines can be located in the [College Catalog \(pg 35-37\)](#) and on student check sheets. One major (Early Childhood Education) has a minimum GPA requirement of 3.2 for graduation (a requirement of the State of Connecticut). Beginning in Fall 2022, the Science majors require a minimum 2.0 GPA in Science-related classes for graduation. The Academic Standing Review Committee (ASRC) meets at the end of each semester to review students' academic performance. Upon completion of all graduation requirements, outstanding academic achievement is recognized and noted on the student's transcript.

Standards for academic honesty are also described in the College Catalog. The policies and procedures for violating standards of academic honesty include the potential for resolution at the department level, as well as resolution at the College level through the Student Academic Integrity Board (SAIB). Students' rights and responsibilities are also outlined, as well as the penalties associated with an academic dishonesty charge if the student is found responsible. ([Catalog pg. 35 ff](#))

Mitchell College is committed to educating students on the importance of academic honesty. The College embeds the necessary tools in the FYE curriculum to ensure that students receive early, consistent exposure to the importance of academic integrity and honesty. Multiple workshops, lessons and resources provide ongoing exposure to these concepts; as a result, all students are expected to demonstrate academic integrity in all of their coursework.

Appraisal

Mitchell College is committed to providing an outstanding educational experience for students. The College honors its mission of celebrating and developing the power of unique minds, as well as its purpose of serving a unique kaleidoscope of learners, enhancing the life of the community as a learning, cultural and employment center, and building programs that promote growth and stability throughout the region. To fulfill this commitment, administrators, faculty, and staff engage in data-driven practices to improve the educational experience for students, as well as increase enrollment, persistence, and graduation rates. Academic oversight, including the assurance of the quality of the academic programs, is accomplished at multiple levels from the instructor through the VPAA/DOC.

Mitchell College has an organized and effective system in the way it plans, provides, evaluates, and improves the quality and integrity of its academic programs, starting with the Office of Advising. When a student enrolls at Mitchell College, they are immediately assigned an advisor who remains with them for their entire time at Mitchell College. The Advising team guides students in developing academic and personal goals, as well as assists in helping students to understand campus policies, procedures, and expectations. Advisors work one-on-one with students to manually build their schedules; this procedure is labor-intensive. The process allows advisors to recognize when corrections, revisions, additions, and/or edits to programs and courses are needed. For example, many first-year students shared that they were struggling in certain 100-level courses that had a heavy writing component. This was problematic because first-year students take CW101, “Introduction to College Writing,” in the fall semester of their first year and CW102, “College Writing and Research,” in the spring semester of their first year. A potential barrier to student success exists when students take 100-level writing-heavy courses when they have not yet had the required writing courses. Thus, the VPAA/DOC is working with the Advising team and the Division Chairs to revisit 100-level courses and their writing expectations as well as the checksheets and landscapes for each major to ensure that students take courses that have a heavy writing component after they have taken the required writing courses.

Also, prior to January 2022 the Registrar worked with the advisors and Division Chairs in the spring semester to create the fall course schedule, and worked with the advisors and Division Chairs in the fall semester to create the spring course schedule. Scheduling was not precise and resulted in too many course substitutions and too many independent studies, which in turn created a faculty workload issue. Beginning in January 2022, the VPAA/DOC and the Registrar embraced a more holistic and proactive approach to scheduling, asking the Division Chairs to plan the schedule an entire academic year in advance. Thus, each January the Registrar sends an email to the Division Chairs asking them to engage in predictive modeling to forecast an annual schedule of course offerings. Once the schedule is drafted, the advisors review their advisee lists, especially the seniors, to ensure that the College will offer the courses needed for graduation for other students to stay on track to graduation, and to make sure there are no scheduling conflicts for required courses. This system has proven to be effective as it has reduced the number of course substitutions and almost entirely eliminated the need for independent studies to cover graduation requirements.

Assuring Academic Quality

At the instructor level a new credentialing policy was established in Spring 2021; this now ensures the quality of the adjunct faculty teaching our students ([Credentialing Form](#); [Alternate Credentialing Form](#)). Full-time faculty also participate in annual self-evaluations, which are reviewed by Division Chairs and the VPAA/DOC ([Faculty Self-](#)

[Evaluation](#)). However, a gap exists with regard to the evaluation of part-time faculty; currently there is no process in place.

Each Division, with input from individual faculty, also provides an annual report to the Office of Academic Affairs to ensure the quality of each program within the Division ([Program Review Process](#); [Human Services](#); [Leadership and Management](#); [Sciences](#); [Teaching and Learning](#); [Honors](#); [FYE](#); [ICD](#)). The Program Review process for the new Mitchell Ability Model was developed and implemented in Spring 2021 for all programs ([Program Review](#)). This process was spearheaded by the Curriculum Committee and overseen by the VPAA/DOC. A subset of programs underwent an external review in AY 2021–2022 ([FYE](#), [ICD](#)). External reviews will occur systematically on a five-year schedule; however, some programs require additional programmatic reviews as well. For example, Education certification programs are also under external review every seven years and are due for review in February 2023.

In support of academic quality, the administration is dedicated to increasing the number of full-time faculty. As the College builds forward, additional resources (including additional full-time faculty, facilities, and finances) are needed to sustain and grow academics at Mitchell.

Systematic data collection via direct and indirect measures was piloted in Spring 2022, with full implementation in Fall 2022. Division Chairs assessed their program learning outcomes, and the data was included in their program reviews.

Assessment

The Mitchell Ability Model teaches students adaptability to prepare them for a career through [Ability-Based Education, ABE](#). Each academic course has a designated dominant ability embedded within the curriculum. Each student, with the guidance of their academic advisor, will satisfy at least five of the seven abilities at both Levels 1 and 2. A minimum academic grade of C- on the assignment is required to demonstrate competency in the related ability.

At the **institutional** level, outcomes associated with the seven Mitchell Abilities are operationalized through [Abilities Rubrics](#). These rubrics guide the development of ability-based, assessment-specific outcomes. Full-time faculty evaluated student performance using rubrics designed as part of the [Mitchell Ability Model](#) during the Fall 2021 Session II and the Spring 2022 Session I. Faculty assessment involved a total of 44 courses in which benchmark assignments were identified and assessed with the Mitchell Ability Model rubrics for dominant abilities to which the courses had previously been mapped. The [table](#) shows the counts of assignments by ability and level (1, 2, or 3) as well as associated proportions. For the 46 assignments evaluated with the rubrics, there were 249 (37.7%) cases of students exceeding the expectation, 322 (48.8%) meeting the expectation, and 89 (13.5%) not meeting the expectation. The following table breaks down the data by ability.

Ability	% of students who exceeded or met expectations at Level 2 (N=660) 2021–2022
Analysis and Problem Solving	87
Communications	86
Creative and Critical Thinking	79
Diversity and Global Thinking	93
Information and Communication Technology Literacy	94
Social Interaction	77
Values, Ethics, and Social Responsibility	85

Faculty and academic administrative review of this data led to changes in the process of collecting this data as well as mapping all abilities to ensure that students have the opportunity to enroll in courses through which they can show mastery of both levels 1 and 2 for at least five of the seven abilities (required for graduation from Mitchell College with a bachelor's degree). See Standard 8 for a more in-depth analysis of this data.

Faculty (full-time and adjuncts) evaluated student performance using the same rubrics designed as part of the [Mitchell Ability Model](#) during the Fall 2022 semester. [Ability data](#) has been examined for effectiveness and trend analysis, and provided the College with a deeper dive into each ability as we collected data for each outcome in each ability. As we contextualized this small amount of data, we learned the following:

- Approximately 86% of the students we assessed showed they were able to exchange information utilizing modes appropriate for various audiences and purposes, including converting thoughts and ideas for the purpose of shared meaning through writing, speaking, multimedia, and active listening.
- Approximately 90% of the students we assessed demonstrated the ability to critically analyze situations at multiple levels, recognize and evaluate problems, formulate solutions appropriate to the discipline and evaluate the efficacy of solutions. Furthermore, 94% of these students were able to not only define a problem or topic but also present and evaluate a potential solution.
- Approximately 85% of the students we assessed showed that they were able to interpret a need for and determine where to locate information, consider conclusions from information originating from multiple sources by critically evaluating the source for credibility, construct an organizational scheme that enables one to use information for a specific purpose, and explain information ethically to various audiences. Furthermore, 100% of these students know how to use technology effectively as well as access and apply information legally and ethically. However, when we took a deeper dive into the 5 outcomes associated with the Information and Communication Technology Literacy Ability, 67% of the students we assessed showed that they could critically evaluate information and its sources. When the faculty meets in May 2023 for Assessment Day, this is a skill that will be closely reviewed as we revise and edit the curriculum.
- Approximately 92% of the students we assessed showed they were able to evaluate information and concepts; identify multiple perspectives and evaluate different forms of arguments; organize and construct effective decision-making skills; and distinguish the practical skills and techniques of creative thinking.
- Approximately 77% of the students we assessed demonstrated social behaviors essential to effective interaction with others and the ability to apply positive intra- and inter-personal skills that are essential to functioning within a group. Again, when the faculty meet in May 2023 for Assessment Day, this is an ability that will be closely reviewed as we revise the curriculum.

Faculty and academic administrative review of the Mitchell Abilities led to a rich discussion when the faculty met in January 2023 to discuss the data. Faculty felt that students are more aware of ABE and were pleased that data were available to review. However, this small sample size is not enough to make informed decisions about curriculum.

Instead, it has sparked robust conversation about the process of collecting data, the concerns for the lack of data from instructors who did not do the work, and the types of assignments being used across the board to assess each ability. Nearly 50% of the courses offered at Mitchell College are taught by adjuncts, and we recognize that the high reliance on adjuncts is a barrier to collecting the necessary data needed to evaluate programs. More importantly, we discovered that the software the College uses to collect institutional and program data is flawed as it does not give us the opportunity to generate the reports we need to make curricular decisions. The College is interested in disaggregating these data by student, including race, ethnicity, gender, first generation students and Pell grant recipients, and program to learn more about how the assignments are measuring the ability. However, the lack of software is preventing us from answering important questions. See Standard 8 for a more in-depth analysis of these data.

At the **program** level (e.g., academic majors, FYE, Honors), assessment of learning is based on explicitly articulated program learning outcomes. During Summer/Fall 2021, the College hired a consultant to assist departments in crafting both academic year assessment plans and reports. Through the process of drafting the plans, the curricula in each of the majors was mapped to identify the courses in which each learning outcome is introduced, reinforced, and mastered. In assessing the program learning outcomes, both direct and indirect measures were used. The three Division Chairs (Behavioral and Social Sciences; Business, Communications and Education; and Sciences) organized the plans and reports for each of the majors within their division.

The VPAA/DOC and the AssoDOC conducted a workshop in August 2022 to guide full-time faculty in identifying signature assignments in each program to measure student growth. Building on previous work completed under the direction of Dr. Yongmei Li (consultant), faculty used the curriculum map for each program to show how the courses are mapped to the program learning outcomes, marking where an outcome is introduced (I), reinforced (R), and mastered (M). Faculty then identified courses where each learning outcome is introduced (typically 100-level courses), reinforced (typically 200-/300-level courses), and mastered (typically 300-/400-level courses). Faculty reviewed the syllabi for these courses to determine what assignments measure the learning outcomes. These assignments became signature assignments. These assignments were required to have a rubric for evaluation, and the rubric and assignment were included in the Moodle classroom for this course. When a student uploaded the signature assignment to the Moodle classroom, the instructor used the rubric to evaluate the assignment. These data then became benchmark data. Because Fall 2022 was the first time doing this work, we have not yet gone through an academic year collecting signature assignment data for all courses in each program. Thus, each Division Chair will review signature assignment data in May 2023 to create goals and objectives for the next academic year. However, the AssoDOC met with the Director of Library & Information Services and the Educational Technologist to review each Moodle classroom that had a signature assignment to evaluate the process of collecting this data. The AssoDOC created the following checklist to evaluate the process of collecting signature assignment data:

1. Is the signature assignment clearly identified in the Moodle Classroom?
2. Is there a rubric/marking guide so the student knows how they will be assessed on this signature assignment?
3. Is it clear which criteria in the rubric/marking guide align with the program learning outcomes?
4. Do the program learning outcomes measure points in time at appropriate levels with upper level courses?

An analysis of each program can be found [here](#).

As a follow up, the AssoDOC met with each division to discuss their signature assignment data. See Standard 8 for an in-depth analysis of this information.

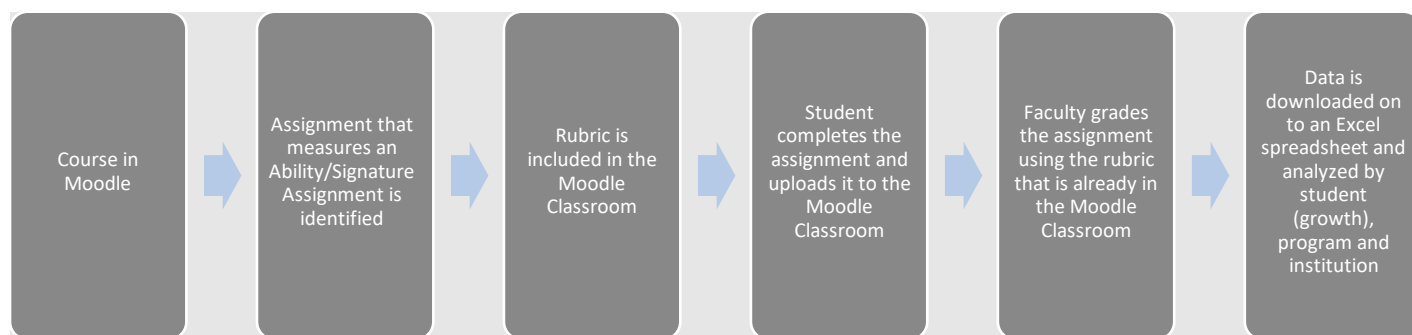
The annual assessment reports for each former Core (Human Services, Leadership and Management, Science, and Teaching and Learning) include direct and indirect measures of program learning outcomes. These measures are mostly quantitative and tend to be either completed rubrics for a particular assessment (i.e., direct measure) or responses to a question on a survey (i.e., indirect measure). It should be noted again that in Fall 2022 the four Cores were re-aligned into three Divisions and are now identified as follows: Division of Behavioral and Social Sciences; Division of Business, Communication and Education; and Division of Science.

A fourth Division may be inaugurated in Fall 2023 to house the new signature General Education program and other non-degree-granting academic programs. Mitchell will be reintroducing a 42-credit General Education requirement for each major ([MC Request for New Program - General Education](#)), to include three credits in Math and four credits in a Lab Science. Additionally, each major will be carefully analyzed to make sure that an appropriate number of 300- and 400-level courses are required in the major to reinforce academic rigor and growth.

Finally, when a new program is proposed, the proposal must be consistent with the mission of the College and take into consideration capacity, faculty expertise, student needs, market relevance, and the availability of the resources necessary for program development (see the [MC New Program Template](#)). For instance, the College would like to grow in STEM areas. However, before we can realistically grow in that direction, we must update the science lab facilities.

At the **course** level, learning objectives are included in the syllabi for all classes. These learning objectives guide the selection of course content, pedagogical practices and development of appropriate assessments. Starting in Fall 2022, Mitchell College uses Moodle Classroom as a place to collect student work that relates to the Mitchell Ability Model, including rubrics to assess student work as well as signature assignments to collect direct evidence of student learning across different courses and across time.

The diagram below demonstrates how Mitchell began collecting institutional and program data starting in Fall 2022.



Moodle does not have the tools that the College needs to extract the data to generate reports. At present data are being retrieved from Moodle manually.

See Standard 8 for an in-depth analysis of data collected both at the institutional and program level.

Assessment of Student Success

At Mitchell College students are inspired by the outcome of a Mitchell College degree: employment that will lead to financial security and a better life for themselves and their families. Therefore, it is crucial that the College provide students with programs and curriculum that are relevant to the job market and rigorous to demonstrate student readiness.

The results of assessment and quantitative measures of student success are key factors in the program review process through the Curriculum Committee. In Spring 2021 the Divisions (then Cores) completed a program review examining each of the majors (then Concentrations) within the Division. The review process included an examination of the strategies used to assess student learning that prompted reflection among the faculty in the Divisions. The results associated with this process included some revision of course descriptions, revisions to the assigned dominant ability, and revisions to the major curriculum. Notably, in AY 2022–2023 a revision to the Division/Major model limited the number of credits within the Division (“Core”) and increased the number of credits within the major to increase opportunities to reinforce program learning outcomes. The restructuring of the check sheets from 2018 to 2022 provides students deeper exploration within their major. Furthermore, the data resulting from assessment plans and reports for each of the academic programs in AY 2021–2022 will increase data-informed decision making related to the curricula of existing programs.

Sunsetting Old Programs and Offering New Programs

As the College teaches-out students on the old academic model, faculty have begun the process of academic planning and evaluation for the Mitchell Ability Model. This has happened on the programmatic level, as well as the College level. For example, as old programs are taught-out, each Division has begun the process of projecting course offerings in two-year cycles. At the College-wide level, faculty have assessed programs, as well as the delivery of courses, and made applicable changes. A formal policy to “sunset” programs was established in Fall 2021 ([Sunsetting Policy](#)). Since then, faculty have made a number of changes to program offerings. In response to low enrollment and admissions interest, the Human Development and Family Studies program was sunsetted in Fall 2021. In response to low enrollment, insufficient resources, and faculty expertise, the Environmental Studies program was merged with the Marine Biology program to create Marine and Environmental Science in Fall 2022. Low enrollment in Sports Fitness, combined with evolving student interest, resulted in the creation of the Applied Exercise Science program for Fall 2022. In terms of delivery, faculty voted in Fall 2021 to remove the Session I/Session II model and return to a traditional semester model after evaluating qualitative and quantitative data on student performance and satisfaction ([Faculty Response to Session I/II and Session I & II Grade Distribution](#)).

These changes were made collaboratively by administration and faculty with a strategic eye cast to attendant demands on resources. Other programs that have the potential to increase the breadth of learning at Mitchell include an Honors Study Abroad course in Dublin and the Mitchell in Scotland Theatre Program, which were both approved by the Curriculum Committee in Fall 2019. Unfortunately, the global pandemic hindered the College’s ability to execute these programs at that time; they remain on hold.

As a consequence of the College’s shift to the Mitchell Ability Model in 2018, Mitchell has been teaching-out students on earlier academic models. Faculty work closely on course planning with advisors and the Registrar to ensure that students are meeting the stated requirements of the old model; as of January 2023, five students remained on the old model.

However, while the College has sunsetted programs with low enrollment, beginning in Fall 2023 Mitchell College will be offering four new programs:

1. B.S., Business Management
2. B.A., Public Health
3. A.S., Computer and Data Information Systems
4. A.A., General Studies with a Focus on Workplace Readiness

First-Year Experience

Beginning in Fall 2022, FYE coursework has streamlined from 18 credits to 12 credits, to include 6 credits of College Writing (CW101 and CW102) and 6 credits of First-Year Seminar (FC101 and FC102). The Seminar changes introduce students to more academic rigor than previous FYE courses, which were mainly skills-based. All students are required to pass CW101 and CW102 with a C or better. In addition, students are required to take two subsequent courses designated as “Writing” courses, or one “Writing Intensive” course.

The Director of FYE and the AssoDOC met in Summer 2022 to discuss writing data collected in 2018–2019 in CW101, “Introduction to College Writing;” they submitted a [memo](#) to the VPAA/DOC providing a summary of the data. Based on this meeting, the following tasks were recommended:

- Update the current rubric to include critical thinking
- Match the learning outcomes to the rubric
- Update the essay assignment

The [newly revised rubric that includes critical thinking as well as an updated essay assignment](#) is here.

The final exam for CW101 is now a summary-response essay written on an article distributed in class prior to the exam period. To build this exam, a team of nine instructors suggested three articles for consideration, all of which had the following criteria: appropriate length (1,000–1,500 words), appropriate subject matter (advocacy), appropriate difficulty (vocabulary and context), and student interest. Both the summary-response prompt and the rubric were substantially edited between Spring 2021 and Fall 2022 to more closely adhere to the course learning outcomes, which were also edited between Spring 2021 and Fall 2022. Now the assessments are consistent across outcomes and across all course assignments.

At the end of each semester, the college writing team gathers after the final exam period to grade the CW101 final exam. Each product has two readers, neither of whom is the student’s professor. Each product is scored out of 15 points, based on the learning outcomes rubric used all semester. The minimum passing score is 10/15 points. The score is then translated into a pass or fail. If two readers agree on a pass or a fail, the grade is determined. If not, the essay is given to a third reader who determines the final score. In most cases, the third reader is the Director of FYE. At the end of the Fall 2022 semester, eight instructors met to complete this work during a three-hour grading session, using the newly revised rubric to evaluate 118 student essays. The following table outlines the percentage of first-year students who are developing, competent, and distinguished for each learning outcome.

Final Exam from CW101: Introduction to College Writing

Learning Outcome	Developing (1)	Competent (2)	Distinguished (3)
Read critically in preparation for an exchange of ideas (discussion and/or composition).	10%	35%	55%
Summarize college level texts (author, title, publication, audience, main idea, and purpose).	17%	46%	37%
Respond critically to an author's argument using specific textual evidence for support.	15%	58%	27%
Compose writing that demonstrates Standard English conventions (sentence structure, usage, punctuation).	12%	49%	39%
Cite sources accurately using a standard documentation style (MLA), with attention to attributive tags, parenthetical citation, and works cited pages.	22%	60%	18%

This benchmark data outlines first-year students' ability to write at the college level. It is heartening to see that 90% of our first-year students are able to read critically in preparation for an exchange of ideas, and 85% of our first-year students can respond critically to an author's argument, using evidence to support their claim. It is also reassuring that 83% of our first-year students can summarize college level texts, and 88% of our first-year students can demonstrate their knowledge of standard English conventions. However, with only 78% of students showing at least competency on citing sources using MLA, this may present a barrier for students as they move into their majors and are required to do more intensive writing. When the faculty meet in May 2023 for their spring assessment day, this issue will be considered.

With regard to FYE and the adjacent required writing courses, Mitchell College has identified a need to hire a doctorally qualified individual in the field of Rhetoric/Composition to oversee writing instruction and serve as an advocate for undergraduate writing proficiency.

General Education

In Spring 2018 the VPAA/DOC, who has since left the College, notified the [Curriculum Committee](#) that the current General Education structure no longer existed and the Mitchell Abilities would take the place of General Education requirements. By Spring 2020 many faculty (especially those within the Humanities Department) decided that the curricular strategy did not ensure a well-rounded education and was untenable. Faculty expressed the need for curricular change, especially with regard to the humanities.

This resulted in the full-time faculty endorsing the following statement at [the March 2020 FCW](#):

“In support of the liberal-arts tradition of Mitchell College, the faculty recognize the importance of championing Humanities-based courses. The arts and humanities are essential pillars to the Abilities-Based Model by providing students foundational knowledge and skills that shape their critical engagement and development as life-long learners. The faculty thereby move to add to all check sheets of the Mitchell Model curriculum to include two Humanities Exploratory Elective requirements that include the following course codes (AR, EL, GV, HI, HU, MU, PH, TH, and WL). Students will sample two courses as electives within Humanities to meet graduation requirements.”

The new policy was implemented in Fall 2020. Since that time the College has been diligent in offering [coursework](#) that could be considered General Education. [Courses](#) linked to the FYE, ICD, Arts/Humanities, Sciences, Social/Behavioral Sciences, and Mathematics regularly appear as options in which students can enroll. At the request of the new VPAA/DOC, a committee was formed in Fall 2021 to design and develop a signature general education program for all Mitchell College undergraduates. Beginning in Fall 2022, requirements for math and lab science returned to student check sheets, and additional General Education requirements, in the form of an articulated General Education program, will be added in Fall 2023. New academic leadership and faculty have committed to ensuring that students earn at least 40 credit hours in General Education at the bachelor's degree level and at least 20 credit hours in General Education at the associate degree level.

Additional Academic Opportunities

Mitchell MiniMesters

Mitchell College offers students an opportunity to earn two to four college credits in a compressed timeframe. Mitchell [MiniMesters](#) are offered during the January and May/June sessions. Students are permitted to take one class per MiniMester session, and also can do a summer internship. Enrollment in MiniMester has declined, particularly as the country has begun to emerge from the pandemic. We know anecdotally that many students are burned out and want to use these periods to take a break from the rigors of the semester. The economic downturn many also account for some drop-off in MiniMester enrollment. The College is strategically re-thinking its approach to MiniMester, surveying students to learn more about their wants and needs, including virtual vs. in-person, courses that include a travel component, offering incentives to enroll, and reconsidering the price point for these courses.

MiniMester Total Enrollment, 2018–2023

MiniMester	Total Enrollment
January 2018	78
May 2018	63
June 2018	31
Summer Internship 2018	37
January 2019	69
May 2019	55
June 2019	21
Summer Internship 2019	33
January 2020	53
May 2020	97
June 2020	48
Summer Internship 2020	16
January 2021	59
May 2021	44
June 2021	15
Summer Internship 2022	22
January 2022	32
May 2022	24
June 2022	5
Summer Internship 2022	26
January 2023	37

Badges

Three undergraduate microcredentials were introduced in Fall 2022. Offered through the Division of Behavioral and Social Sciences, these three badges are the first to be offered at Mitchell. [Diversity and Identity](#), [Expressive Arts Wellness](#) and [Foundations of Mental Health Counseling](#) badge proposals were presented to, and approved by, the Curriculum Committee at that body's May 2022 meeting. The College has struggled to determine the best way to advertise these options to undergraduates and may explore offering these credentials through the institution's Digital Innovation Hub for Educational Excellence (an outward-facing component of Mitchell's portfolio that is grant-funded and designed to offer non-degree credentials to the local workforce).

Projections

1. The College will develop several new degree programs at the bachelor's and associate's level to respond to workforce demand.
2. The College will reinvigorate its tradition of offering educational experiences to nontraditional students and will design and provide workforce training in consultation with program advisory boards that include local and statewide employers.
3. The College will finalize a college-wide assessment plan and identify a user-friendly repository for the data. The assessment plan, which will include annual program reviews and a multiyear schedule of external review, will lead to broad assessment of student learning outcomes, rigor, and experience across the College. Review and analysis will include opportunities for multiple stakeholders to discuss results and next steps.
4. A signature General Education program is under development and will commence in Fall 2023.

MITCHELL COLLEGE NECHE Self-Study 2023

Standard 4: The Academic Program								
(Summary - Degree-Seeking Enrollment and Degrees)								
Fall Enrollment* by location and modality, as of Census Date								
Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT	4	459	0	0	0	0	0	463
Main Campus PT	1	16	0	0	0	0	0	17
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations PT								0
Distance education FT								0
Distance education PT								0
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	5	475	0	0	0	0	0	480
Total FTE	5.33	464.33						469.66
Enter FTE definition:								
Degrees Awarded, Most Recent Year	16	98						114
Notes:								
1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.								
2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."								
3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.								
* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.								
Please enter any explanatory notes in the box below								
We had one student who received permission to take all classes distance education from his home.								

MITCHELL COLLEGE NECHE Self-Study 2023

Standard 4: The Academic Program						
(Summary - Non-degree seeking Enrollment and Awards)						
Fall Enrollment* by location and modality, as of Census Date						
Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT				0		0
Main Campus PT		59		59		59
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations PT				0		0
Distance education FT				0		0
Distance education PT				0		0
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	0	59	0	59		59
Total FTE				19.67		19.67
Enter FTE definition:						
Certificates Awarded, Most Recent Year						
Notes:						
1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.						
2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."						
3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.						
* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.						
Please enter any explanatory notes in the box below						
Thames (enrolled in credit bearing courses) and Dual Enrollment students as of Fall 2022.						

MITCHELL COLLEGE NECHE Self-Study 2023

Standard 4: The Academic Program						
(Headcount by UNDERGRADUATE Major)						
		Number of credits*	3 Years Prior	2 Years Prior	1 Year Prior	Current Year
	For Fall Term, as of Census Date	Fall 2020	(Fall 2021)	(Fall 2022)	Fall 2023	Next Year Forward (goal) (Fall 2024)
Associate (add more rows as needed)						
?	Early Childhood Education	60	3	2		5
	Graphic Design	60	2			
	Liberal Studies*	60	15	17	14	7
	Computer & Data Information Systems*	60				12
	Undeclared					
?	Undeclared					
	Total		20	19	14	32
Baccalaureate (add more rows as needed)						
?	Applied Exercise Science (Science Division)				4	14
	Business Administration (Old model)	120	53	12	8	3
	Communication (Old model)	120	47	16	4	
	Criminal Justice (Old model)	120	82	22	5	
	Early Childhood Education - Business (Old model)	120	1		-	
	Early Childhood Studies (Old model)	120	13	3	9	
	Environmental Studies (Old model)	120	20	2	-	
	Health Science (Old model)	120	26	3	1	
	Homeland Security (Old model)	120	2	1	1	
	Hospitality & Tourism (Old model)	120	16	11	2	
	Human Development & Family Studies (Old model)	120	9	2	2	
	Human Development - ECE Certification (Old model)	120	31	10	1	1
	Criminal Justice (BSS Division) (formerly Criminal Process)	120		53	51	57
	Human Services - Human Development & Family Studies (teachout major)	120		4	2	2
	Human Services - Psychology (BSS Division)	120		25	44	47
	Communications (BCE Division)	120		35	74	67
	Hospitality & Tourism (BCE Division)	120		12	24	23
	Sport Management (BCE Division)	120		51	73	78
	Liberal & Professional Studies (Old model)	120	29	13	12	4
	Marine & Environmental Science (Science Division)	120				14
	Psychology (Old model)	120	15	10	2	
	Environmental Studies (Science Division)	120		7	10	5
	Health Science (Science Division)	120		27	36	43
	Marine Biology (Science Division)	120		17	26	18
	Sport & Fitness (Old model)	120	60	11	1	
	Early Childhood Studies (BCE Division)	120		25	23	27
	Early Childhood Studies - Teacher cert (BCE Division)	120			20	24
	Liberal & Professional Studies (teachout major)	120		4	5	6
	Sport Fitness (teachout major)	120		4	12	4
	Public Health *	120				
	Business Administration (New model) *	120				
	Undeclared	120	172	172	46	46
	* Enter here the number of credits students must complete in order to earn Total		576	552	494	473
	Total Undergraduate		596	571	508	473
Those majors with Old Model listed are for majors before Fall 2018. These totals do not include non-matriculating students or Thames students. * Public Health and Business Administration will be new Baccalaureate programs in Fall 2023; Computer and Data Information Systems will be a new Associates Degree program in Fall 2023; General Studies with a Focus on Workplace REadiness will take the place of the Associates Degree in Liberal Studies.						

MITCHELL COLLEGE NECHE Self-Study 2023

Standard 4: The Academic Program (Headcount by GRADUATE Major)						
For Fall Term, as of Census Date						
		Number of credits*	3 Years Prior (Fall 2)	2 Years Prior (Fall 2)	1 Year Prior (Fall 2)	Current Year (Fall 2)
						Next Year Forward (goal) (Fall 2)
Master's (add more rows as needed)						
Total			0	0	0	0
Doctorate (add more rows as needed)						
Total			0	0	0	0
First Professional (add more rows as needed)						
Total			0	0	0	0
Other; specify (add more rows as needed)						
Total			0	0	0	0
Total Graduate			0	0	0	0
* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A)						
Please enter any explanatory notes in the box below						
Mitchell College does not offer Graduate degrees.						

MITCHELL COLLEGE NECHE Self-Study 2023

Standard 4: The Academic Program					
(Credit Hours Generated and Information Literacy)					
Credit Hours Generated By Department or Comparable Academic Unit					
	3 Years Prior (FY 2020)	2 Years Prior (FY2021)	1 Year Prior (FY 2022)	Current Year (FY 2023)	Next Year Forward (goal) (FY 2024)
Undergraduate (add more rows as needed)					
Behavioral & Social Sciences Division			267	195	205
Business, Communication, & Education Division			407	465	490
Sciences Division			108	116	133
Teaching & Learning Core			213		
Unclassified - First Year Experience			199	134	140
Unclassified - Honors			7	7	8
Unclassified - Mathematics			15	28	30
Unclassified - Humanities				84	96
Unclassified				6	7
Total	0	0	1,216	1,035	1,109
Information Literacy Sessions					
Main campus					
Sessions embedded in a class					
Free-standing sessions					
Branch/other locations					
Sessions embedded in a class					
Free-standing sessions					
Online sessions					
URL of Information Literacy Reports:					
Please enter any explanatory notes in the box below					
Mitchell College curriculum is organized into three Divisions: Behavioral and Social Sciences; Business, Communications, and Education; and Sciences. A GNED Division is being designed to house Humanities and Mathematics, Honors, and First-Year Experience programs.					

STANDARD 5: STUDENTS

Description

Characteristics of the Mitchell Student

Following the precedent established at the time of its founding in 1938, Mitchell continues to enroll many types of students, including new first-year students, transfers, commuters, Honors students, Division III athletes, students seeking associate degrees, students seeking bachelor's degrees, first-generation college attendees, and students with widely diverse learning styles and abilities.

Mitchell has a number of goals that inform what is offered to our diverse cohort of learners. The College is committed to:

- Making undergraduate degrees more flexible to increase retention (more flexible degree options will allow students to switch majors, add minors or certificates, or pursue an individualized degree)
- Creating a new degree in Business
- Reviving a workplace readiness-focused associate's degree in General Studies
- Strengthening the relationship with New London Public Schools to serve local STEAM- and STEM interested students while introducing them to Mitchell College
- Identifying new undergraduate program possibilities focusing on market demand, student and faculty interest, and prospects for interdisciplinary collaboration
- Initiating research and conversation related to the College's first graduate degree program

Admissions

On the College website Mitchell describes the characteristics of the students it seeks to serve, particularly under the section [Celebrating Diverse Thinkers](#) and the all-encompassing [Mission Statement](#). These characteristics are also visible in various print media, such as the [Who Do You Know Who Needs Mitchell?](#) brochure that is distributed to school counselors and independent consultants. To quote that document:

Who Is the Mitchell Student? The student looking for a small school finds big opportunities to connect to real-world experiences at Mitchell. They've shown commitment in high school and really shine when faculty are personally invested in their success. The students Mitchell College serves best—who derive the most benefit and often realize the most profound transformations in a small College experience—are those who may be flying under the radar now, full of untapped potential. These are students who want the space, time, and guidance to explore what is compelling to them, who may have a learning difference or learning style that doesn't always “fit” traditional education models or who are just now coming into their own.

When working with potential Mitchell students, the Admissions team focuses on features and programs that particularly define the Mitchell College experience: [Campus Life](#), [Resident Life](#), [Academic Advising](#), Second Opportunity Semester (for First Year Students), [Tutoring Center/Writing Zone](#), [Honors Program](#), and [Diversity, Inclusion, Belonging, Social Justice](#) (DIBS) Week. In addition, Admissions counselors spend significant time outlining Mitchell's admission policies and requirements to prospective students. These policies and requirements are also comprehensively outlined on both the College website under the [Apply Now](#) section and in printed Admissions materials. Mitchell ensures the integrity of its admissions standards through the work of the Inclusion, Diversity, Equity, and Accessibility (IDEA) Committee, the Academic Standing Review Committee, the Centralized Advising Model, and the Action-Investment-Retention (AIR) team (sometimes called the Students of Concern team).

The College's standards for admission, through the application review process, ensure that student qualifications and expectations are compatible with Mitchell's goals and expectations. When reviewing applications, the Admissions team considers the following:

- cumulative GPA
- rigor of classwork
- grade trends
- extracurricular activities
- letters of recommendation
- interest in Mitchell College

Finally, all incoming first-year students complete the Writeplacer to determine if they will be enrolled in [Intro to College Writing \(CW101\)](#) or CW101+, a writing course that offers more support and includes a weekly lab component.

The Integrative Career Development Office

The ICD Office is dedicated to empowering students to use the process of self-discovery within the framework of the Mitchell Ability Model to discover their strengths, interests, values, personality, skills and how they learn best, and then supporting students in building their toolbox for professional success. ICD is committed to translating a student's entire education from the classroom, campus, and professional environment into a successful launch of a worthwhile career. ICD leads and supports students through individual appointments, class presentations, and programming as students tailor their education and build skills that will ensure they are positioned to live and work to their fullest potential. Beyond direct student support, ICD collaborates with faculty and staff on relevant initiatives such as exchanging information, sharing resources, and supporting institutional priorities. Employer relationships remain a vital priority for ICD; the coordinator develops, maintains, and enhances relationships with professional organizations that provide career development opportunities for students. (See [May 2022 Student Intern Feedback Study](#))

Student Services and Co-Curricular Experiences

Mitchell excels at providing accessible and effective programs and services designed to provide opportunities for students to succeed academically. Such programs and opportunities include the [Tutoring Center/Writing Zone](#), [Bentsen Learning Center](#), [Accessibility Services](#), [Mystic Program](#), [Integrative Career Development](#), [Honors Program](#), [Second Opportunity Semester \(FC103: Recalibrating Your Academic Compass\)](#) course, [First-Year Experience courses](#), [New Student Orientation](#) ([residents](#) and [commuters](#)), [Veterans' Support](#), and programming and support through the [library](#). Educational success is also augmented through service and leadership opportunities and health and wellness initiatives for all students, through student engagement in [Clubs and Organizations](#) such as Student Government and the Campus Activities Board, the LEAD (Leadership, Education, Advocacy, and Development) Program, Freshcheck, and DIBS (Diversity, Inclusion, Belonging, and Social Justice) week.

Mitchell also has a strong culture of campus athletics and utilizes the [Athletic department](#) to provide all students with coaching, health and wellness initiatives through strength and conditioning and the [fitness center](#), and leadership and service initiatives through the [Student Athlete Advisory Committee \(SAAC\)](#). Approximately 34% of Mitchell College undergraduates participate in one or more varsity sports, and many more students support their classmates by attending athletic contests at home and away. School spirit and Mariner Pride are always in evidence at sporting events.

Mitchell provides robust academic and advising support services appropriate for the student body through the [Centralized Advising model](#), in which students are required to meet with their advisors in order to plan and create their academic schedules. Further, the College's faculty and staff have ample and widely varied interaction with

students outside of the classroom, [through for-credit internship and practicum opportunities](#), the [Honors Program](#), academic and career workshops, the [Second Opportunity Semester mentorship](#) program, and frequent and strong faculty and staff presence at campus performances and athletic events. Such engagement is, indeed, a major strength of Mitchell College.

Information about all of Mitchell's student services is readily available to current and prospective students on the Mitchell website and via [print brochures](#) ([additional brochure](#)). Newly-enrolled students are provided with an informative orientation called [Anchors Aweigh](#) for [commuters](#), [resident students](#), and [Thames students](#), where they are interactively educated on the process of accessing technology, [Campus Safety](#) services, [Title IX](#), [Academic Advising](#), [Library services](#), [student activities](#), [Accessibility Services](#), and the [Bentsen Learning Center](#). Despite the availability of this information, however, institutional stakeholders report a need for more coordinated communication with regard to the resources available to students, and equally important, what Mitchell's expectations are for students.

In providing services to students, Mitchell adheres to both the spirit and intent of equal opportunity and the College's [own goals for diversity, equity, and inclusion](#) through initiatives such as the [IDEA Committee](#) (Inclusivity, Diversity, Equity, and Accessibility), [DIBS Week](#) (Diversity, Inclusion, Belonging, and Social Justice), and student clubs such as the Multicultural Student Union and Pride Alliance. Additionally, Mitchell's curriculum is focused around teaching students the [7 Essential Abilities](#), one of which is Diversity and Global Perspectives.

Financial Aid

Perhaps the single most important factor in college choice in the twenty-first century is financial circumstances—availability versus need. For newly deposited first-year students, the Financial Aid package is released into 'he student's Admissions Portal immediately upon their deposit crediting, and a hard copy is mailed to the student's home of record. For returning students, the Financial Aid package is released into 'he student's Financial Aid portal, found on the [Student Page](#) from the Mitchell College portal. A holistic approach is used to determine the level of merit-based money awarded to new students; criteria are outlined on the [Cost and Financial Aid](#) portion of the website. Goals include improving financial aid packaging through increased merit scholarship offers.

- The Financial Aid office attaches a [document](#) to all Financial Aid Award Letters that provides information about cost, debt, and repayment and explanations of all terms used. These sheets are customized per student to show expected family contribution (based on the FAFSA) and exact amounts for cost of attendance, merit scholarships, eligible grants, and eligible loans.
- Financial Aid also has available a [document](#) to explain all options for paying student balances. This sheet includes a thorough explanation of each option, including how to apply for Parent PLUS loans and Alternative loans.
- Student Loan Exit Counseling is required of all students, whether they withdraw, transfer, or graduate. Financial Aid participates in the yearly Grad Fair to meet with upcoming graduates to walk them through the process of completing their required exit counseling.

Student Engagement Opportunities

Mitchell is proud of the number and variety of extra-curricular clubs, committees, and programs offered, as nearly 80% of the student body are actively engaged in at least one of the offerings. Through the [Honors Program](#), [Performing Arts](#), more than 20 active clubs, [Student Athlete Advisory Committee \(SAAC\)](#), campus-wide committees, and leadership programs for first-year students, there is literally something—and frequently several things—for every student.

Active Clubs currently include:

- Behavioral Sciences Club
- Campus Activities Board (CAB)
- Competitive Gaming Club
- Criminal Justice Club
- Dance/Cheer
- Early Childhood Education Club
- Film Club
- Intramural Sports
- Mitchell Hospitality, Event, Tourism Club
- Mitchell Hillel
- Mitchell College Inclusion and Anti-Bullying Club
- Mitchell Players
- Mitchell Mariners Mental Health Club
- Multicultural Student Union
- Pen and Dice Club
- Pokemon Go! Club
- Pride Alliance
- Radio Mitchell
- Rugby
- Sports and Fitness Club
- Student Government Association (SGA)
- Thames Student Government Association (SGA)

Interested students are easily able to create a new club with help from the Director of Student Engagement and Orientation. Additional student engagement is also available through service as Resident Assistants, Community Assistants, Student Ambassadors, [Transition Mentors](#), and members of the Networking Council. Students are also encouraged to participate in campus traditions such as the annual involvement fair, late-night breakfasts, school dances, Splash Bash, and the Spring Block Party.

Mitchell emphasizes the **student** in student-athlete by requiring the athlete to maintain a minimum 2.0 GPA in order to be [eligible to participate in varsity-level sports](#). The NCAA requires that a student-athlete be in “good academic standing,” which is defined by each individual institution, and Mitchell has defined it as having a 2.0 cumulative GPA. The 2.0 is also an NCAA standard. Coaches closely monitor the grades and cumulative GPAs of athletes, requiring study halls for those students who do not meet their standards. Each coach sets their own standards for who and how much study hall each student-athlete is required to do, with many coaches requiring it of each team member regardless of their GPA. Coaches maintain contact with advisors and also use the Insight system, midterm grade reports, absence reports, individual academic meetings, and some coaches also utilize progress reports to ensure student-athletes are in good academic standing. Additionally, student-athletes are subject to [NCAA](#) and [Title IX compliance](#).

SGA meets once a week, and minutes of the meetings are taken by the SGA secretary. There has been a non-voting student representative on Curriculum Committee (see [minutes](#)). This practice was interrupted during the pandemic, but the incoming chair of the Curriculum Committee is committed to re-establishing the practice in 2023–2024.

Student Services Additional Training and Expertise

Mitchell faculty and staff are multitalented and adaptable. In addition to their discipline-specific credentials, faculty and staff in departments responsible for student services contribute to and participate in the following campus trainings:

- Resident Assistant Training
- Transition Mentor Training
- CPR/First Aid Training
- Sexual Harassment/Title IX Training
- Active Shooter Training
- QPR Training (suicide prevention)
- Narcan Training
- Student Affairs Workshops
- First-Year Experience Conferences
- Presidential Cabinet Training
- Board of Trustees Training

Privacy of Student Information

The College takes very seriously the privacy of all members of the Mitchell Community. Policies specifically related to student information and the sharing of such information are found on the [Registrar's page](#) on the Mitchell website; the [Student Release of Information Authorization form](#) must be completed by all incoming students and is then kept in the student's file. The recently revised [letter explaining FERPA and HIPAA](#) policies is also available on the website.

Appraisal

Students' Voices

Solicitation of student views is important to Mitchell College. Student Affairs did not have a direct representative to the President's Cabinet until Fall 2021, when a DSEB was hired. Student Affairs went several years without a Dean; instead, the former VPAA represented both Student and Academic Affairs.

Members of the administration, faculty, and staff have heard from multiple sources that students do not feel that their voices are heard, or if heard, then not heeded ([Campus Charrette Feedback, spring 2022 student survey](#)). Presidents of the Student Government Association have occasionally [reported to the Board of Trustees](#), and, currently, the President occasionally invites a student leader to a Cabinet meeting. However, the College recognizes the need for more consistent dialogue with student leaders as student input is crucial to decision-making at the College.

The office of the DSEB administered a student satisfaction survey in April 2022. Of the 459 students who were sent a link to the online survey instrument, 127 (27.7%) responded. Participants responded to a prompt asking how likely they would be to recommend Mitchell College to friends or others. Responses were ranked from 0 representing not at all likely to 5 representing a neutral opinion to 10 representing extremely likely. Of the students who completed the survey, 40.2% responded that they would recommend Mitchell College to others at least somewhat, compared to 36.2% who indicated they would not recommend Mitchell at least somewhat. Participants were also offered the opportunity to add comments to their responses.

Positive themes that emerged from these qualitative responses included:

- Empathetic faculty and staff make the Mitchell experience better
- Curriculum prepares students for their chosen career and/or graduate school
- Flexibility in meeting student needs

Themes indicating where work is needed also emerged from the qualitative responses from students below.

Concerns about Student Quality of Life

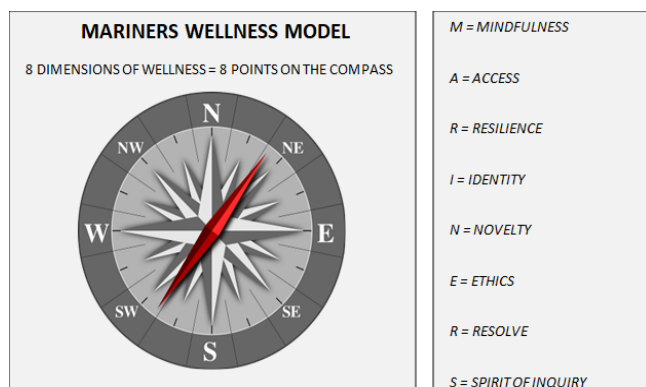
Students commented on the management of dining services, specifically the quality of offerings and times the dining hall is open. Mitchell College responded to students' concerns and selected a new food services vendor, Metz Culinary Management, Inc., for the 2022–2023 school year.

Additional comments from students ranged from a need for funding renovation projects such as science lab upgrades to increasing the number of available parking spaces to finding ways to influence students to keep residence hall spaces neat and tidy. Facility upgrades are part of the Campus Master Plan, with some projects classified as deferred maintenance. In 2022, Matteson Hall was renovated to accommodate the Thames at Mitchell students; extensive renovations were done in the dining hall and the Weller Center, including new flooring, fresh paint on the walls, and new dining furniture; and upgrades were made in the Fitness Center. Furthermore, Student Affairs staff meet regularly to discuss student housing issues, brainstorming ideas for immediate implementation to help students view the residence halls as their home while on campus.

Comments from students also included a need for more mental health services and suggested that mental health support should be more readily available and communicated to students. As a result, the College hired a full-time psychologist and rebranded Student Services to Student Experience and Belonging, with a focus on wellness.

Concerns about Academics and Academic Support

Some students who responded to the survey suggested that academic rigor should increase and be consistent across the curriculum. The Office of Academic Affairs and the faculty are reviewing all academic offerings to revise existing programs and develop new programs that better meet student and market needs. This work includes standardization of curriculum, program and course learning objectives, and assessment with a goal of continuous improvement. The new AssoDOC designed a strategic academic assessment plan that outlines a 5-year plan for revisions and edits to the curriculum, including exploring the implementation of ePortfolios and redesigning the curriculum to include transparent and purposeful high impact practices, as well as fostering diversity, equity, and inclusion. Furthermore, the new AssoDOC is working with adjunct faculty to emphasize consistency and to improve instructional methods.



In addition, FYE has been redesigned to focus on mindfulness and wellness. The [new First-Year Experience curriculum](#) was implemented in Fall 2022 (see Standard 4 for an in-depth analysis of this program). Furthermore, the FYE Director created [LAUNCH \(FC101\)](#), a one-credit class for students whom Admissions and Academic Advising identified most at-risk (e.g., students who are first-generation, speak English as a non-native language, have limited technology skills, or who are otherwise deemed not quite college ready).

Students have expressed that the College needs more (and more flexible) spaces for groups, committees, and clubs to meet simultaneously. Students have also expressed an

interest in developing a non-denominational Unity Center for feeding the spiritual needs of the College community. Another widely accepted need is a return to a brick-and-mortar book and gear/swag store. Throughout Fall 2022 Student Affairs hosted multiple “pop-up” gear shops to evaluate interest. Students have also emphasized a desire for enhanced displays of campus culture and visually appealing décor throughout buildings and open spaces. Finally, the campus community is discussing how to maximize its “blue” and “green” spaces, acknowledging that the waterfront and wooded property are among the College’s most valuable and high-profile resources.

Students requested an upgrade to the College’s Wi-Fi service. The College has upgraded the access points in the upper campus residence halls (Simpson, Saunders, Matteson, Mariner) as well as in Nathan Hale Hall and the Waterfront residences. The College has also recently increased bandwidth on campus from 1GB to 3GB.

Co-chaired by the DSEB and the VPAA/DOC, the Action-Investment-Retention (AIR) Team meets weekly to discuss concerns around students’ attendance, academic performance, motivation, behavioral issues, and physical/mental health. This team includes representation from Campus Safety, Health and Wellness, Athletics, Benston Learning Center, Thames, First-Year Experience, Admissions, Advising, and Residential Life. Together, the team identifies students of concern and strategizes next steps and direct follow-up action.

During the 2022–2023 academic year, the Tutoring Center offered remote hours as well as in-person hours to offer assistance to students who are unable to meet during the day or are physically unable to get to the Tutoring Center. Also, the Tutoring Center is piloting a project where they embed tutors into courses identified as “barrier” classes. Instructors for these courses have shared that their students’ performance has improved as a result of this project. Therefore, going forward Academic Affairs will be working with the tutoring staff to place tutors in more classes where a need for extra student support is identified.

Integrative Career Development

The ICD office administers [an ICD Student Intern Feedback Survey](#) every year to students who have completed an internship during that academic year. According to the survey results, Mitchell College students who participated in internships during the 2021–2022 academic year overwhelmingly had positive experiences that they found rewarding and beneficial. Students found their internships to be valuable in terms of clarifying that their current career path was appropriate, that it prepared them well for their entrance into the workforce, and that their industry knowledge increased. The ICD office also administers a Satisfaction Survey to all students who use the ICD for career coaching, advising, and career-counseling services.

ICD Satisfaction Survey: AY 2021–2022

Fall 2021 (n=18)	Spring 2022 (n=21)
80% of respondents said they were extremely satisfied with the support they received from the ICD office.	92% of respondents said they were extremely satisfied with the support they received from the ICD office.
73% of respondents said they were extremely likely to recommend the ICD services to other students.	100% of respondents said they would recommend the ICD services to other students.

Course Evaluations

Course evaluations are sent out for every class section to solicit student feedback. Historically course evaluation completion rates have been low, and the process for collecting course evaluation data has not been efficient or effective. One difficulty is that the forms are sent to students by email, and students report difficulty finding the links. In Spring 2022 the Office of Academic Affairs asked faculty to [allow students time in class](#) to complete the course evaluation, resulting in a vastly improved 60% completion rate. See Standard 2 for a deeper analysis of course evaluations.

Health and Wellness

Reflecting national trends, never has student health and wellness been more important at Mitchell College. Work is ongoing as we attempt to find new ways to support students' physical, mental, and emotional well-being. Anxiety and disengagement during the pandemic prompted the College to initiate a more robust mental-health counseling program, bringing full-time counseling services "in house" rather than using part-time contract counselors ([See Health and Wellness](#)). This initiative quickly identified a need to create more gender-neutral options on campus. In response, Student Affairs established gender-neutral bathrooms and housing options for Fall 2022. Student response was minimal, but positive. Students noticed the changes quickly and were appreciative. The FYE curriculum was revised to center wellness in the first semester. Recognizing bewilderment and frustration on the part of faculty, the VPAA/DOC instituted in-house faculty professional development (conversations, workshops and brown-bag discussions) increasingly focused on student well-being, taking as the starting point the *Chronicle of Higher Education's* April 2022 article [A Stunning Level of Student Disconnect](#). Spring 2023 workshops will take as their focus low motivation, learning loss, and Universal Design for Learning to better understand and respond to post-pandemic student struggle, underscoring our commitment to student success.

External Relationships

In addition to consultants in the areas of [marketing, branding](#), enrollment, assessment, building renovation, and strategic planning, the college has relationships with many corporations and organizations that provide internship placements, financial support, and other opportunities for our students. Some of these partnerships include:

- Local school systems provide student teaching placements for all students who are obtaining certification in Early Childhood Education.
- A new agreement with [New London Public High School](#) invites high school students to take classes on campus through a dual-enrollment program.
- Mitchell College works closely with the City of New London and the mayor, who lives in the immediate neighborhood and frequently attends Mitchell events.
- The LORD Foundation financially supports programs and projects of local non-profit organizations who provide services to New London County. The LORD Foundation provides scholarships for students who reside in Norwich to attend Mitchell.
- The Community Foundation of Eastern Connecticut provides scholarships to help students in Eastern Connecticut pursue their educational dreams at Mitchell.
- Dominion Energy Charitable Foundation partners with Mitchell by matching employee donations to the College.
- Power Partners is a foundation through the Bank of America Philanthropic Solutions. The College was awarded a grant through this foundation to create a sustainable system of mentorship and internship opportunities with local community organizations.

Over the years Mitchell has built robust external relationships to enhance learning opportunities for students. While the College has always worked to be involved extramurally, under President Espy's leadership the outreach has been broader and more sustained and has resulted in greater collaboration and increased giving in spite of hindrances posed by the global pandemic.

Projections

1. The College will identify barriers that prevent students from completing their educational journey and provide a continuum of support that includes enrollment strategies, onboarding and orientation, centralized advising, robust academic, co-curricular, and extra-curricular programs, career exploration, and internships.
2. Using data from the IDEA committee and an external consultant's report and incorporating the student voice, the IDEA Committee and Student Affairs will continue to work to expand access and a sense of belonging for students, faculty, and staff. The National Survey of Student Engagement will be implemented annually to incorporate the student perspective and assist in identifying areas for continuous improvement.
3. The College will offer 24-hour access to counseling services with Virtual Caregivers (VCG) and will implement the JED Campus Program. The JED Campus Program will create a safe and inclusive space for students to provide feedback on the institution's culture related to mental health, substance use, and diversity, equity, and inclusion.
4. FYE will launch revised First-Year Seminars focusing on wellness and the Mitchell Ability Model and will explore integrating a co-curricular component in collaboration with Student Affairs.

MITCHELL COLLEGE NECHE Self-Study 2023

Standard 5: Students						
(Admissions, Fall Term)						
Complete this form for each distinct student body identified by the institution (see Standard 5.1)						
						?
Credit Seeking Students Only - Including Continuing Education						
		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Goal (specify year)
		(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)	(FY 2024)
Freshmen - Undergraduate	?					
Completed Applications	?	1,017	1,094	1,057	1,012	1,045
Applications Accepted	?	923	1,005	996	915	960
Applicants Enrolled	?	157	132	131	104	117
% Accepted of Applied		90.8%	91.9%	94.2%	90.4%	91.9%
% Enrolled of Accepted		17.0%	13.1%	13.2%	11.4%	12.2%
Percent Change Year over Year						
Completed Applications		na	7.6%	-3.4%	-4.3%	3.3%
Applications Accepted		na	8.9%	-0.9%	-8.1%	4.9%
Applicants Enrolled		na	-15.9%	-0.8%	-20.6%	12.5%
Average of statistical indicator of aptitude of enrollees: (define below)	?					
ranking based on GPA, grade trends, curriculum rigor, high school rating, and evidence of preparation for college; scale 1 to 5 with 1 being highest possible value		3.03	3.27	2.85	2.75	
Transfers - Undergraduate	?					
Completed Applications		109	113	96	99	104
Applications Accepted		105	111	96	96	102
Applications Enrolled		43	34	28	40	36
% Accepted of Applied		96.3%	98.2%	100.0%	97.0%	98.1%
% Enrolled of Accepted		41.0%	30.6%	29.2%	41.7%	35.3%
ReEnrolls - Undergraduate						
Completed Applications		22	15	22	30	22
Applications Accepted		22	15	22	26	21
Applications Enrolled		12	10	12	13	12
% Accepted of Applied		100.0%	100.0%	100.0%	86.7%	95.5%
% Enrolled of Accepted		54.5%	66.7%	54.5%	50.0%	57.1%
Thames to Mitchell						
Completed Applications		58	35	32	43	40
Applications Accepted		48	35	32	40	40
Applications Enrolled		33	27	21	32	35
% Accepted of Applied		82.8%	100.0%	100.0%	93.0%	100.0%
% Enrolled of Accepted		68.8%	77.1%	65.6%	80.0%	87.5%
Please enter any explanatory notes in the box below						
Data retrieved from live Slate dashboard. Net Deposits count used for Applications Enrolled. Mitchell College does not offer graduate degrees. Current year Completed Applications and Applications Accepted include students applying to begin in Spring 2023 (these students have not yet Enrolled so percentage Enrolled is reduced). Goals for FY 2024 are only for the Fall 2023 semester.						

MITCHELL COLLEGE NECHE Self-Study 2023

Standard 5: Students						
(Enrollment, Fall Term)						
Complete this form for each distinct student body identified by the institution (see Standard 5.1)						
						?
Credit-Seeking Students Only - Including Continuing Education						
		3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	1 Year Prior (FY 2022)	Current Year (FY 2023)	Goal (specify year) (FY 2024)
UNDERGRADUATE		?				
First Year	Full-Time Headcount	?	205	189	157	124
	Part-Time Headcount	?	1	1	3	4
	Total Headcount		206	190	160	128
	Total FTE	?	205	189	158	125
Second Year	Full-Time Headcount		143	150	122	153
	Part-Time Headcount		4	5	2	1
	Total Headcount		147	155	124	154
	Total FTE		144	152	123	153
Third Year	Full-Time Headcount		148	124	139	100
	Part-Time Headcount		3	4	4	3
	Total Headcount		151	128	143	103
	Total FTE		149	125	140	101
Fourth Year	Full-Time Headcount		82	90	75	88
	Part-Time Headcount		11	8	6	7
	Total Headcount		93	98	81	95
	Total FTE		86	93	77	90
Undassified	Full-Time Headcount	?	0	0	0	0
	Part-Time Headcount		45	28	18	59
	Total Headcount		45	28	18	59
	Total FTE		15	9	6	20
Total Undergraduate Students						
	Full-Time Headcount		578	553	493	465
	Part-Time Headcount		64	46	33	74
	Total Headcount		642	599	526	539
	Total FTE		599	568	504	490
	% Change FTE Undergraduate		na	-5.2%	-11.3%	-2.8%
GRADUATE		?				
	Full-Time Headcount	?				
	Part-Time Headcount	?				
	Total Headcount		0	0	0	0
	Total FTE	?				
	% Change FTE Graduate		na	-	-	-
GRAND TOTAL						
	Grand Total Headcount		642	599	526	539
	Grand Total FTE		599	568	504	490
	% Change Grand Total FTE		na	-5.2%	-11.3%	-2.8%
Please enter any explanatory notes in the box below						
Undassified indudes Thames (enrolled in credit bearing courses) and Non-matriculating students.						

MITCHELL COLLEGE NECHE Self-Study 2023

Standard 5: Students					
(Financial Aid, Debt, Developmental Courses)					
Complete this form for each distinct student body identified by the institution (see Standard 5.1)					
Where does the institution describe the students it seeks to serve?					
	(FY 2019)	(FY 2020)	(FY 2021)		
Three-year Cohort Default Rate	18.6	16.4	15		
Three-year Loan repayment rate (from College Scorecard)	236	188	206		
	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)	(FY 2024)
Student Financial Aid					
Total Federal Aid	\$6,340,979	\$6,221,381	\$6,069,005	\$5,636,415	\$6,000,000
Grants	\$1,358,627	\$1,345,707	\$1,257,363	\$1,270,348	\$1,350,000
Loans	\$4,951,131	\$4,855,860	\$4,736,152	\$4,287,332	\$4,500,000
Work Study	\$31,221	\$19,814	\$75,490	\$78,735	\$75,000
Total State Aid	\$155,124	\$124,761	\$130,280	\$251,344	\$235,000
Total Institutional Aid	\$9,185,867	\$8,603,337	\$8,615,594	\$8,683,660	\$9,100,000
Grants	\$9,185,867	\$8,603,337	\$8,615,594	\$8,683,660	\$9,100,000
Loans	\$0	\$0	\$0	\$0	\$0
Total Private Aid	\$1,363,217	\$1,220,154	\$1,194,254	\$1,391,063	\$1,265,000
Grants	\$296,298	\$135,312	\$135,312	\$125,203	\$144,000
Loans	\$1,066,919	\$1,084,842	\$1,058,942	\$1,265,860	\$1,121,000
Student Debt					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates	76%	76%	75%	75%	75%
Graduates	0%	0%	0%	0%	0%
First professional students	0%	0%	0%	0%	0%
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	\$39,655	\$32,727	\$25,500	\$27,000	\$35,000
Graduates	\$0	\$0	\$0	\$0	\$0
First professional students	\$0	\$0	\$0	\$0	\$0
Average amount of debt for students leaving the institution without a degree					
Undergraduates	\$4,957	\$4,090	\$5,106	\$4,500	\$4,500
Graduate Students	\$0	\$0	\$0	\$0	\$0
First professional students	\$0	\$0	\$0	\$0	\$0
Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)					
English as a Second/Other Language					
English (reading, writing, communication skills)					
Math					
Other					

MITCHELL COLLEGE NECHE Self-Study 2023

Standard 5: Students					
(Student Diversity)					
Complete this form for each distinct student body identified by the institution (see Standard 5.1)					
For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.					
	Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled	
?	Category of Students (e.g., male/female); add more rows as needed				
	Male	620	452	61	
	Female	690	538	66	
	White	733	643	121	
	African American	448	283	43	
	Hispanic	79	59	19	
	Native American / Alaskan Native	27	20	5	
	Asian American	70	41	7	
	Native Hawaiian / Pacific Islander	11	9	1	
	Two or More Ethnicities	48	33	9	
	Unknown Ethnicity	205	150	43	
	Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE
					Headcount Goal (FY 2024)
?	Category of Students (e.g., male/female); add more rows as needed				
	Male	245	40	285	258.20
	Female	218	33	251	228.89
	Undisclosed gender	0	0	0	0.00
	White	240	35	275	251.55
	African American	71	6	77	72.98
	Hispanic / Latinx	84	9	93	86.97
	Native American / Alaskan Native	1	0	1	1.00
	Asian	9	2	11	9.66
	Native Hawaiian / Pacific Islander	1	0	1	1.00
	Two or More Ethnicities	21	5	26	22.65
	Unknown Ethnicity	35	16	51	40.28
	Non-Resident Alien	1	0	1	1.00
				0	
				0	
Please enter any explanatory notes in the box below					
Data for undergraduate admissions, applicants enrolled taken from SLATE net deposits counts; data for undergraduate enrollment entered from Fall 2022 at add/drop.					

STANDARD 6: TEACHING, LEARNING, AND SCHOLARSHIP

Description

At the heart of any academic institution are the faculty and academic staff. These cohorts at Mitchell are a deeply committed, strongly passionate, and extraordinarily flexible group of educators and facilitators, with experience reaching back in some cases as far as a half-century. Their involvement in the lives of the students—not just academically, but personally and holistically as well—represents a lodestar in the Mitchell galaxy that helps to set the College apart from other institutions.

The Mitchell College faculty categories are clearly defined by the institution in the [Faculty Handbook, Section VIII](#) [pp. 12 ff]. The role of each category in mission fulfillment is less clearly defined, however, given that there are only two categories: full-time and adjunct. Adjunct faculty at Mitchell outnumber the full-time faculty by approximately 3:1, but because of low pay (\$2,400 per three-credit course taught) tend to be more transient than adjuncts at other institutions.

Faculty Salaries

Salary bands/wages are outlined in the faculty contract, *Agreement between Mitchell College and Local 3249, AFT-CT, American Federation of Teachers, AFL-CIO, July 1, 2022–June 30, 2024*, that was ratified on August 22, 2022, for a period of two years. Benefits, including health insurance, health insurance buyout, life insurance and flexible benefits plan, retirement plan, and education benefits are also outlined in the same document.

Mitchell full-time faculty starting salaries appear to be 8% to 16% lower on average than those at other schools in our cohort. ([Comparative Salary Document](#)) As mentioned above, the College's adjunct pay scale is significantly lower than that of competing institutions in the local region.

Criteria for faculty recruitment, appointment, retention, evaluation, and promotion, and policies for resolving grievances can be found in Section VIII of the Revised Faculty Handbook (2018) (pp. 12-16), comprehensively fulfilling the requirements of Standard 6.8. ([Faculty Handbook p. 12](#)) Teaching and mentoring are emphasized as the most important aspects of faculty life at Mitchell College:

Competence in teaching and mentoring at Mitchell College are requisite to promotion. Effective teaching is demonstrated by the clarity, appropriateness, and efficacy of course materials, methods, and presentations. Contributions to teaching include the development and implementation of new courses and programs, the development of instructional materials, including applications of new technologies, ABE, and field supervision of students. The ongoing maintenance of such classroom skills in the classroom is expected. The successful candidate for promotion understands the importance of mentoring students toward course selections that support their career goals ([Faculty Handbook, p. 34](#))

Faculty Expectations of Responsibility and Ethics

The Faculty Handbook emphasizes that “[m]embership in the academic profession carries with it responsibilities for the advancement of knowledge, the intellectual growth of students, and the improvement of society.”

Besides teaching, professors are expected to serve on committees in order to develop academic programs, internships, and extracurricular programs. ([Faculty Handbook p. 17](#)) In addition, as delineated on page 45 of Mitchell's Employee Handbook, faculty are expected to adhere to all ethical standards necessary for maintaining “the best possible work environment.” The employee handbook has detailed descriptions of “infractions of rules of conduct” that are unacceptable in any employee regardless of rank and level of education. ([Employee Handbook p. 45](#)) Faculty are required to submit a Faculty Development and Self-Assessment Plan each year (prior to 2022, in

February; beginning in 2022, in May). The criteria for this plan are outlined in the Faculty Handbook (2018) pg. 58, Appendix E-4. ([Faculty Handbook p. 58](#))

Faculty Evaluation

The evaluative criteria for teaching, creative activities, research, and professional development activities and community service are clear. These criteria are revisited annually by the Academic Policies & Procedures Committee. CourseEval is used to evaluate teaching effectiveness from the perspective of students; however, student participation in these surveys is very low, in general, and questions embedded in CourseEval have not been vetted through the faculty. Faculty input would be beneficial in designing CourseEval questions that are more pertinent to student learning outcomes and Mitchell's academic programs.

Additional measures of [Teaching Effectiveness](#) such as peer observation, colleague feedback, and [faculty learning communities](#) dedicated to advancing pedagogy within programs have been discussed among the faculty, and, in some cases, take place; they have not yet been institutionalized across the College. An in-house program of professional conversation, Second Wednesdays, will be offered in Spring 2023 and two informal communities of practice will be formed.

Some faculty would like to be integrated into the advising model to assist students in curricular planning and career development and to encourage students' sense of purpose. At this time, due to faculty workload, the bulk of student advising is done by the Centralized Advising staff.

Faculty Scholarship

Mitchell's Faculty Handbook explains that faculty can display scholarly pursuits in the following ways:

All faculty members have an obligation to maintain a high level of professional competence and to keep abreast of developments in their field. Scholarly achievement is demonstrated by original published and refereed contributions to the advancement of the discipline/field or study of the integration of the discipline with other fields; by original research, artistic work, exhibitions, and performance; and by the application of discipline or field-based knowledge to the practice of a profession. Professional activities are demonstrated by contributions to recognized societies and associations that promote scholarship, by consultancies and cooperative projects that make the faculty member's discipline of field-based knowledge available to individuals, groups, or agencies outside the College. (Faculty Handbook)

Mitchell is an institution dedicated primarily to teaching undergraduates. While scholarship is mentioned in the professional development requirements for promotion, it has not been reinforced as essential. As Mitchell increases its number of full-time faculty and continues to develop its academic offerings to potentially include graduate programs, greater opportunities for creative and scholarly research will arise.

Academic Freedom

The College follows academic freedom guidelines set forth by the American Association of University Professors in 1940. The Revised Faculty Handbook (2018) quotes directly from the AAUP document in Appendix D ([Faculty Handbook, Appendix D](#)):

1. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
2. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of

academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

3. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

There have been no official complaints or grievances relative to academic freedom in at least the past decade.

Student Support Services

While there are multiple robust academic and residential life support programs at Mitchell, some of the most important of these programs are optional for students and are therefore underutilized, as some students feel stigmatized to be identified as needing or using the additional support. The College offers the following academic and social support programs (the parenthetical numbers represent the number of staff):

- Mitchell College Library (4)
- Bentsen Learning Center (9)
- Advising (6)
- Thames at Mitchell (7)
- The Mystic Program (1)
- Accessibility Services (1)
- First-Year Experience (1 Director and multiple adjunct faculty)

The Office of Accessibility Services is significantly under-staffed, with one full-time person available to address the entire College's accessibility needs and to fulfill required federal reporting. ([Accessibility data](#))

Centralized Advising

Through the existing advising system, Mitchell students have real-time access to their academic standing, and two-way communication between advisor and advisee is readily available. The advisor is often the first person on campus to whom a student turns for support, and while the team members each carry a heavy caseload, they respond promptly, thoughtfully and often proactively to student needs. The robust advising system is further strengthened by student-support software (through Spring 2022, Starfish; since Fall 2022, Insight) that allows instructors, advisors, coaches, and support staff to easily raise concerns, note successes, schedule meetings, and provide essential feedback to, for and with students.

Institutional Review Board

While Mitchell College is a teaching institution, research programs in both the Life- and Social-Sciences are supported by the College. The Institutional Review Board ensures the ethical treatment of human subjects in all research conducted at the College, as found in the [Revised Faculty Handbook, Section VII.C.5](#).

Appraisal

Teaching and Learning

Mitchell has made great strides in the type of program review that results in a culture of continuous improvement. In Fall 2021 Mitchell began a systematic program of external review for every academic program on campus; as of

June 2022 two programs had undergone this process, FYE and ICD. Significant changes to the curriculum associated with both programs were made as a result of the reviews and are discussed elsewhere in this self-study.

[\(FYE External Review\)](#)

[\(ICD External Review\)](#)

The Office of Academic Affairs has designed a five-year schedule for external program review; that schedule is part of the [Assessment Strategic Plan](#). Recommendations made by external reviewers are addressed immediately, and overall observations and comments of external reviewers are shared with all faculty and staff associated with the reviewed program.

In response to NECHE concerns about assessing the Mitchell Ability Model (addressed in the self-study Introduction), eight faculty attended an [Assessment Workshop at Alverno College](#) in June 2021 with the goal of incorporating best practices in assessments that meet individual course objectives and program outcomes mapped to the institutional mission. (See [Workshop Agenda](#)) Since that time, assessment and curriculum mapping has been effectively employed in all Divisions and Majors. All programs and units have completed Unit Outcome assessments from 2018 through 2021 and have developed plans for Unit Outcomes going forward, with Dr. Yongmei Li serving as assessment consultant from June 2021 through February 2022.

Functional Units:

- [2018–2019](#) unit outcome reports
- [2019–2020](#) unit outcome reports
- [2020–2021](#) unit outcome reports
- [2021–2022](#) unit outcome reports

Academic Divisions:

- [FYE External Review](#)
- [Honors Program Review 2021](#)
- [Human Services Program Review 2021](#)
- [Leadership and Management Program Review 2021](#)
- [Science Program Review 2021](#)
- [Teaching and Learning Program Review 2021](#)
- [Teaching and Learning Program Review 2022](#)
- [FYE Program Review 2022](#)
- [Honors Program Review 2022](#)
- [Human Services Program Review 2022](#)
- [Science Program Review 2022](#)
- [Tutor Center Annual Report 2022](#)

The Mitchell faculty is committed to developing methods appropriate to students' capabilities and learning needs, and this is demonstrated in many ways—through their pedagogies as reflected in syllabi and annual reviews, their commitment to students' intellectual development and success, their own in-house professional development workshops, and Faculty Learning Community discussions relating to pedagogy and best practices since Fall 2018. [FLC March 22](#); [FLC Cup of Tea Event](#). Additionally, beginning in January 2023, the College established a cycle of three annual academic assessment days for collaborative faculty work—one in August, one in January, and one in May.

Abilities-Based Education: The Mitchell Ability Model

Beginning in 2015, Mitchell College adopted an instructional approach based on [Abilities-Based Education](#) (ABE). This method emphasizes the development of specific skills that are essential for career development and lifelong learning.

These skills are:

1. Critical and Creative Thinking
2. Communication
3. Diversity and Global Perspectives
4. Information and Communication Technology Literacy
5. Problem Solving and Analysis
6. Values, Ethics, and Social Responsibility
7. Social Interaction

(See Standards 4 and 8 for an in-depth analysis of the Mitchell Ability Model.)

As faculty revise the General Education program and reevaluate specific majors, ABE will continue to be a cornerstone of Mitchell's academic programs. In addition, for the past three years Mitchell faculty have been engaged in monthly meetings of a Faculty Learning Community, out of which candid and unstructured conversations about ABE, Universal Design for Learning, remote learning, Covid-19, student engagement and both the physical and mental health and wellness of the entire College community have arisen. Finally, faculty have participated in a variety of online programs geared towards dealing with a multitude of academic, social, and psychological issues that impact contemporary students.

Signature Assignments

In an effort to evaluate program learning outcomes, faculty engaged in an in-house assessment workshop in August 2022 and worked on identifying signature assignments—an assignment, task, activity, project, or exam that students complete to demonstrate specific learning outcomes, both at the course and program level. The signature assignment is identified as a means of collecting direct evidence of student learning and must be collected across different courses and across time. A signature assignment should serve as a milestone in a student's progress toward achieving the program's learning outcomes.

Signature assignments not only engage students in their learning, but they also provide data related to course and program learning outcomes for program assessment and review. By analyzing and interpreting data from signature assessments, institutions are able to implement effective interventions to increase retention and graduation rates. Furthermore, administrators, deans, and chairs are able to see student growth.

Data were collected and analyzed during the Fall 2022 semester and presented to faculty during an in-house assessment workshop in January 2023. See Standards 4 and 8 for a more in-depth analysis of signature assignments and program learning outcomes.

New Program Offerings

In Fall 2023 the College will offer the following new degree programs:

1. Business Management (revitalized)
2. Computer and Data Information Systems (associate degree)
3. General Studies with a focus on Workplace Readiness (associate degree)
4. Public Health with a focus on Community Health (bachelor degree)

Faculty: Full-Time and Adjuncts

The ratio of classes taught by full-time and part-time faculty continues to hover around 50%. The low pay of adjunct faculty results in a systemic pattern of attrition and last-minute hiring to cover course sections; regardless of planning, the Chairs and the Office of Academic Affairs have to scramble at the start of each new semester. The overall number of faculty is sufficient to offer the courses that need to be offered; however, the relatively small number of full-time faculty results in each faculty member wearing multiple extra-curricular hats, serving on as many as four or more committees as well as taking on other roles in institutional governance and management. The small number of full-time faculty and the difficulty in hiring adjunct faculty also translates to a number of full-time faculty members volunteering to or agreeing to teach courses on overload. The College recognizes that this problem must be addressed.

Mitchell is a teaching-centered institution, and Mitchell faculty are dedicated to providing students with excellence in pedagogy, course design, and curriculum development that best supports the kaleidoscope of learners that the College serves. Faculty academic assignments are consistent with the mission of the College. Despite this faculty dedication however, until 2021 there was no regular or predictable reappraisal of work balance. Since July 2021, there has been a transition to an informed, regular, reasonable, and equitable reassessment of faculty workload. In the Fall 2022 semester, the VPAA/DOC worked with the faculty to generate a discussion around workload and the number of committees faculty participated in; it was revealed that many faculty were participating in most, if not all, of the academic standing committees. The VPAA/DOC asked the Division Chairs to work with the faculty to ensure that there was one representative from each division and/or program on each standing committee, thus reducing the faculty's committee workload. Committee members report a summary of meetings to the FCW so that all members are kept apprised of the conversations and decisions that occur during committee meetings. Academic Affairs has also drafted a workload policy and will be working with the faculty to revise and edit this document for implementation in AY 2023–2024.

Salient points further relating to Mitchell full-time faculty workload include:

- Most full-time faculty carry tremendous service/committee responsibilities, which can reduce time available for effectively engaging in professional development around scholarship and research.
- Internships have not been equitably distributed across all faculty. Changes were made to the internship model and took effect in Fall 2022; internship supervision now occurs as part of teaching load.
- Some faculty insist on assuming overload teaching; the union contract currently allows for one overload course per semester. The VPAA has recommended to union membership that overload be reduced to one course per year.
- Course release is rare; when it occurs, there is no clear policy for its award.

Given the small size of both the student body and the faculty, Mitchell experiences challenges in exposing students to a variety of faculty within the major. Broad-based programs such as FYE, ICD, and General Education are able to include a true mix of faculty members across sections; at the 300 and 400 level, however, Mitchell has difficulty presenting a variety of faculty to the student cohort. While the use of highly trained adjuncts could help ameliorate this challenge, the low adjunct stipend renders this option difficult. Because Mitchell College depends on adjunct faculty to teach a large portion of its courses and a majority of the adjuncts have other full-time jobs elsewhere, the adjunct cohort requires a greater and more comprehensive program of onboarding, integration, and understanding of both the College's mission and the [Mitchell Ability Model](#) than has historically been made available. Therefore, the College hired an AssoDOC, whose responsibilities includes the onboarding and institutional oversight of all adjunct faculty; this will mitigate the number of adjuncts "falling through the cracks" technologically, philosophically, pedagogically, and institutionally. Mitchell does not currently utilize teaching assistants, nor does it have a dedicated instructional designer.

The composition of the faculty does, indeed, reflect the mission, programs, and student body of the College with regard to professional expertise; it does not reflect the mission, programs, and student body with regard to diversity of race, age, otherwise-abled, or neurodiversity (See also Standard 6.5). The College recognizes these disparities, and it is the goal of the College to bring faculty diversity to levels roughly equivalent to the diversity of the student body. Strategies may include cluster hiring, targeted advertising as positions are posted, and other HR-based approaches to faculty recruitment. This issue is important, and diversity in hiring will be a major goal as Mitchell increases its number of full-time faculty members. This problem will be assessed by each Division in consultation with the IDEA committee. This group, formed in 2022, crafted a Diversity and Inclusion statement for the College that complements and expands upon the mission statement to celebrate unique minds by appreciating our collective differences. [Diversity and Inclusion statement](#)

College faculty and professional staff were not provided with substantial opportunities for professional development prior to the 2021–2022 academic year. No professional development budget existed for faculty; professional development funds were awarded in isolated cases and without a systematic, transparent process for evaluating faculty requests for funding. In 2021 the Professional Development Committee of the Faculty was solicited by the Administration to create a standardized request-for-funding procedure. In response, the Administration budgeted \$1,500 per full-time faculty member per year for professional development. At this time professional staff are still without professional development support. [\(Professional Development Request Guidelines\)](#)

Credentialing

Academic credentialing at Mitchell was reset in 2021 with a comprehensive review of the *vitae* of all current full-time faculty. Where credentials were missing or vague, they were replaced with official transcripts and/or proof of certification or professional experience. Some realignment in teaching assignments followed this process; the result is that all faculty and academic staff are currently appropriately assigned. [\(Credentialing Form\)](#) [\(Alternate Qualification Credentialing Form\)](#) Criteria for academic qualification and assignment include advanced degrees held, advanced study undertaken, scholarship, creative activities, and teaching abilities, as well as relevant professional experience, professional training, and professional credentials. These criteria can be found in Appendix E of the Revised Faculty Handbook (2018). [\(Faculty Handbook p. 54\)](#) Titles and credentials are congruent among all faculty relative to their assigned teaching assignments and Division affiliation. Among Advising and [Bentsen Learning Center](#) staff, master's degrees and relevant experience have been required since 2021; current advisors and BLC staff without master's degrees were grandfathered in.

Faculty Recruitment and Hiring

Mitchell's processes for recruiting and appointing its faculty have historically been less than transparent, although there has been significant improvement since 2021. Some of the problems were the result of poor intramural communication and a historical and intentional exclusion of faculty from the hiring process; both these factors have seen dramatic improvement since the arrival of the current administration. The College now adheres to the process outlined in the Revised Faculty Handbook, section VIII.C, page 13. [\(Faculty Handbook p. 13\)](#)

The 2018 Faculty Handbook includes the following nondiscrimination policy on page 1:

Mitchell College does not discriminate on the basis of race, color, gender, sexual orientation, religion, creed, nationality or ethnic origin, age, marital status, political beliefs, veteran status, disability and/or any other protected class characteristic as identified in applicable state and/or federal law, in admission to, access to, treatment in, or employment in its programs and activities. [\(Faculty Handbook p. 1\)](#)

Academic Technology and Student Support

Academic support software effectively connects faculty and staff with students for monitoring and support. The College uses Insight as a technology tool for faculty to report any academic concerns to the advising team. However, faculty have expressed a collective desire for more student agency in understanding their major's course sequencing and prerequisites and more awareness of overall academic expectations. Some faculty believe that faculty integration into the centralized advising model would help achieve this goal. Academic planning/advising is shifting from planning on a semester-by-semester basis to a longer-view system of projecting a full year's schedule a semester or more in advance. There are also ongoing discussions around modifying the advising process to include more faculty input during the second and third years, thereby ensuring logical and orderly completion of course requirements for majors, minors, graduation and career development, and to provide disciplinary expertise within the advising process.

Academic Staff Self-Evaluation

The academic staff (faculty, advisors, Registrar's office, tutors, and BLC staff) are required to submit annual self-evaluations and goals for the year ahead. These self-evaluations have historically not generated feedback from supervisors or administrators. Since 2021, however, the Administration has been more responsive to these evaluations, and productive feedback has been provided to faculty by Division Chairs. ([Faculty Self-Evaluation form](#)) In the spring semester of each academic year, the VPAA/DOC meets with all direct reports for an annual performance review. In lieu of merely listing performance characteristics as required on the form provided by Human Resources, each direct report is asked to write a one-page reflection that centers around the question, "How did you advance Mitchell's mission during the past year?" In addition to this reflection, the VPAA/DOC's direct reports are also asked to update the status of the goals they set in their previous review. The VPAA/DOC then meets with each direct report to engage in collaborative goal-setting for the next academic year.

Because these self-evaluations include areas of professional development and service to both the College and the community in which the employee lives, the self-evaluation offers insight into strengths and interests that administrators might not see when conducting a purely academic review. The result is enhancement of responsibilities and assignments that specifically support the mission of the College regardless of the primary assignment.

Since the arrival of the current administration (the President in July 2020, the VPAA/DOC in August 2021, and the AssoDOC in July 2022), the College has seen significant improvement in communication with, and support of, the academic and professional staff. Full-time faculty hiring has increased, filling positions left empty for several academic years. Program Learning Outcomes, Student Learning Outcomes, and abilities assessment has been clarified, implemented, and institutionalized. Academic programs and frameworks have been reviewed in a thoughtful and collaborative way, and some general education courses have been reinstated while a new model is being developed. The institution is building forward in a positive way, centering the academic heart of the enterprise to the benefit of current and future students as well as faculty and staff.

Projections

1. The College senior finance team will develop a five-year plan to bring faculty and staff pay into parity with similar institutions in the region. This plan will include measures to bring adjunct pay into line with Mitchell's companion institutions.
2. The College faculty will continue to grow in numbers and diversity. Targeted recruiting methods and cluster hiring, as well as other creative HR-based approaches to faculty recruitment, will be used to meet established goals.
3. The College will improve its ability to gather, collate, and interpret both quantitative and qualitative data and use the results effectively in support of teaching and learning.
4. Faculty and academic staff will participate in ongoing professional development that will inform their teaching and service and will result in scholarship and/or creative activity.

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Standard 6: Teaching, Learning, and Scholarship				
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)				
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year
	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)
? Number of Faculty by category				
Full-time	16	16	17	17
Part-time				
Adjunct	38	45	57	54
Clinical				
Research				
Visiting			1	1
Other; specify below:				
Total	54	61	75	72
Percentage of Courses taught by full-time faculty				
? Number of Faculty by rank, if applicable				
Professor	2	2	2	2
Associate	6	8	8	9
Assistant	8	6	7	5
Instructor				
Other; specify below:				
Visiting			1	1
No rank (adjunct)	38	45	57	54
Total	54	61	75	71
? Number of Academic Staff by category				
Librarians	1	1	1	1
Advisors			6	5
Instructional Designers				
Other; specify below:				
Bentsen Learning Center FT			6	8
Bentsen Learning Center PT			2	3
Thames at Mitchell			7	9
Mystic Program			4	1
Accessibility Services			1	1
First Year Experience FT			3	1
First Year Experience PT			13	9
Library Technician	1	1	1	1
Total	2	2	44	39
Please enter any explanatory notes in the box below				
Thames at Mitchell for FY 2023 includes 6 FT and 3 PT; First Year Experience PT employees are student transition mentors.				

Standard 6: Teaching, Learning, and Scholarship
(Highest Degrees, Fall Term)

			3 Years Prior	2 Years Prior	1 Year Prior	Current Year
			(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)
?						
Highest Degree Earned: Doctorate						
Faculty	Professor		2	2	2	2
	Associate		5	5	4	6
	Assistant		2	2	4	3
	Instructor				1	
	No rank				8	7
	Other					
	Total		9	9	19	18
Academic Staff	Librarians					
	Advisors					
	Inst. Designers					
	Other; specify*					
Highest Degree Earned: Master's						
Faculty	Professor					
	Associate		4	4	4	3
	Assistant		4	4	3	3
	Instructor					1
	No rank				45	41
	Other					
	Total		8	8	52	48
Academic Staff	Librarians		1	1	1	1
	Advisors		6	6	6	6
	Inst. Designers		1	1	1	1
	Other; specify*					
Highest Degree Earned: Bachelor's						
Faculty	Professor					
	Associate					
	Assistant					
	Instructor					
	No rank				2	6
	Other					
	Total		0	0	2	6
Academic Staff	Librarians		1	1	1	1
	Advisors					
	Inst. Designers					
	Other; specify*					

MITCHELL COLLEGE NECHE Self-Study 2023

Standard 6: Teaching, Learning, and Scholarship									
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)									
		3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
		(FY 2020)		FY 2021)		(FY 2022)		(FY 2023)	
		FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty Appointed									
Professor		2		2		2		2	
Associate		6		8		8		10	
Assistant		8		6		7		6	
Instructor									
No rank			38		45		57		54
Other						1		1	
Total		16	38	16	45	18	57	19	54
Number of Faculty in Tenured Positions									
Professor									
Associate		1		1		1		1	
Assistant		1		1		1		1	
Instructor									
No rank									
Other									
Total		2	0	2	0	2	0	2	0
Number of Faculty Departing									
Professor									
Associate		1		1				1	
Assistant						1			
Instructor									
No rank									
Other									
Total		1	0	1	0	1	0	1	0
Number of Faculty Retiring									
Professor									
Associate		1		1				1	
Assistant								1	
Instructor									
No rank									
Other									
Total		1	0	1	0	0	0	2	0
Fall Teaching Load, in credit hours									
Professor	Maximum					24.00		27.00	
	Median					22.50		25.50	
Associate	Maximum					30.00		30.00	
	Median					25.00		27.00	
Assistant	Maximum					30.00		30.00	
	Median					24.00		27.00	
Instructor	Maximum					27.00		27.00	
	Median					27.00		27.00	
No rank	Maximum						18.00		18.00
	Median						6.00		6.00
Other	Maximum								
	Median								
Explanation of teaching load if not measured in credit hours									
Teaching load is a new metric this year for Academic Affairs; data collection for this metric began with new leadership and office administration in FY 2022.									

MITCHELL COLLEGE **NECHE Self-Study 2023**

Standard 6: Teaching, Learning, and Scholarship

(Number of Faculty by Department or Comparable Unit, Fall Term)

	3 Years Prior (FY 2020)		2 Years Prior (FY 2021)		1 Year Prior (FY 2022)		Current Year (FY 2023)		
	FT	PT	FT	PT	FT	PT	FT	PT	

Number of Faculty by Department (or comparable academic unit); insert additional rows as needed

Behavioral Sciences Dept.	Services Core	Services Core						
Human Services Core	4	5	4	14	4	10		
Business Administration Dept.	0	7	6	17	**			
Communication Arts Dept.	3	1	4	8	**			
Education Dept.	2	4	2	4	***			
Hospitality & Tourism Dept.	1	1	0	2	**			
Humanities Dept.	3	7			***			
Sport & Fitness Management Dept.	2	7			**			
Law & Justice Policy Studies Dept.	*	*						
Life Sciences Dept.	Science Core	Science Core						
Science Core	1	3			3	4		
Math	0	3			***			
Teaching & Learning Core					5	13		
Leadership & Management Core					6	15		
First Year Experience						16		9
GNED							3	8
Business, Communications, & Education Division							9	23
Science Division							3	3
Behavioral & Social Sciences Division							3	11
Total	16	38	16	45	18	58	18	54

Please enter any explanatory notes in the box below

* Effective Fall 2019: 1) Human Services Core merged: Behavioral Sciences Dept., J. Curren from Law & Justice Policy Studies and David Brailey from Education Dept. David Brailey also remains in the Education Dept. for AY2019-2020. 2) The Science Core merged: Science Core Chair Ramsay, T. Broccoli crossover from Human Services Core, and D. Kresge who also remains in Sport & Fitness Management Dept. for AY2019-2020.

* Effective Fall 2020: 1) Human Services Core: Behavioral Sciences, Law & Justice Policy Studies concentrations. 2) Leadership & Business Management Core: Communication Arts, Hospitality & Tourism, Sport Management concentrations. 3) Sciences Core. 4) Teaching & Learning Core: Education, Humanities, Physical Education, Sport Fitness, Liberal & Professional Studies concentrations.

** FY22 - Business Administration, Communication Arts, Hospitality & Tourism, and Sport & Fitness Management included under Leadership & Management Core

*** FY22 - Education, Humanities, and Math included under Teaching & Learning Core

FY23 Reorganization into 3 major Divisions: Sciences, Behavioral and Social Sciences, and Business, Communications, and Education; GNED is being designed to house Humanities and Mathematics

MITCHELL COLLEGE NECHE Self-Study 2023

**Standard 6: Teaching, Learning, and Scholarship
(Faculty and Academic Staff Diversity)**

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

Faculty	Full-time	Part-time	Total Headcount	Headcount Goal (specify year)
Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Male	11	27	38	40
Female	8	27	35	37
White	18	35	53	53
Black/African American	1	5	6	7
Asian	0	1	1	2
Hispanic	0	3	3	4
Two or More Races	0	2	2	3
No Response	0	8	8	8
Academic Staff	Full-time	Part-time	Total Headcount	Headcount Goal (specify year)
Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
Male	2	3	5	5
Female	19	15	34	34
White	19	11	30	30
Black/African American	0	2	2	2
Asian	0	1	1	1
Hispanic	1	3	4	4
Two or More Races	1	1	2	2
No Response	0	0	0	0
Please enter any explanatory notes in the box below				
Counts are for Fall 2022.				

STANDARD 7: INSTITUTIONAL RESOURCES

Description

Mitchell College relies on many resources to fulfill its mission of providing an accessible and affordable education for undergraduate students. Despite challenges imposed by the COVID-19 pandemic and the enrollment cliff, the College has substantial human, financial, information technology, physical, and technological resources to ensure support for teaching, learning, and student success.

Human Resources

The Office of Human Resources at Mitchell College provides leadership and support for the academic mission. The office is committed to providing employees with a positive work environment and an equal opportunity for learning and personal growth.

When hiring new employees, Mitchell College uses ADP Workforce to facilitate the application process so that there is documentation of all applicants who apply for a position and a timeline for the interviewing process. When the College seeks to fill a position, the responsibilities and requirements of both employer and employee are posted on the College's [Careers](#) website page and on any relevant job boards. Via the ad, applicants are invited to apply, and the hiring committee reviews all applications to make a decision about which candidates to advance for an interview. ([See here for an example.](#)) Once an applicant is chosen, an offer letter is submitted to the candidate, with the terms of employment, prior to their start date, and the new employee must sign a job description at the time of hire. Full-time faculty compensation is subject to collective-bargaining, and other staff salaries are determined through compensation surveys. Once a candidate is approved through a background check, the College assigns the appropriate credentials to utilize campus systems.

Part of the onboarding process at Mitchell College is a requirement for new hires to read the Employee Handbook. The [Employee Handbook](#) is clear and concise and available on the College's faculty and staff home page. It includes information on the following:

- General personnel information
- College policies
- Payroll, compensation, and performance management
- Benefits
- Workplace rules

The [Employee Handbook](#) is reviewed annually to evaluate and address policies that need to be updated to ensure clarity and accuracy for all employees. The handbook has a documented grievance procedure which includes descriptions of the multiple channels available to employees seeking to have their grievances addressed. Mitchell College employs approximately 136 full-time employees.

Employees by Race and Ethnicity

Race/Ethnicity	%
White	73
Black or African American	7
Hispanic/Latino	18
American Indian or Alaska Native	0
Asian	1
Native Hawaiian or Other Pacific Islander	0
Unknown	1

Mitchell College evaluates the sufficiency of faculty and staff based on its enrollment numbers to ensure that the institution has adequate, qualified personnel to support the mission. Background checks and references from others are completed to ensure appropriate hiring. The College subscribes to *Diverse Issues in Higher Education* and HR staff participate in a workgroup with HR Directors from other institutions of higher education in Connecticut to examine best practices within higher education.

With 18 full-time faculty and approximately 60 adjunct faculty (the number varies by semester), courses are taught by strong and qualified academics. The revised faculty credentialing process is discussed in Standard 6.

Financial Resources

Mitchell is primarily a tuition-dependent institution, and the College is located in a region of the country where undergraduate enrollment is declining. The COVID-19 pandemic exacerbated this issue. However, Mitchell is committed to meeting typical enrollment and revenue challenges in innovative ways. To decrease total reliance on tuition revenue, the institution has strategically chosen to develop non-tuition (i.e., auxiliary) revenue. Auxiliary revenue sources (e.g., [Michael's Dairy](#), [The Red Barn](#), the [Children's Learning Center](#)) have enabled Mitchell to support its operations while rebuilding enrollment to pre-pandemic levels. Through prudent management, strategic allocations, and innovation, the College remains fiscally sound and stable, even after years of declining enrollment.

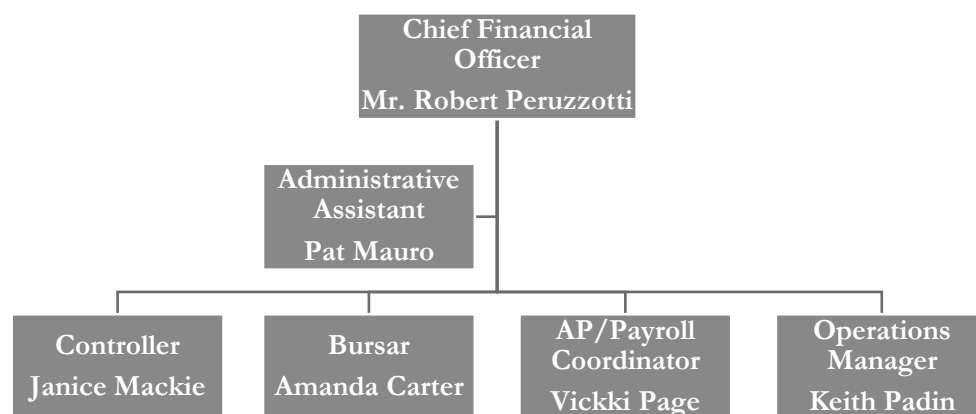
One of many standards the Department of Education utilizes to gauge the fiscal responsibility of an institution is a composite of three ratios derived from an institution's audited financial statements. The three ratios are a primary reserve ratio, an equity ratio, and a net income ratio. These ratios gauge the fundamental elements of the financial health of an institution. The composite score reflects the overall relative financial health of institutions along a scale from negative 1.0 to positive 3.0. A score greater than or equal to 1.5 demonstrates the institution as being financially responsible; 1.0 to 1.5 would be considered responsible but would require additional reporting and monitoring.

Mitchell's Composite Financial Score (past 4 years)

FY2018	FY2019	FY2020	FY2021
3.0	2.7	2.87	2.91

The College's composite score for FY 2021 is 2.91. Mitchell has been at 2.7 or higher over the past five years. The information above was presented to the Board of Trustees in October 2021, and they were reminded of the importance of this ratio and given specifics as to how the College has done an outstanding job maintaining this ratio

over the years. As cash/liquidity is in a solid position, the College looks to improve operational performance year over year to ultimately cover depreciation on an annual basis. The College's financial resource allocation remains consistently positioned either directly or indirectly to Mitchell students' educational development, with student support averaging 75% over a four-year period.



Mitchell College's Finance Office is led by a qualified VPF/CFO who is a Certified Public Accountant with experience in not-for-profit higher education. In addition, the Controller has a Master of Business Administration and experience in financial and audit operations as well as not-for-profit accounting. The AP/Payroll staff member holds minimum degree qualifications and has 20 years of related experience in higher education. Job descriptions are reviewed when a position becomes vacant or at the request of the manager or employee.

Critical Financial Policies

Restricted Gift Spending

The Restricted Gift Spending Policy ensures temporarily restricted gifts are properly administered and managed, honoring fiduciary responsibilities. There is room for improvement on the timeliness of use with restricted gifts. ([MC Restricted Gift Spending Policy 20220712](#))

Gift Acceptance

This policy ensures that all gifts to, or for the use of, Mitchell College are structured to provide maximum benefits for the donor and the College. Because some gift situations may be complex, or more costly than beneficial, or restricted in a manner not in keeping with the mission and goals of the College, this policy has been developed to establish standards by which all gifts will be evaluated. ([MC Gift Acceptance Policy-20220712](#))

Major Gifts Institutional Naming

Major gifts made to Mitchell College can have a lasting impact not only for the College but for the donor as well. Gifts at these levels provide an opportunity for the donor to name professorships, scholarship and program funds, buildings, or rooms at the College. With such gifts, a donor may permanently associate his/her name with the College or honor a beloved faculty member, family member, or friend. ([MC Major Gifts Institutional Naming Policy 220712](#))

Investment

Mitchell's Investment Policy Statement outlines the investment management of the College's permanently restricted funds, temporarily restricted funds, and unrestricted funds. The investment policies are designed to ensure prudent management of the College's assets and have been developed consistently with the long-term interests of the College, including the goal of preserving the purchasing power of the endowment to meet the multi-generational needs of the College. ([MC INVESTMENT POLICY 220712](#))

College Investment and Bank Accounts

This policy sets certain requirements for opening, closing, updating, and maintaining Mitchell College cash and investment accounts held at any given financial institution. The purpose of this policy is to establish control procedures over the College's assets, thereby increasing oversight and minimizing financial loss. ([MC-INVESTMENT& BANK ACCOUNT POLICY 220712](#))

Capital Assets

Capital expenditures require advanced planning and review to ensure that projects and purchases are evaluated, scheduled, appropriately funded, and prioritized to reflect the goals of the strategic plan. The purpose of the policy is to define the process of consistent review, prioritization, and approval of capital expenditures within the College's Budget Plan through use of the Capital Request Form (CRF). This process will ensure proper planning, funding, monitoring and accounting of all capital expenditures. ([MC Capital Asset Policy-220712](#))

Grants

Mitchell College encourages faculty and staff to explore grants from public and private funding agencies to support the educational objectives, mission, and vision of the College. The grants policy and procedures were developed to ensure that: (1) the College retains control of the administration of externally funded grants through centralizing all pre-and post-grants activity; (2) grants activity for the College takes a strategic, proactive, and collaborative approach with shared responsibility for success; (3) the College's institutional culture recognizes the critical intersection between fundraising and grants as part of its overall fund development strategy in securing investors for its projects; (4) grant project ideas and proposals are approved by the College prior to submission; (5) all proposals align with the funding preferences of the funding agency; (6) grant proposals/applications are submitted by authorized personnel only; and (7) the requirements and deliverables of grant-funded projects are satisfied as stipulated in grant award contracts and meet all required deadlines to ensure proper stewardship of grant funds. Since the leadership transition in 2020 the College has pursued more grant opportunities and has been successful; however, the institution could benefit from a full-time grant-writer/administrator. ([MC GRANTS 220712](#))

Information, Physical Plant, and Technology

Office of Information Technology

The Office of Information Technology (OIT) at Mitchell College supports five computer labs (four Windows-based labs and one Mac OS lab) for a total of 96 workstations. There are 15 Smart Classrooms with ViewSonic Smartboards installed. All classrooms have the same equipment to support student learning and pedagogy.

Mitchell College's OIT manages the security of the virtual presence of the faculty, staff, and students. OIT manages and maintains the technology services of the campus including servers (application and web), Software as a Service (SaaS) applications, enterprise infrastructure, and disaster recovery. To ensure the reliability of its technology systems, the integrity and security of data, and the privacy of individuals, OIT ensures that data of the institution is behind the High Availability Palo Alto firewall appliance. All network traffic is routed through this device which has policies to segment traffic (both student and admin) and implements Quality of Service (QoS) to prioritize traffic across the network. Additionally, OIT ensures that network access is only granted as needed and that all users are created in Active Directory which is configured with account specifications and appropriate password complexity.

Mitchell College has established the following policies to respond to illegal or inappropriate use of its technology systems and resources: [College Illegal Download Policy](#); [Guest Access to the Mitchell College Network](#); [Information Management Security and Ownership](#); [Information Systems Appropriate Use Policy](#); [Use of Internet, eMail, and Monitoring of Devices](#). The comprehensive [Disaster Recovery plan](#) was updated in 2021 and details methodology to support the business continuity of the organization.

Library Services

The Mitchell College Library collections and services are designed to support the needs of our academic programs and stimulate the curiosity and intellectual inquiry of all students and faculty. Students are introduced to Library resources and support services through Library instruction that is embedded in [all First-Year College Writing courses](#) and the [First-Year Experience curriculum](#), introducing students to the Library's collections, physical space, and support staff as well as concepts of academic honesty, plagiarism prevention, and evaluation of information sources (information and communication technology literacy). Additional instructional support is offered by way of customized [course](#) and [subject-based](#) LibGuides, in-class instruction, and [individual appointments with library staff](#). Library unit outcomes appropriately reflect the Library's impact on student learning ([2018–2019](#); [2019–2020](#); [2020–2021](#); [2021–2022](#)). Physically, the building offers mixed-use space on two levels supporting both collaborative and individual study. Seating accommodates approximately 65 including 24 public-access desktop computers for faculty, staff, and student use. Flexible instructional space includes panel display and projection options as well as a collection of laptops and desktops. As discussed in Standard 1, the current library renovation is being closely informed by the institution's mission commitment to accessibility and adaptability.

The Library supports faculty and student use of campus technologies including the College's learning management system (Open LMS/Moodle), survey tool (Qualtrics), and productivity applications (Office365). The technology lending program includes 30 laptops and 15 iPads. In addition, the Library supports [an extensive collection of audio/visual technologies](#) to facilitate learning within the building, in the classroom, and across campus. Communication faculty collaborate with Library staff to keep this equipment current and relevant to the curriculum.

During the academic year, [the facility is open 81 hours per week](#); extended hours are provided leading up to and during final exams. Hours are reduced in the summer and when classes are not in session. Virtual chat services are offered during most operating hours. Staff include the Interim Director/User Services Librarian, a full-time Educational Technologist, a part-time Instruction Librarian, and a full-time Collections and Student Staff Manager. The library employs up to eight student staff each year and piloted a training program tied to unit outcomes in Spring 2022. Outcomes will be assessed again during Spring 2023; findings will be compared year-over-year and then evaluated for effectiveness. Due to the small sample size, Library and Information Services will also consider modifying this unit outcome for the 2023–2024 academic year. All staff participate in a shared desk rotation providing circulation, technology support, and introductory research consultations. In-depth research and instructional support are available by appointment, made through Insight (previously Starfish), the College's student retention system.

Library collections include nearly 30,000 books and media, [searchable through an online catalog](#), with an emphasis on subject matter pertaining to the College's academic programs as well as material aimed at building general reading interest and literacy. Collections are highly focused and are under continual review to ensure currency and relevancy across disciplines. [A growing children's collection](#) serves as a curriculum development resource for Education students and faculty and also supports the Children's Learning Center's (CLC) inquiry-based model. The library gives high priority to faculty, student, and CLC staff requests and offers a monthly story hour and hosts routine CLC student visits. Electronic collections provide access to interdisciplinary academic research resources including [over 200,000 Ebsco Academic ebooks](#), [over 40 article databases](#), and [over 27,000 streaming video titles](#). [Popular digital downloadables](#) (ebook, audiobook, and magazine) are available through the Libraries Online, Inc. (LION) consortium. Mitchell participates in [reciprocal lending \(interlibrary loan\)](#) through OCLC WorldShare, the statewide RequestIt and DeliverIt systems, and the LION consortium, which supports its own delivery services.

Physical Plant

Primarily a residential institution, Mitchell College is located on 65 acres. The physical plant is made up of 36 buildings totaling 365,000 square feet: two academic buildings, nine residence halls, Duquès Center (Student and Academic Support, Bentsen Learning Center, and Administrative offices), the Library, the Student Hub, the Clarke

Center (Dining and event space), the Red Barn (open space for Student Activities, theater events, and rentals), Yarnall Athletic Center, Michael's Dairy, the Children's Learning Center, and various Administrative buildings. The College also owns two beaches and a boat dock along the Connecticut shoreline. Mitchell is responsible for the oversight of the Alfred Michael Woods, a 26-acre park and wooded space with Little League fields, tennis courts, walking trails, and a pond. All facilities are constructed and maintained in accordance with legal requirements to ensure access, safety, security, and a healthy environment with consideration for environmental and ecological concerns.

Appraisal

Human Resources

Mitchell College staff are considered "at will" employees, while full-time faculty are appointed via contract. Adjunct faculty are appointed by course, and adjunct selection is handled by the Division Chairs. However, adjunct faculty report to and are supervised by the AssoDOC. Over the past three years, the number of employees has fluctuated. The College has had to react to challenges posed by student retention numbers, resulting in a realignment of positions or positions eliminated. Most of this fluctuation was intentional as the College reduced costs in areas of lower demand and sunsetted programs that had low enrollment, and increased costs in other areas such as instructional staff. (See Data First Form)

The Office of Human Resources at Mitchell College is exploring options to assess and improve the process of onboarding while taking advantage of current software and other resources in place to better the hiring process across multiple departments.

Financial Resources

Revenues and Expenses

Student Fees

Tuition and fees remained relatively constant, hovering around \$20 million for three years (FY 2019 through FY 2021), but saw a significant drop in FY 2022 to just over \$18 million. Through increases to tuition (with Board of Trustees' approval) and fees and anticipated increases in enrollment, the College expects to see steady increases (approximately 10% per year) in these operating revenues over the next four years. The College's ability to strengthen and diversify revenue is based on institutional efforts to establish as many channels as possible to increase enrollment. Some of these efforts include the following:

- Developing relationships with other schools
- Increased recruitment by Athletics
- Identifying targeted marketing opportunities
- Targeting specific socio-economic and neurodiverse populations
- Revamping and enhancing the on-campus experience
- Developing new academic programs that reflect workplace demand
- Expanding the geographic footprint of recruiting

The greatest (year-to-year) decrease in room and board revenues occurred in FY 2020 when students received partial reimbursements due to the College's COVID-19 pandemic response, which involved remote learning from homes-of-record. The College refunded approximately \$470,000 to Mitchell students and \$70,000 to Thames students. During that school year the College continued its practice of offering room and board discounts to students (approximately \$600,000) to motivate students to live on campus. This discount was phased out during the 2020–2021 school year; applications and appeals were reviewed for one more year leading to a total discount of approximately \$200,000. During the 2021–2022 school year, the discount for room and board was phased out

completely. Through increases to room and board fees and anticipated increases in enrollment, the College expects to see steady increases (up to 15% for FY 2024 and then a constant of approximately 10% moving forward) in these operating revenues over the next four years.

Revenues: Operating

Operating revenues are drawn from net student fees (Mitchell College), private gifts, grants and contracts, the Thames at Mitchell program, auxiliary enterprises, endowment income, and other income (i.e., insurance claims, transcript requests, fines). Net student fees include tuition and fees, and room and board, less institute-based financial aid. FY2023 will be the final year the College will have access to stimulus dollars associated with COVID-19 relief grants.

Private Gifts

Revenues from private gifts, grants, and contracts increased consistently until FY 2021 when the College saw a significant drop. This may be attributed to a lack of campus access during the first year of the COVID-19 pandemic. For a significant portion of the past decade Mitchell College only had two Advancement employees, and they were housed in the President's office. Since the new President was hired in July 2020, Mitchell has recruited new personnel to build an Advancement department. A Chief Advancement Officer was hired in July 2021, and the Office of Advancement currently has a staff of five employees, including a Marketing Director, Communications Specialist, Director of Alumni Engagement, Director of Advancement and Stewardship Coordinator. Because of this change, this category of revenue recovered in FY 2022. Modest increases totaling \$50,000 are expected each year.

Thames at Mitchell

Thames at Mitchell is a self-pay pre-college program. The total number of students has fluctuated from a FY 2019 high of 75 to approximately 50 students currently. The College plans to increase enrollment in this program each year so that by FY 2026 it serves 70 students. Combining enrollment increases with increases to fees will result in an anticipated steady increase (10% to 12% per year) of revenue.

Endowment Income

The College saw a reduction in endowment income used in operations in FY 2020; revenues were not drawn from the endowment due to COVID-19 pandemic response that allowed for closing most campus facilities and sending students home to complete coursework remotely. Returning to the Mitchell face-to-face instructional model increased this revenue stream to slightly below pre-COVID levels. The College expects to maintain a constant stream of \$450,000 from endowment income for operations over the next four fiscal years.

Auxiliary Enterprises

Mitchell College does have other supplementary initiatives to generate revenue. Michael's Dairy, the Children's Learning Center, rental properties, and event-hosting/catering also generate revenue for the College. Revenues from these activities decreased by 29% from FY 2019 to FY 2021. During the first year of the COVID-19 pandemic, these facilities were not in operation. This trend reversed in FY 2022 (23% increase in FY 2022 and 19% increase in FY 2023) and the College anticipates modest increases of \$15,000 each year moving forward. The College hired an auxiliary enterprises manager to ensure these revenue-generating functions are more closely monitored and to implement best entrepreneurial practices. Finally, a new auxiliary enterprise is the Digital Innovation Hub for Educational Excellence. Initially funded in September 2022 with a three-year \$550,000 Department of Education grant, this functional area will be self-sustaining and income-generating within three years.

Other Income

Other revenues include insurance claims, transcript requests, and fines. This revenue stream decreased by slightly more than 40% across the previous four years. The Mitchell College campus was closed to visitors for more than a year and a significant number of classes were delivered remotely, so campus traffic (related to insurance claims and fines) was minimized. The College anticipates very conservative increases (approximately 20% per year) to this revenue stream for the next four years. Net assets released from restrictions decreased by approximately 60% from FY 2019 to FY 2021. This is because Spring Athletics were cancelled due to COVID-19, as temporarily restricted funds are used for Spring Break competitions and activities. However, this revenue stream has increased by 44% across FY 2022 and FY 2023. The College anticipates a settling in future years at the FY 2022 revenue (\$250,000).

Revenues: Non-Operating

Non-operating revenues include return on investments and gifts, bequests, and contributions not used in operations. There was a significant increase to the investment returns revenue source in FY 2021 due to market improvements. The financial plan is based on projection of a more constant revenue stream after an anticipated slight drop in FY 2023 based on current market trends. Gifts, bequests, and contributions include a gift of \$3 million received in FY 2022 with two restricted amounts dedicated to facilities and housing and one restricted amount dedicated to developing matching gifts. Increased funding efforts will involve identifying and cultivating relationships with alumni, parents, and new major donors, and developing partnerships with businesses and the local community. There will also be a renewed focus on grant writing to develop new programming and support existing programming, including scholarships and support services for neurodiverse students.

Expenses: Operating

Operating expenses at Mitchell College are predominantly focused on supporting instructional and student support programs. The instruction budget remained relatively constant over a three-year period from FY 2019 through FY 2021. This operating expense increased more significantly (6%) in FY 2022, and the College expects to see increases each year forward to support adding a minimum of two new full-time faculty members per year. Adding full-time faculty will improve institutional and academic program stability.

Financial Statement Classification of Expenses

	2018	2019	2020	2021
Instructional	16%	15%	15%	15%
Auxiliary	28%	28%	26%	27%
Student Services	26%	25%	26%	25%
Academic Support	7%	7%	8%	6%
General and Administration	23%	25%	25%	28%

Academic support expenses include computer hardware and software, academic employee benefits, a [tutoring center](#), and services for students with learning disabilities. These expenses decreased in FY 2021 by 28%. The College has seen a slight increase (6% in FY 2022 and less than 5% in FY 2023), suggesting a new upward trend that is projected to reach a yearly increase of 7% by FY 2026.

Student services expenses beyond academic and instructional support decreased by almost 4% from FY 2019 through FY 2021. For the 2020–2021 school year, the College incurred approximately \$475,000 for COVID-19-related expenses, including purchasing COVID-19 tests, administering tests, transporting tests, cleaning COVID-19-infected rooms, and signage related to COVID-19. These expenses were outside the normal scope of campus operations. Additionally, the College modified its coding system, moving expenses to general and administrative costs for smoother AP processing. Similar to academic support expenses, the audit determined this coding must be

reversed. Due to the addition of a full-time psychologist and increases in mental health services to support students, this expense line is anticipated to increase by an average of at least 5% per year.

Institutional support expenses include general and administrative costs for the institution. Although there was a decrease in this expense item during FY 2020, the College projects regular increases by an average of at least 5% per year. Athletic fields valued at more than \$4 million were put into service in Spring 2021, so a large expense increase is shown in depreciation. In the 2021–2022 school year, the full weight of that asset depreciation is realized and the increased expense is carried through subsequent years (see table below).

Audit Depreciation and Amortization	Dollars	% Increase
2019	\$1,560,000	
2020	\$1,565,000	0.3%
2021	\$1,685,000	7.7%
2022 (unaudited)	\$1,850,000	9.8%
2023 (budget)	\$1,950,000	5.4%

Auxiliary enterprises expenses include overhead for facilities used in revenue generation. A trend similar to institutional support expenses showed a decrease in FY 2020, with subsequent increases and projected increases by an average of at least 5% per year.

Mitchell College issues its annual audited financial statements in accordance with Governmental Accounting Standards Board requirements. An annual audit is completed by an independent external auditor, CBIZ (<https://www.cbiz.com/>), in accordance with standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States. The auditor's responsibility is to express an opinion on the College's financial statements based on their audits. It was concluded that the most recent audit statements were presented fairly. The College's statements, once audited, as well as comments and any recommendations made, are presented to Management, the Finance Committee, the Audit Committee, and the Board of Trustees for review and discussion if further actions are needed.

Student Financial Aid

Mitchell College is committed to providing an educational experience for all students from all backgrounds, as well as access to an affordable, quality education, and recognizes the role that financial aid can play in helping students earn a college degree. Mitchell College's discount rate remains below the national average reported in the NACUBO report for the College's entire undergraduate population (see table below). Participating in the survey gives us access to national statistics on tuition discount rates, which helps assess Mitchell's effectiveness compared to other colleges across the country.

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Year	Mitchell College Discount Rate	National Average Per NACUBO Report
2020–2021	46.2%	47.6%
2021–2022	45.7%	49.0%
2022–2023 current projection	43.3%	projection using linear regression 49.6% using 3-year rolling rates and linear regression 49.1%

To ensure that financial aid is periodically evaluated, the College contracted an outside consultant to review the effectiveness of the College's financial policies. Also, the College contracted an outside firm to audit and assist in financial aid operations ([HEC, Partners, FY22](#)). Recommendations included the following:

- Mitchell College should extend their contract to provide the additional labor and services they recommended. However, the College elected to add an additional staff member as a Financial Aid Advisor.
- The consultant recommended that the College utilize their services for training and support (at a substantial fee). The College elected to seek out training and support through other resources. Staff attended a two-week PowerFAIDs Basic Training program, a one-day workshop for CT Scholars in Hartford, and the annual US Department of Education Financial Aid weeklong virtual conference. Staff have also participated in various webinars on relevant topics.
- The consultant made several recommendations about better integrating the SIS (Student Information system) software (BlackBaud) with Power FAIDs. It was further recommended that the College wait until the new SIS (BlackBaud) was installed before doing any further work in that area. We did wait until BlackBaud was upgraded (August 2022) and have been working on several changes to better integrate the two systems. PowerFAIDs itself was not upgraded other than the usual annual upgrades needed from a regulatory perspective.

Furthermore, staff in the Office of Financial Aid have participated in various professional development seminars, conferences and trainings that directly relate to financial aid policies and effectiveness to ensure that Mitchell College remains compliant as well as takes advantage of new ideas and learning about best practices from financial aid colleagues. Finally, additional staff have been hired to improve the financial aid policy and practice, and the College is upgrading to a more recent version of the student financial aid system (PowerFAIDs) so that various systems used across campus can easily allow for integration.

Budget Process

The budget planning process begins in late fall for the next fiscal year and continues through the spring. The budget process at Mitchell begins with enrollment targets established by the CFO and VPEM. As enrollment targets are finalized, operational budgets are set and agreed to by the President, CFO, and Cabinet members. The budgets are then presented to the Finance Committee and the Board of Trustees for approval. Over the summer the budget may be revised and again presented to the Finance Committee and the Board of Trustees. During the 2020–2021 academic year, a Budget Advisory Committee met frequently to develop a new budget process, and in January 2022, the [Mitchell College Budget Manual](#) was finalized. The College has also implemented new Budget Modeling software (BudgetPak) that is being rolled out in FY23. Improvement to the budget process and greater transparency are expected.

The College's finances are reviewed on an annual basis by an independent external auditor. Internal controls, financial aid, advancement, accounts receivable, and accounts payable are reviewed as well as assets, liabilities, expenses, and revenues. Based on that review, the findings are presented to the Finance Committee and the Board of Trustees via a management letter. Auditor recommendations are also made to aid in good financial practices and compliance with GAAP. The auditors also present their findings and recommendations to the Finance Committee and the Board of Trustees.

Annual Financial Planning is reviewed and approved by the Finance Committee and the Board of Trustees. The plan is first reviewed at the Cabinet level. After approval from the Cabinet, the financial plan is presented to the Finance Committee. The Finance Committee is comprised of members of the Board of Trustees as well as the College President. The plan must be approved by the Finance Committee before being presented to the Board of Trustees.

Mitchell College Multiyear Financial Plan

The multiyear financial plan was developed as a cross-functional area blueprint to promote financial stability while continuing to optimally fund the College's academic, infrastructure, and services programs. It is a conservative road map for the main revenue stream—student enrollment—incorporating high-level assumptions and conservative estimates for other revenues and expenses with ultimate goals of maximizing operational contribution and covering all depreciation. The plan is aligned with the five pillars of the Strategic Plan, *Illuminating Mitchell College's Future: A Bold Plan for a Kaleidoscope of Learners*:

1. Shining a light on Mitchell's unique story—Marketing and Branding
2. Restoring the financial portfolio for a brighter future—Financial Stability
3. Illuminating the diverse student profile as a positive advantage—Enrollment Management
4. Enlightening the intellectual, curricular, and co-curricular experience for 21st century readiness—Program Expansion
5. Brightening the living and learning environment through proactive and sustainable practices—Facilities and Infrastructure

Objectives

The financial plan is grounded in the objectives identified for the Financial Stability pillar of the Strategic Plan and through specific coordination with the offices of Enrollment Management and Academic Affairs.

Objective 1: Launch a Capital Campaign

Traditionally, Mitchell College's Advancement efforts focused on an annual fund campaign and capital campaigns for specific projects such as the Red Barn rebuilding. Spearheading a renewed focus on this objective, the Advancement Office began collaborating with a consultant in Winter 2022 and is in the process of completing a feasibility study to determine a potential scope of project for a capital campaign, including the requisite funding target. Feasibility study results will inform decisions coordinated between the President and the Advancement and Finance Offices regarding infrastructure and personnel required to carry out the campaign. The CFO, in conjunction with the President and Cabinet, will develop a business plan from the capital campaign framework. (The Mariner Club, which supports Mitchell Athletics, is restricted but not a capital campaign). Advancement has a history of conducting capital campaigns, including the rebuilding of the Red Barn in 2018. In 2021 they began an extensive data improvement project from which to better solicit potential donors and capture useful data to better target future campaign solicitations. The consultancy mentioned previously also includes methods by which to improve donor engagement and solidify the results of annual giving campaigns.

Objective 2: Maintain Financial Stability

The College's audited financial statements are used to calculate the primary reserve ratio, equity ratio, and net income ratio. A composite score of these ratios reflects the overall relative financial health of the College on a scale from -1.0 to 3.0. A score of at least 1.5 indicates financial responsibility. Mitchell College's composite score in FY21 was 2.91 and the College has achieved a score of at least 2.7 for the past five years. The College is also in a cash/liquidity position ranked good with an average rating of 4.2 (the threshold for a rating of good is at least 1.0). Mitchell College is a tuition-driven institution with 88% of net revenue derived from tuition and room and board fees.

Building from the 2020 design of a financial equilibrium budget model, the College focuses financial planning efforts through the following components:

- Annual operating revenues greater than or equal to operating expenses (i.e., the traditional concept of a balanced annual budget)
- Growth in annual revenues greater than or equal to growth in operating expenses over time, ensuring that future budgets can also be balanced
- Operating budgets that contain the resources necessary to fulfill the mission, innovation, and a technology budget that supports modern students
- Support from the endowment at a level that maintains the purchasing power of financial assets over time
- Reinvestment in the physical plant and equipment sufficient to preserve their useful life

The College set a financial goal of having sufficient operational performance that covers at least 100% of the depreciation expense. By covering depreciation expense, the College is able to reinvest its operational cash surplus in the physical plant and facilities.

With respect to tuition and room and board revenue streams, the College has set a goal to achieve or surpass 600 students by FY 2025. Interim goals are reviewed monthly with the VPED, Director of Admissions, and Director of Financial Aid.

Revenue planning is built on annual increases to tuition and room and board, with corresponding increases in the student population. The Office of Data Strategy and Planning, in collaboration with the Offices of Admissions and Financial Aid, maintains a current discount rate calculation to assist with revenue planning.

Objective 3: Create Multiple Funding Streams

Mitchell College operates Michael's Dairy, the CLC, and campus rental properties that provide additional revenue streams. In addition, facilities such as the Red Barn are offered for rent for events in the community. Functional areas across the college, including Facilities, Student Affairs, Enrollment Management, Advancement, Academics, and Athletics will lead efforts, coordinated through the Finance Office, to expand existing revenue streams and generate revenue beyond tuition and fees. It is important to note that stimulus funding associated with COVID-19 pandemic relief was used primarily in FY 2020, 2021, and 2022, with remaining funds to be expended in FY 2023. The plan to compensate for this reduction in revenue includes conservative estimates for increases in private gifts, grants, and contracts, a combination of increases in Thames program enrollment and related tuition and fees, as well as auxiliary enterprises.

Objective 4: Maintain Stability within Faculty, Staff, and Administration

HR will coordinate a campus-wide effort to develop and implement an effective onboarding program. HR and OIT are working together to create an onboarding process through ADP Workforce. ADP will work with HR to develop a customized checklist that can be assigned to new hires and customized by the manager depending on what is

needed for that individual. When an employee is hired, they will be sent a link from ADP to begin the onboarding process.

Additionally, HR is looking to standardize the onboarding process from the time a vacancy is identified and ensuring it is budgeted for with approval prior to a candidate being selected and a form being submitted for the hire, to checking references, salary negotiation, and how the information is communicated throughout the college.

HR will also thoroughly review current policies and procedures, emphasizing human resources-related documents, with the concordant goals of generating new campus policies/procedures as needed, revising existing policies/procedures, and ensuring the creation of a policy assessment repository and plan for annual review. Additional components will include needs assessment with campus-wide data collection from faculty, staff, and administration, and integration of a research-based wellness strategy.

Finally, HR is looking to identify a training for faculty and staff regarding working with neurodiverse students to ensure that new hires come in with a thorough understanding and are prepared to work with our student population.

Monthly Reporting to Cabinet and Finance Committee

The Finance department has historically prepared quarterly financial statements for the Cabinet and the Finance Committee. Beginning in 2020 the College moved to monthly closings with pre-determined timelines (5–7 day close except at year end), resulting in a more organized and efficient process. More frequent financial reviews will lead to a timely identification of areas for improvement.

As part of the month-end close, the following reports are generated:

- | | |
|----------------------------|---|
| 1. Balance Sheet | MC Balance Sheet 220714 |
| 2. Income Statement | MC Income Statement 220714 |
| 3. Cash Flow | MC Cash Flow 220714 |
| 4. Variance Analysis | MC Financial Ratios 220714 |
| 5. Financial Ratio | MC Variance Analysis 220714 |
| 6. KPIs for Debt Covenants | MC Financial Ratios 220714 |

Financial Resources: Challenges in FY 2023 and Moving Forward

The draft FY 2023 budget was based on a goal of full-time enrollment of 506 (including 180 new students) with a maximum discount rate of 42.7%. The anticipated net income was \$11,442,000 (tuition and fees) and \$5,195,000 (room and board). As of September 14, 2022, the total full-time population was 463 with a discount rate of 44.52%. The resulting net income was \$9,973,697 (tuition and fees) for a negative difference of \$1,468,303. The first-year full-time student population settled at 163 with a discount rate of 43.83% (using NACUBO calculation).

In addition, Mitchell College has a \$16.5 million balloon payment due in 2026 on a \$18.5 million loan with Bank United and is committed to meeting this deadline. The loan agreement requires \$5 million in cash reserves for liquidity (reviewed by the lender twice per year). The College President and Chair of the Board of Trustees continues to explore financial partners who will assist the College in determining options for refinancing the existing loan. Strategies to date include and [introduction](#) to Chase Middle Market Bank. During a conversation with Chase Bank (May 17, 2022) the team discussed a possible opportunity for a new banking relationship with the New England Branch of JP Morgan Chase. After reviewing Mitchell College's credit rating, a bank representative initiated a future phone conversation with institutional leadership and the Board of Trustees on June 1, 2022. Also, a financial summit was held in Fall 2022 with an introduction to a new financial advisor team, [First-Tryon Advisors](#). Based on information from the [Wye-First Tryon Advisors](#), it is not advisable for the College to consider refinancing

at this time, due to the rising interest. Instead, it was suggested that the College monitor interest rates, cultivate banking relationships, explore USDA financing and assess short to immediate term financial strength.

Information, Physical Plant, and Technology

Over the last three years, Mitchell College has invested in the upgrade of the network infrastructure with a cost of \$470,000. The fiber infrastructure, which is composed of 1Gb multimode fiber, was upgraded to 10Gb single mode. This upgrade supports higher local network connectivity while on campus. [This project](#) was managed by the OIT team at Mitchell College and implemented by Integration Partners. Once the backbone was upgraded, the College then upgraded the internet connection from 1Gb to 3Gb through the Internet Service Provider (ISP) Connecticut Educational Network (CEN).

The COVID-19 pandemic has impacted the way Mitchell College operates. When the pandemic began, the College had to pivot quickly to online learning to meet the need of its students. As the plan continued to evolve, arrangements had to be made for students who were on campus but needed to maintain social distance. OIT was able to implement [new Aruba Access](#) points in four residence halls (\$15,000 each) to provide wireless connectivity for the students.

OIT has implemented a PC replacement plan for the Mitchell College campus. The College has also transitioned from purchasing desktops to procuring laptops. This change allows faculty and staff to have additional flexibility as they support the College's mission. Over the past few years (beginning in 2020, aligned with the pandemic), sourcing computers—specifically laptops—has been incredibly difficult. The desperate need for laptop procurement was further exacerbated by the need for Mitchell, like many other institutions and organizations, to pivot quickly to a remote model to maintain business continuity. The Office of Information Technology does not stock laptops in inventory due to warranty support issues. To cope with the dearth of available laptops, the College was able to extend systems from the library for extended periods to students, faculty, and staff.

Library Services

The Library houses a growing archival collection that aims to preserve and provide access to the College's cultural history. Recent efforts to configure ArchivesSpace (an open-source application) in partnership with OIT will facilitate improved visibility of and access to archives and special collections. Also, the library is an integral support resource for new and expanding academic programs and anticipates a gradual increase in the use of interlibrary loan services and instructional support as programs evolve. Additional subscription-based services will be considered in consultation with faculty as academic programs are modified or added.

The building requires significant structural renovation, however. The physical space in the Library will be transformed in part to accommodate the new Digital Innovation Hub for Educational Excellence. The Library will support working collaboratively, working individually, and accessing staff support in a welcoming and inclusive environment (aligning with the institution's mission as discussed in Standard 1). In January 2023, existing furniture was organized in a new layout to provide:

- More open space on the main floor
- A welcoming service desk that faces the main entrance
- A “quick stop” space with printing and café seating
- Flexible furniture to support increasing laptop use
- Collaborative seating that can be configured for pop-up instruction
- A variety of new furnishings to support our students' unique preferences

Physical collection space is being downsized to prepare for expanded collaborative user space, the relocation of instructional space to the upper level to improve accessibility, and a redesign of the lower level for quiet study separate from the more active main floor. Paving, lighting, and landscaping of the main Library entry are necessary

in order to improve accessibility and address safety issues. Important drainage improvements have been completed but a more significant upgrade may be required to ensure that long-term water incursion problems are addressed. Also, policies for ongoing College Archives development, including formal transfer procedures, must be established. The Library's collaborative relationship with OIT offers significant opportunity for improvement in this area as it relates to the College's records and data management initiatives. The College archives space will also need attention in order to improve climate control and security while also providing appropriate access. Faculty and student input into the Library's future space design is essential to increasing the vitality of the Library and has been solicited.

The annual acquisition budget for physical and electronic collections is approximately \$98,000. Increases to support streaming media as well as routine inflation of subscription services have been consistently supported by the College's operational budget over the past three years. Also, the implementation of EZproxy during FY 2022 has streamlined off-campus access to the library's resources by integrating access credentials with other systems used on campus.

Physical Plant

The institution has spent nearly \$10 million in the last four years on capital improvements to continue with its Master Plan projects, addressing deferred maintenance and asset protection to improve student-facing areas. As the campus addressed capital projects it, in turn, lowered its risk profile and increased its Net Asset Value.

$$\text{NAV Index} = \frac{\text{Replacement Value-Building Needs}}{\text{Replacement Value}} \times 100$$

In FY 2017 Mitchell's NAV was 72%; in 2021 the College had improved to 84%. In FY 2022 Mitchell's Net Asset Value (NAV) was 77%, a 7% decrease from the 84% projection. It is still an improvement compared to our FY 2017 review. The College continues to exceed both the peer group and private institutions average in Gordian's database. The main drivers are the 7% increase in new life cycle deferred maintenance projects and inflation.

Through the development of the Strategic Framework and Campus Plan Framework, the institution incorporated projects from the 2015 Master Plan and the Sightlines deferred maintenance report, providing the basis of the capital project to be undertaken. During the past five years the institution has successfully addressed the Master Plan, deferred maintenance, and asset-prevention projects, thereby improving spaces for students and reducing the risk profile of the campus.

Since the NECHE Fifth-Year Report the College focused on three of its 1960s-era residence halls. Simpson, Saunders, and Matteson Halls each had first-floor bathroom and hallway upgrades to provide an accessible shower restroom for each building. Front entrances were reconstructed to provide ramp access, new stairs, and updated awnings. During the second phase of renovation, locker rooms and the gymnasium were refurbished, and the campus was enhanced by the addition of an outdoor basketball court near Mitchell Woods.

The institution also focused on student safety, recognizing the need to replace the guard booth and building a new booth with security gates at the entrance of its upper campus. Mitchell also increased its video surveillance and blue light kiosks around campus. In Summer 2019 the campus refinanced and addressed some of these projects and replaced the College's athletic fields. During Summer 2020 the College moved forward with the installation of a synthetic turf complex comprised of three fields: baseball, multi-use, and softball. These state-of-the-art fields replaced the uneven natural turf fields to provide safe, accessible fields for students, faculty, staff, and visitors.

Continuing to address deferred maintenance, Mitchell moved forward on necessary lighting upgrades and the Clarke Center boiler replacement. For this initiative, the College received \$1 million for equipment and labor for 40% of the cost through a project sponsored by Eversource Energy, allowing the campus to change 90% of its lighting to LED and replace a 1960s oil-fired boiler system with a high-efficiency natural gas system. The Mitchell Woods master plan was continued with donor and grant-supported projects. The Yarnall basketball court was replaced, paid for primarily by a donor, and \$1,000 was used to dredge the Mitchell Woods pond and restore the dam.

Mitchell College uses applications such as Qualtrics and CourseEval (both hosted) to create and generate surveys and report dashboards to facilitate the evaluation of its services and programs. The results from these surveys drive projects that impact the campus community and reflect the institution's mission. In this way the College has made progress is moving forward in the areas of student support, user experience, and excellence.

Projections

Financial Resources

1. The College will maintain its financial stability and adequate liquidity by monitoring spending and utilizing data-driven projections to meet unforeseen expenses with confidence. The multiyear forecast will be reviewed and updated frequently, and budget-holders will meet monthly with the Finance team.
2. In anticipation of the \$16.5 million balloon payment due in 2026, work will begin to restructure/refinance to secure funding.
3. The College Advancement Office will concentrate efforts in the following areas:
 - Continue to improve data collection and integrity to increase the ability to target fundraising effectively
 - Renew engagement with alumni, parents, previous donors, community partners, and friends of the College, including actively encouraging them to visit the campus and/or participate in the President's travel receptions
 - Target fundraising efforts to align with the College's Strategic Plan, including growing the College's grant funding efforts

Information and Technological Resources

1. The College will continue strengthening the enterprise infrastructure through system integration to ensure the confidentiality, integrity, and high availability of all information technology resources across the college.
2. The College will align the OIT budget with regard to replacing critical on-premises and hosted systems to support student success, business continuity, curriculum, and instruction.
3. The College will modify and communicate widely the campus's Disaster Recovery and Technology Continuity Plan.

Physical Resources

1. Based on student surveys, the newly developed Strategic Plan, the refocusing of the Campus Master Plan, and deferred maintenance, the Facilities Department will proactively update campus physical facilities through the support of a Capital Campaign, yearly capital spend, and donor-supported projects.
2. The College will continue to partner with a third-party consultant to review and address campus deferred maintenance.

MITCHELL COLLEGE NECHE Self-Study 2023

Standard 7: Institutional Resources

(Headcount of Employees by Occupational Category)

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form:

https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior (CalY 2019)			2 Years Prior (CalY 2020)			1 Year Prior (CalY 2021)			Current Year CalY 2022)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	19	35	54	16	51	67	18	96	114	19	70	89
Research Staff			0			0			0			0
Public Service Staff			0			0			0			0
Librarians	1	1	2	1	1	2	1	1	2	1	1	2
Library Technicians	1		1	1		1	1		1	1		1
Archivists, Curators, Museum staff			0			0			0			0
Student and Academic Affairs	25		25	23		23	28		28	26	2	28
Management Occupations	24		24	25		25	23		23			20
Business and Financial Operations	3		3	3		3	3	1	4			4
Computer, Engineering and Science	1		1	1		1	1		1			1
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	15		15	22	10	32	14	9	23			33
Healthcare Practitioners and Technical			0			0			0			0
Service Occupations	25	2	27	32	10	42	20	6	26			31
Sales and Related Occupations			0			0			0			0
Office and Administrative Support	8		8	6		6	6		6			7
Natural Resources, Construction, Maintenance	6		6	8		8	9		9			9
Production, Transportation, Material Moving			0			0			0			0
Total	128	38	166	138	72	210	124	113	237	47	73	225

Please enter any explanatory notes in the box below

Calendar year data for 2021 is as of November, IPEDS submission for this data is not until the following Spring.

MITCHELL COLLEGE NECHE Self-Study 2023

Standard 7: Institutional Resources						
(Statement of Financial Position/Statement of Net Assets)						
Fiscal Year ends - month & day: (06 / 30)		2 Year Prior (FY 2020)	1 Year Prior (FY 2021)	Most Recent Year (FY 2022)	Percent Change 2 yrs-1 yr prior 1	
	ASSETS (in 000s)					
?	Cash and Short Term Investments	\$11,215	\$9,596	\$14,114	-14.4%	47.1%
?	Cash held by State Treasurer	\$0	\$0	\$0	-	-
?	Deposits held by State Treasurer	\$0	\$0	\$0	-	-
?	Accounts Receivable, Net	\$1,295	\$1,126	\$275	-13.1%	-75.6%
?	Contributions Receivable, Net	\$80	\$128	\$72	60.0%	-43.8%
?	Inventory and Prepaid Expenses	\$294	\$408	\$290	38.8%	-28.9%
?	Long-Term Investments	\$8,242	\$9,530	\$7,947	15.6%	-16.6%
?	Loans to Students	\$306	\$267	\$129	-12.7%	-51.7%
?	Funds held under bond agreement	\$0	\$0	\$0	-	-
?	Property, plants, and equipment, net	\$20,753	\$23,452	\$22,335	13.0%	-4.8%
?	Other Assets	\$0	\$0	\$0	-	-
	Total Assets	\$42,185	\$44,507	\$45,162	5.5%	1.5%
	LIABILITIES (in 000s)					
?	Accounts payable and accrued liabilities	\$2,855	\$1,449	\$1,922	-49.2%	32.6%
?	Deferred revenue & refundable advances	\$1,703	\$1,739	\$2,000	2.1%	15.0%
?	Due to state	\$0	\$0	\$0	-	-
?	Due to affiliates	\$0	\$0	\$0	-	-
?	Annuity and life income obligations	\$0	\$0	\$0	-	-
?	Amounts held on behalf of others	\$0	\$0	\$0	-	-
?	Long-term investments	\$18,357	\$18,378	\$18,142	0.1%	-1.3%
?	Refundable government advances	\$454	\$327	\$284	-28.0%	-13.1%
?	Other long-term liabilities	\$0	\$2,026	\$0	-	-100.0%
	Total Liabilities	\$23,369	\$23,919	\$22,348	2.4%	-6.6%
	NET ASSETS (in 000s)					
	Unrestricted net assets					
	Institutional	\$15,264	\$16,197	\$16,780	6.1%	3.6%
?	Foundation	\$0	\$0	\$0	-	-
	Total	\$15,264	\$16,197	\$16,780	6.1%	3.6%
	Temporarily restricted net assets					
	Institutional	\$2,219	\$3,051	\$4,694	37.5%	53.9%
?	Foundation	\$0	\$0	\$0	-	-
	Total	\$2,219	\$3,051	\$4,694	37.5%	53.9%
	Permanently restricted net assets					
	Institutional	\$1,333	\$1,340	\$1,340	0.5%	0.0%
?	Foundation				-	-
	Total	\$1,333	\$1,340	\$1,340	0.5%	0.0%
	Total Net Assets	\$18,816	\$20,588	\$22,814	9.4%	10.8%
	TOTAL LIABILITIES and NET ASSETS	\$42,185	\$44,507	\$45,162	5.5%	1.5%
Please enter any explanatory notes in the box below						

MITCHELL COLLEGE NECHE Self-Study 2023

Standard 7: Institutional Resources (Statement of Revenues and Expenses)											
Fiscal Year ends - month& day: (06 /30)	3 Years Prior (FY2020)	2 Years Prior (FY2021)	Most Recently Completed Year (FY 2022)	Current Year (FY 2023)	Next Year Forward (FY 2024)		FY23 Budget	FY24 Budget			
OPERATING REVENUES (in 000s)				ROB	ROB		FCI USED	ROB			
? Tuition and fees	\$20,246	\$19,589	\$19,645	\$18,490	\$18,275		\$18,490,175	\$18,275,000			
? Room and board	\$6,436	\$6,280	\$5,493	\$4,889	\$4,875		\$4,889,150	\$4,875,000			
? Less: Financial aid	-\$9,651	-\$9,012	-\$8,983	-\$7,888	-\$7,816		-\$7,888,253	-\$7,816,000			
Net student fees	\$17,031	\$16,857	\$16,155	\$15,491	\$15,334		\$15,491,072	\$15,334,000			
? Government grants and contracts	\$2,550	\$1,924	\$3,673	\$515	\$0		\$514,966	\$0			
? Private gifts, grants and contracts	\$651	\$483	\$1,339	\$610	\$500		\$610,000	\$500,000			
? Other auxiliary enterprises	\$1,069	\$873	\$1,119	\$4,070	\$4,498		\$4,070,000	\$4,497,500			
Endowment income used in operations	\$75	\$443	\$450	\$450	\$450		\$450,000	\$450,000			
? Other revenue (specify):	\$125	\$100	\$141	\$90	\$100		\$90,000	\$100,000			
Other revenue (specify):	\$0	\$0	\$0	\$0	\$0		\$0	\$0			
Net assets released from restrictions	\$0	\$0	\$0	\$310	\$250		\$310,000	\$250,000			
Total Operating Revenues	\$21,501	\$20,680	\$22,877	\$21,536	\$21,132		\$21,536,037	\$21,131,500			
OPERATING EXPENSES (in 000s)											
? Instruction	\$3,011	\$3,043	\$3,215	\$2,436	\$2,435		\$2,435,746	\$2,916,137			
? Research	\$0	\$0	\$0	\$0	\$0		\$0				
? Public Service	\$0	\$0	\$0	\$0	\$0		\$0				
? Academic Support	\$1,643	\$1,181	\$1,491	\$1,411	\$1,410		\$1,411,285	\$1,344,040			
? Student Services	\$5,354	\$5,184	\$5,757	\$5,041	\$5,040		\$5,040,734	\$5,681,487			
? Institutional Support	\$5,055	\$5,799	\$5,411	\$10,817	\$10,815		\$10,817,229	\$11,228,398			
Fundraising and alumni relations	\$0	\$0	\$0	\$0	\$0		\$0				
? Operation, maintenance of plant	\$0	\$0	\$0	\$0	\$0		\$0				
Scholarships and fellowships (cash refunded by public institution)				\$0	\$0		\$0				
? Auxiliary enterprises	\$5,390	\$5,537	\$5,603	\$2,761	\$2,760		\$2,761,043	\$2,914,938			
? Depreciation (if not allocated)	\$0	\$0	\$0	\$0	\$0						
? Other expenses (specify):	\$0	\$0	\$0	\$0	\$0						
Other expenses (specify):											
Total operating expenditure	\$20,453	\$20,744	\$21,477	\$22,466	\$22,460		\$22,466,037	\$24,085,000			
Change in net assets from operations	\$1,048	-\$64	\$1,400	-\$930	-\$1,329		-\$930,000	-\$2,953,500			
NON OPERATING REVENUES (in 000s)											
? State appropriations (net)	\$0	\$0	\$0	\$0	\$0		\$0	\$0			
? Investment return	\$549	\$1,827	-\$1,095	\$220	\$233		\$220,000	\$233,200			
? Interest expense (public institutions)	\$0	\$0	\$0	\$0	\$0		\$0	\$0			
Gifts, bequests and contributions not used in operations	\$248	\$453	\$2,369	\$1,000	\$1,030		\$1,000,000	\$1,030,000			
? Other Investment returns utilized for operations	\$0	-\$443	-\$450	-\$450	-\$450		-\$450,000	-\$450,000			
Other Non Operating net assets released from restriction	-\$75	\$0	\$0	\$0	\$0		\$0	\$0			
Assets Released from Restrictions Used in Operations	\$0	\$0	\$0	-\$310	-\$250		-\$310,000	-\$250,000			
Other 2019 - Change in fair value on interest rate swap contract 2020 - Net Loss on extinguishment	-\$97	\$0	\$0	\$0	\$0		\$0	\$0			
Net non-operating revenues	\$625	\$1,837	\$824	\$460	\$563		\$460,000	\$563,200			
Income before other revenues, expenses, gains, or losses	\$1,673	\$1,773	\$2,224	-\$470	-\$765		-\$470,000	-\$2,390,300			
? Capital appropriations (public institutions)											
? Other (specify):											
TOTAL INCREASE/DECREASE IN NET ASSETS	\$1,673	\$1,773	\$2,224	-\$470	-\$765		-\$470,000	-\$2,390,300			
DEPRECIATION	1,565	1,685	1,855	1,900	1,800						

MITCHELL COLLEGE NECHE Self-Study 2023

Standard 7: Institutional Resources							
(Statement of Debt)							
FISCAL YEAR ENDS month & day (06/30)			3 Years Prior (FY2020)	2 Years Prior (FY2021)	Most Recently Completed Year (FY 2022)	Current Year (FY 2023)	Next Year Forward (FY 2024)
		Long-term Debt					
		Beginning balance	\$11,500	\$18,357	\$18,378	\$18,142	\$17,772
		Additions	\$18,500	\$21	\$20	\$20	\$20
	?	Reductions	(\$11,643)	\$0	(\$256)	(\$390)	(\$390)
		Ending balance	\$18,357	\$18,378	\$18,142	\$17,772	\$17,402
		Interest paid during fiscal year	\$576	\$681	\$678	\$665	\$652
		Current Portion	\$0	\$0	\$0	\$395	\$408
		Bond Rating					
		Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)	5.54	3.38	4.84	1.54	1.20
		Debt to Net Assets Ratio Long-term Debt / Total Net Assets	0.98	0.89	0.79	0.78	0.77
		Debt to Assets Ratio Long-term Debt / Total Assets	0.44	0.41	0.40	0.39	0.39
Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2)							
In September 2019, the College refinanced \$18.5million loan with Bank United at a 3.63% per annum interest rate. Per Note agreement, monthly principal payment is based upon a 28-years amortization schedule. The first two years are interest-only payments. The notes fixed principal and interest payments (\$87,778) commence on 11/1/21 (up to which point interest-only payment (\$55,962) are required beginning 11/1/19) and are determined based on a 28-year amortization schedule. A balloon payment is due on 10/1/26 maturity date. The College must meet the following financial ratios: Debt service coverage ratio of +1.20, at least \$5,000,000 in unencumbered liquidity. As this is the first year of the debt we have not yet been required to take any action.							
Line(s) of Credit: List the institutions line(s) of credit and their uses.							
Future borrowing plans (please describe) .							

MITCHELL COLLEGE NECHE Self-Study 2023

<u>Debt to Net Assets</u>	FY21	Principal	Ops Perfm	Other	FY22 Est.	Principal	Ops Perfm	Other	FY23 Est.
Long Term Debt	\$18,378	(\$390)			\$17,988	(\$390)			\$17,598
Total Net Assets	\$20,588		800.39066		\$21,388		705		\$22,093
Ratio	89.3%				84.1%				79.7%
<u>Debt to Ttl Assets</u>	FY21	Principal	Ops Perfm	Other	FY22 Est.	Principal	Capital Inv	Other	FY23 Est.
Long Term Debt	\$18,378	(\$390)			\$17,988	(\$390)			\$17,598
Total Assets	\$44,507		800.39066		\$45,307		705		\$46,012

MITCHELL COLLEGE NECHE Self-Study 2023

Standard 7: Institutional Resources						
(Supplemental Data)						
FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY2020)	2 Years Prior (FY2021)	Most Recently Completed Year (FY 2022)	Current Year (FY 2023)	Next Year Forward (FY 2024)	
NET ASSETS						
Net assets beginning of year	\$17,141	\$18,814	\$20,587	\$22,811	\$22,341	
Total increase/ decrease in net assets	\$1,673	\$1,773	\$2,224	(\$470)	(\$765)	
Net assets end of year	\$18,814	\$20,587	\$22,811	\$22,341	\$21,576	
FINANCIAL AID						
Source of funds						
Unrestricted institutional	\$8,922	\$8,406	\$8,050	\$7,680	\$7,800	
Federal, state and private grants	\$1,548	\$1,490	\$1,500	\$1,500	\$1,500	
Restricted funds	\$223	\$160	\$150	\$310	\$150	
Total	\$10,693	\$10,056	\$9,700	\$9,490	\$9,450	
% Discount of tuition and fees	53.2%	51.6%	63.5%	63.5%	50.7%	
? % Unrestricted discount	45.5%	44.0%	45.3%	45.9%	44.8%	
Net Tuition Revenue per FTE	\$18	\$19	\$21	\$21	\$22	
FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE						
?	2.9	2.9	2.9	2.9	2.9	
Please indicate your institution's endowment spending policy:						
The Board of Trustees has approved a 5% spending policy for funds restricted by donors. The board designated endowment spending is aligned with the budget process; therefore the board will approve an amount of spending in accordance with annual operating needs. Going forward that spend is projected to be 5% or less.						
Please enter any explanatory notes in the box below.						
HEERF Stimulus Student Grants are not included in the Federal, State and Private Grants as they are not considered Financial Aid but did "pass through" student statements in order to be paid out to students.						

MITCHELL COLLEGE NECHE Self-Study 2023

**Standard 7: Institutional Resources
(Liquidity)**

FISCAL YEAR ENDS month & day (06/30)		3 Years Prior (FY2020)	2 Years Prior (FY2021)	Most Recently Completed Year (FY 2022)	Current Year (FY 2023)	Next Year Forward (FY 2024)
CASH FLOW						
	Cash and Cash Equivalents beginning of year	\$3,791	\$11,215	\$9,596	\$14,113	\$9,076
	Cash Flow from Operating Activities	\$2,966	\$3,755	\$3,234	\$3,318	\$3,500
	Cash Flow from Investing Activities	(\$2,102)	(\$5,192)	(\$363)	(\$2,252)	(\$2,300)
	Cash Flow from Financing Activities	\$6,560	(\$182)	\$1,646	\$1,500	(\$578)
	Cash and Cash Equivalents end of year	\$11,215	\$9,596	\$14,113	\$16,679	\$9,698
LIQUIDITY RATIOS						
	Current Assets	\$21,431	\$21,055	\$22,826	\$21,793	\$22,000
	Current Liabilities	\$5,012	\$5,212	\$3,922	\$2,902	\$3,000
	Current Ratio	4.28	4.04	5.82	7.51	7.33
	Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depredation and other noncash expenses]) / 365)	73.26	214.78	178.50	250.47	160.35
Please enter any explanatory notes in the box below that may impact the institution's cash flow.						
Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the stat's authority.						
No						
Please enter any explanatory notes in the box below.						

MITCHELL COLLEGE NECHE Self-Study 2023

Standard 7: Institutional Resources						
(Information Resources)						
	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)	
	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)	(FY 2024)	
Total Expenditures						
Materials	\$98,607	\$106,439	\$114,868	\$118,314	\$121,863	
Salaries & wages (permanent staff)	\$172,567	\$116,091	\$116,091	\$118,413	\$120,781	
Salaries & wages (student employees)	\$2,673	\$2,598	\$2,431	\$2,504	\$2,579	
Other operating expenses	\$4,268	\$3,034	\$6,941	\$7,149	\$7,364	
Expenditures/FTE student						
Materials	\$164.62	\$187.39	\$227.91	\$241.46	\$226.09	
Salaries & wages (permanent staff)	\$288.09	\$204.39	\$230.34	\$241.66	\$224.08	
Salaries & wages (student employees)	\$4.46	\$4.57	\$4.82	\$5.11	\$4.78	
Other operating expenses	\$7.13	\$5.34	\$13.77	\$14.59	\$13.66	
Collections						
Percent available physically	8%	8%	8%	7%	6%	
Percent available electronically	92%	92%	92%	93%	94%	
Number of digital repositories	0	0	0	1	1	
Personnel (FTE)						
Librarians - main campus	0	0	2	2	2	
Librarians - branch /other locations	0	0	0	0	0	
Other library personnel - main campus	4	4	2	2	2	
Other library personnel - branch/other locations	0	0	0	0	0	
Availability/attendance						
? Hours of operation/week main campus	81	65	81	81	81	
Hours of operation/week branch/other locations	0	0	0	0	0	
? Consortia/Partnerships						
Libraries Online, Inc (LION)						
Council of Connecticut Academic Library Directors (CCALD)						
Connecticut Library Consortium (CLC)						
URL of most recent library annual report https://mitchell.libguides.com/about/news						
Please enter any explanatory notes in the box below						
FY20 - FY22 as reported on IPEDS (FTE based on Data First 5.2). FY23 and FY24 reflect projected values based on 3% rate of growth. "Librarian" is interpreted strictly as MLS/MLIS degree-holding professional staff (during FY20-FY21, the staff included two professionals with master's level education but not MLS).						

MITCHELL COLLEGE **NECHE Self-Study 2023**

Standard 7: Institutional Resources					
(Technological Resources)					
	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)	(FY 2024)
Course management system	Blackbaud and Moodle (LMS)				
Number of classes using the system					
					applications used by all students at Mitchell College
Bandwidth					
On-campus network	1Gb	10Gbps	10Gbps	10Gbps	10Gbps
Off-campus access					
commodity internet (Mbps)	1000	3000	3000	3000	3000
high-performance networks (Mbps)	1000	3000	3000	3000	3000
Wireless protocol(s)					
					IEEE 802.11a, IEEE 802.11a wave 2 and IEEE 802.11g.
Typical classroom technology					
Main campus	all classrooms are classified as smartclassrooms (Projector, Computer, Document Camera, Smartboard, Wireless Internet)				
Branch/other locations	remote access only granted through secure Virtual Private Network (VPN)				
Software systems and versions					
Students	Windows 10, MacOS, Office 365, Adobe, Zoom, Blackbaud, Moodle-Open LMS,				
Finances	Windows 10, MacOS, Office 365, Adobe, Zoom, Blackbaud, Moodle-Open LMS, ADP				
Human Resources	Windows 10, MacOS, Office 365, Adobe, Zoom, Blackbaud, Moodle-Open LMS, ADP				
Advancement	Windows 10, MacOS, Office 365, Adobe, Zoom, Blackbaud-Raisers Edge, Moodle-Open LMS, ADP				
Library	Windows 10, MacOS, Office 365, Adobe, Zoom, Blackbaud, Moodle-Open LMS, ADP				
Website Management	Windows 10, MacOS, Office 365, Adobe, Zoom, Blackbaud, Moodle-Open LMS, ADP, Word Press, RackSpace				
Portfolio Management	Moodle-Open LMS				
Interactive Video Conferencing	Zoom, Microsoft Teams				
Digital Object Management	Dell Asset Manager				
Website locations of technology policies/plans					
Integrity and security of data	Based on current standards				
Privacy of individuals	All PII data is encrypted				
Appropriate use	Based on Acceptable Use Policy for Technology				
Disaster and recovery plan	Local and Cloud stored				
Technology replacement	Technology replacement plan implemented				
Please enter any explanatory notes in the box below					

MITCHELL COLLEGE NECHE Self-Study 2023

Standard 7: Institutional Resources									
(Physical Resources)									
Campus location			Serviceable Buildings		Assignable Square Feet (000)				
	Main campus		36		365,766				
	Other U.S. locations								
	International locations								
					3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
					(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)	(FY 2024)
Revenue (\$000)									
	Capital appropriations (public institutions)								
	Operating budget				\$20,850	\$20,197	\$21,538	\$20,926	\$20,632
	Gifts and grants				\$651	\$483	\$1,339	\$610	\$500
	Debt				\$18,500	\$0	\$0	\$0	\$0
	Total				\$40,001	\$20,680	\$22,877	\$21,536	\$21,132
Expenditures (\$000)									
	New Construction				\$119,687	\$4,251,171	\$542,803	\$300,000	\$500,000
	Renovations, maintenance and equipment				\$1,710,411	\$663,423	\$1,399,982	\$1,000,000	\$2,000,000
	Technology				\$487,424	\$964,091	\$887,083	\$620,000	\$650,000
	Total				\$2,317,522	\$5,878,685	\$2,829,868	\$1,920,000	\$3,150,000
Assignable square feet (000)			Main campus	Off-campus	Total				
	Classroom		18,222		18,222				
	Laboratory		1,015		1,015				
	Office		26,812		26,812				
	Study		7,079		7,079				
	Special		22,839		22,839				
	General		116,938	17,084	134,022				
	Support		4,632		4,632				
	Residential		113,315	37,830	151,145				
	Other				0				
Major new buildings, past 10 years (add rows as needed)									
Building name		Purpose(s)		Assignable Square Feet (000)		Cost (000)		Year	
	Red Barn	Student Engagement / Mt		70,103.00		\$2,083		2018	
New buildings, planned for next 5 years (add rows as needed)									
Building name		Purpose(s)		Assignable Square Feet		Cost (000)		Year	
	Classroom Building	Multiuse classrooms		TBD		TBD		2025	
Major Renovations, past 10 years (add rows as needed)									
The list below includes renovations costing \$XXX				or more					
Building name		Purpose(s)		Assignable Square Feet		Cost (000)		Year	
Renovations planned for next 5 years (add rows as needed)									
The list below includes renovations costing 1,000,000				or more				Estimated	
Building name		Purpose(s)		Assignable Square Feet		Cost (000)		Year	
	Umbrella House	Presidential Event Space		6,500.00		\$1,000,000		2024	
	Nathan Hale	Upgrade Classrooms		21,000.00		\$3,000,000		2025	
	Bingham	Upgrade Classrooms/Sci		17,000.00		\$3,000,000		2025	

STANDARD 8: EDUCATIONAL EFFECTIVENESS

Description

Mitchell College is committed to providing an outstanding educational experience for students. The College is also dedicated to enhancing educational quality and outcomes for all undergraduate programs and recognizes the importance of assessing student learning in a holistic and systematic way. The College honors its mission of celebrating and developing the power of unique minds, as well as its purpose of serving a unique kaleidoscope of learners; enhancing the life of the community as a learning, cultural and employment center; and building programs that promote growth and stability throughout the region. To fulfill this commitment, administrators, faculty, and staff have begun to engage in data-driven practices to improve the educational experience for students as well as increase enrollment, persistence, and graduation rates. This section outlines the steps that Mitchell College has taken to better align educational opportunities and services with the students that the College serves, and how it has created an assessment process that uses data to make informed decisions. Furthermore, this chapter addresses how student learning is assessed and measured, what constitutes adequate levels of student achievement, and what students gain from a Mitchell College education.

Appraisal

Assessment

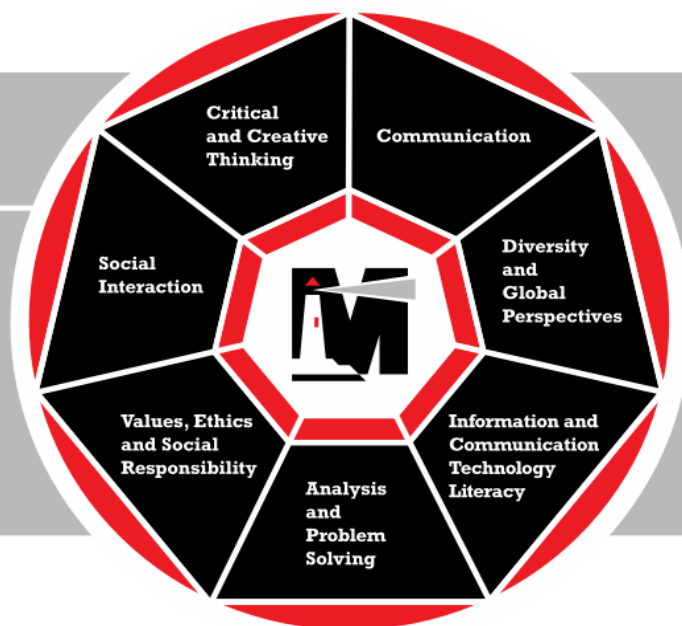
Since its last self-study, the College has hired a Coordinator of Data Strategy and Planning to ensure that College policies and procedure align with NECHE standards, to coordinate program reviews that assess student learning outcomes, to engage in predictive analysis, and to coordinate data planning to allow the College to make data-informed decisions and plan strategically. The College has also hired an AssoDOC to provide leadership in implementing strategic initiatives designed to increase student success, retention, and graduation. The AssoDOC also reviews and resolves curricular and programmatic issues related to curriculum, including assessment, and assists the VPAA/DOC in annual reporting, data collection and analysis, and strategic planning. The new hires and the [strategic plan for academic assessment](#) are crucial steps toward building a culture of continuous improvement that is consistent, intentional, and thoughtful; previous efforts, while well-intentioned, were scattershot and resulted in faculty confusion, frustration, and at times, non-compliance. The team has developed a [strategic plan](#) that outlines various components of the assessment process for Mitchell College that will effectively measure course objectives, program learning outcomes, and institutional learning outcomes via the Mitchell Ability Model.

What is the Mitchell Ability Model?

The Mitchell Ability Model provides every student with a strong foundation that prepares them to be adaptable, capable, flexible, and resilient in the face of rapid change — both in life and in work.

At Mitchell College each student tailors their education to their academic strengths, interests, and career goals while getting additional preparation through the ability model for a future that promises both emerging possibilities and unexpected challenges.

The Mitchell Ability Model focuses on seven skillsets, weaving them through the curriculum so that every student develops these broad competencies, whatever their area of study. One or more of the abilities is embedded into each course to provide a practical approach to mastering relevant skills.



Analysis and Problem Solving

The ability to critically analyze situations at multiple levels, recognize and evaluate problems, formulate solutions appropriate to the discipline and evaluate the efficacy of solutions.

Students will be able to use critical analysis to identify and solve problems.

Communication

The ability to exchange information utilizing modes appropriate for varied audiences and purposes; this includes converting thoughts and ideas for the purpose of shared meaning through writing, speaking, multi-media and active listening.

Students will be able to communicate effectively.

Critical and Creative Thinking

The ability to evaluate information and concepts; identify multiple perspectives and evaluate different forms of arguments; organize and construct effective decision-making skills; distinguish the practical skills and techniques of creative thinking.

Students will be able to think critically and creatively, understanding issues from multiple perspectives.

Diversity and Global Perspectives

The ability to interpret today's world as a socially and culturally diverse environment. The ability to differentiate how world cultures share opinions, treat issues of race, class and gender, (perceptions and judgements), identify levels of interdependence among today's economic, political, cultural and environmental models of human interaction, and explain the roots of historical globalization.

Students will be able to understand perspectives different from their own.

Information and Communication Technology Literacy

The ability to interpret a need for and determine where to locate information, consider conclusions from information originating from multiple sources by critically evaluating the source for credibility, construct an organizational scene that enables one to use information for a specific purpose, and explain information ethically to various audiences.

Students will be able to research and assess information and its validity.

Social Interaction

The ability to demonstrate social behaviors essential to effective interaction with others and the ability to apply positive intra- and inter-personal skills that are essential to functioning within a group.

Students will be able to interact effectively within and among social groups.

Values, Ethics and Social Responsibility

The ability to engage in social service activities, construct, synthesize and make decisions based on ethical reasoning, and interpret the importance of citizenship.

Students will be able to demonstrate responsible citizenship within the community by using ethical reasoning to make socially responsible decisions.

The Mitchell Ability Model teaches students adaptability to prepare for a career through [Ability-Based Education, ABE](#) (pp. 45–46, College Catalog). Each academic course has a designated dominant ability embedded within the curriculum. Students explore and develop the seven abilities, which are articulated on the [college website](#) and in course syllabi. Each student, with the guidance of their academic advisor, will satisfy at least five of the seven abilities at both levels 1 and 2. Prior to 2022, a minimum grade of C- in the course indicated competency in the related ability. However, based on NECHE recommendation, we have changed the requirement; rather than a C- in the course, the student must earn a C- on a signature assignment embedded in the course to demonstrate that they have mastered the dominant ability.

At the **institutional** level, outcomes associated with the seven Mitchell Abilities are operationalized through [Abilities Rubrics](#). These rubrics guide the development of ability-based, assessment-specific outcomes. Full-time faculty evaluated student performance using rubrics designed as part of the [Mitchell Ability Model](#) during the Fall 2021 Session II and the Spring 2022 Session I. Faculty assessment involved a total of 44 courses in which benchmark assignments were identified and assessed with the Mitchell Ability Model rubrics for dominant abilities to which the courses had previously been mapped. The [table](#) shows the count of assignments by ability and level (1, 2, or 3) as well as associated proportions. For the 46 assignments evaluated with the rubrics, there were 249 (37.7%) cases of students exceeding the expectation, 322 (48.8%) meeting the expectation, and 89 (13.5%) not meeting the expectation.

Students Who Met or Exceeded Expectations by Ability (%)

Ability	Students Exceeding/Meeting Expectations at Level 2 (N=660)
Analysis and Problem Solving	87%
Communications	86 %
Creative and Critical Thinking	79%
Diversity and Global Thinking	93%
Information and Communication Technology Literacy	94%
Social Interaction	77%
Values, Ethics, and Social Responsibility	85%

Faculty reflections on scaffolding the assignment that connects to the ability included comments such as “I met one-on-one with students for at least a few minutes per class, and up to about 20 minutes per student during class time or up to an hour after class to support, encourage, and challenge their thinking and their execution skills for this project,” and, “Students who needed additional time with the manikins met with me before or after class on a one-on-one basis. I utilized the stronger students in the class by matching them up with students who were struggling. The stronger students did an excellent job providing information, reminders, and demonstrations to their assigned partners.” One faculty member created written step-by-step guides and video demonstrations of tasks for students to access and use. Another faculty member provided specific feedback on students’ submitted assignments and then allowed them to redo the assignment. Faculty and academic administrative review of the assessments (and by extension the Mitchell Abilities mapping to courses) led to changes in courses such as using contemporary documentary films as content for other courses within a discipline, changing the abilities to which some courses are mapped (based on assignments that align with the learning outcomes and course content), planned review of all ability mapping to identify additional abilities for courses (beyond the dominant ability already mapped), and a review of course offerings to ensure that students have the opportunity to enroll in courses through which they can show mastery of both levels 1 and 2 for at least five of the seven abilities (required for graduation from Mitchell College with a bachelor’s degree).

Faculty (full-time and adjuncts) evaluated student performance using rubrics designed as part of the [Mitchell Ability Model](#) during the Fall 2022 semester. [Ability data](#) was examined for effectiveness and trend analysis, and the AssoDOC drilled down to the data at the outcomes level for each ability. This data was presented to faculty during an assessment workshop in January 2023. Faculty were asked to get into small groups to review the data and reflect on the questions in the tables below.

What does this data tell you about the knowledge, skills, and abilities students are expected to develop as a result of their experience at Mitchell College?

Faculty Responses

For the Communications Ability, there seems to be a disconnect between the data presented and recurring concerns about students' writing abilities. There also needs to be a differentiation between the types of communications being assessed.	Students are exposed to ABE (Ability-Based Education) now than previously as we now have data to review. Students may learn better by going to "do stuff" (hands-on) than we would have expected.
For the Information and Communication Technology Literacy Ability, faculty need to consider more courses to assess this ability.	It looks like everyone is thriving, but we know they are not.
It looks like in general 80% of students or more are demonstrating competence in the Abilities at level 2. That seems pretty good. But I think this is a small sample size with some questionable data. If all students in a class are meeting all criteria for an Ability, were the criteria applied with sufficient specificity and rigor?	

Are there questions that this data does not address?

Faculty Responses

How can we disaggregate the data to learn more about the student (program, race, ethnicity, culture, grade level, gender)? How can we define the standards for each score (0,1 and 2) across classes? Does this data match the grades of each student? How will we deal with the lack of data?	Longevity: We can't see student improvement with this data. What is the percentage for met vs. exceeded? Might the same students be some of the ones who are not meeting expectations in multiple courses? What is the mechanism for recording students that did not complete the assessment?
Are the levels adequately distributed across levels (Level 1 measuring 100-level classes, Levels 2 and 3 at 200-/400-level classes)? How does the Ability grade match with the course grade? How will we address instructor bias?	Can any aspect of our ABE model be modified? How will we deal with students who do not turn in the assignment connected with the Ability?
What types of assignments/assessments are being used across classes and Abilities? Can a sample/model of an exemplar student be shared for other faculty to see? This would be helpful for adjuncts and to prepare students at the level 1 courses.	

How can this data help Mitchell College make informed decisions about curriculum and instruction?

Faculty Responses

<p>Opportunities for faculty assessing the same ability to share their assessments and discuss rationale for scoring process.</p> <p>We should define “achievement” of Level 2 Abilities—does each student need to achieve all 4 out of 4 outcomes to receive the expectation?</p>	<p>We need student portfolios or eportfolios. This could have positive implications for post-graduation and job interviews.</p> <p>Need to make an artifact that students can take with them after graduation.</p>
<p>Need to connect the levels so instructors know how to scaffold.</p> <p>How is the data collected within the class (at the assignment level)? A paper during week 10 will have a different outcome than a final exam.</p>	<p>Can we have a well-publicized “ABE Assessment Week”?</p> <p>Can there be a systems approach?</p>
<p>This feels like early days in the process. I would not attempt to make decisions about curriculum and instruction based on this small data set. We need to collect more data.</p> <p>Difficult to interpret and make broad scale informed decisions based on such a small sample size.</p>	<p>For ABE data collection, have each faculty write a paragraph summary of what assessment they used for ABE for course level assessments.</p> <p>Institutionally wide, have students do a final self-assessment of their ABE in a course.</p>
<p>Seeing which outcomes have lower percentages of students should inform pedagogy; can provide more explicit instruction in specific course and/or consider curriculum (i.e., prerequisites).</p> <p>Need to make a more direct link to curriculum.</p>	<p>Qualitative information in rubrics is important; it provides the “why” of students not meeting expectations, which informs instruction.</p> <p>Need to capture narratives about its use in individual courses.</p>

Because the number of assignments collected was minimal, it is difficult to make concrete informed decisions. Yet the collection of these data sparked further questions, and in that way moved the process forward. The College is interested in disaggregating these data by student, including race, ethnicity, gender, first-generation and Pell grant recipients, and program to learn more about how the assignments are measuring the ability. Mitchell will continue to collect data during the Spring 2023 semester and faculty will meet in May 2023 to further the process.

At the program level (e.g., academic majors, FYE, Honors), assessment of learning is based on explicitly articulated program learning outcomes. The College’s leadership has supported ongoing development in student assessment by identifying appropriate external consultants and providing financial support for professional development opportunities. During Summer/Fall 2021, Dr. Yongmei Li was contracted to provide support to departments in crafting both academic year assessment plans and reports. Through the process of drafting the plans, the curricula in each of the majors was mapped to identify the courses in which each learning outcome is introduced, reinforced, and mastered. In assessing the program learning outcomes, both direct (e.g., a learning artifact from a specific assessment) and indirect (e.g., exit survey) measures were used. Faculty were systematically involved in this process in many ways. The three Division Chairs organized the plans and reports for each of the majors within their division. Additional faculty members were responsible for reporting the data collected from their classes that had been identified as courses in which “mastery” is demonstrated.

The VPAA/DOC and the AssoDOC conducted a workshop on Monday, August 22, 2022, to work with full-time faculty in identifying signature assignments in each program to measure student growth. A signature assignment is an assignment, task, activity, project, or exam that students complete to demonstrate specific learning outcomes, both at the course and program level. The signature assignment is identified as a means of collecting direct evidence of student learning and must be collected across different courses and across time. A signature assignment should serve as a milestone in a student's progress toward achieving the program's learning outcomes. Signature assignments not only engage students in their learning, but they also provide data related to course and program learning outcomes for program assessment and review. By analyzing and interpreting data from signature assessments, institutions are able to implement effective interventions to increase retention and graduation rates. Furthermore, administrators, deans, and chairs are able to see student growth. Building on the work the faculty did with a previous consultant, faculty used the curriculum map for each program to show how the courses are mapped to the program learning outcomes, marking where an outcome is introduced (I), reinforced (R), and mastered (M). Faculty then identified courses where each learning outcome is introduced (typically 100-level courses), reinforced (typically 200-/300-level courses), and mastered (typically 300-/400-level courses). Faculty reviewed the syllabi for these courses to determine what assignments measure the learning outcomes. These assignments become signature assignments. These assignments were required to have a rubric for evaluation. The rubric and assignment were included in the Moodle classroom for the course. When a student uploaded the signature assignment to the Moodle classroom, the instructor used the rubric to evaluate the assignment. These data then became benchmark data.

The AssoDOC met with the interim Director of Library and Information Services and the Educational Technologist to collect the benchmark data from each Moodle Classroom that had a signature assignment. The AssoDOC created the following checklist to evaluate the process of collecting signature assignment data:

1. Is the signature assignment clearly identified in the Moodle Classroom?
2. Is there a rubric/marking guide so the student knows how they will be assessed on this signature assignment?
3. Is it clear which criteria in the rubric/marking guide align with the program learning outcomes?
4. Do the program learning outcomes measure points in time at appropriate levels with upper-level courses?

Click [here](#) to see an analysis of each program.

The AssoDOC met with each Division to discuss their signature assignment data. Outcomes from these meetings are shown in the following table.

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Division of Behavioral Sciences	Division of Business, Communication, and Education	Division of Science
There are many flaws in Moodle, especially that the system doesn't generate the reporting that we need. The lack of software is preventing us from answering important questions about our programs.	It was hard to align each outcome with one signature assignment, especially since our program learning outcomes are so broad. Should we consider creating new signature assignments to measure our program learning outcomes?	It is difficult to pinpoint a single assignment to measure the program learning outcomes.
Many courses have an assignment that measures both an Ability and a signature assignment. How can we evaluate both using one rubric?	I picked these courses and assignments in August because they made sense. Now that I have gone through just one semester of doing this work, these assignments no longer make sense. I need to make some changes.	For Health Sciences, the 4 exams measure the Program Learning Outcomes. Can we use these exams?
We may need to go back and re-evaluate the curriculum maps for our programs.	<p>We need a playbook on how to do this work, with examples of exemplars.</p> <p>It's hard when adjuncts teach so many courses for us. What else can be done to get adjuncts involved in this process?</p>	For PE226, the instructor changed some assignments in the course to increase student engagement and help students think about their professional portfolio as no potential employer will care how many pages you wrote for a paper, but they will care about what you did in the class that relates to the job.
	There are 3 business courses that have a signature assignment for 3 different programs. It does not make sense to ask an instructor to do multiple assessments because the learning outcomes for each program are different. We need to have a conversation about identifying courses with signature assignments and what to do if that course has students from multiple programs.	Can we create 1 assessment that specifically measures the PLOS for each program?

Next steps include:

1. The AssoDOC will work with Department Chairs and their teams to review, edit, and revise rubrics for signature assignments so they can effectively measure the program learning outcomes.
2. The AssoDOC will work with adjunct instructors to ensure they understand the process and evaluate the signature assignment if their course has one.
3. Academic Affairs will host an Assessment Day in May 2023 to continue to conversation around assessment and address questions posed by the faculty.

As an illustration of Mitchell's commitment to strengthening assessment and, tangentially, faculty professional development, the College has joined the New England Educational Assessment Network (NEean). Faculty are able to register to attend the yearly conference and receive NEean newsletters. Also, in Summer 2021, eight faculty members were selected to attend [Alverno College's Teaching for Competencies Using Performance Assessments Workshop](#), an intensive three-day program that focused on learning outcome identification, curriculum mapping, and institutional assessment. The deliverables from that workshop were course maps that linked specific course-based assessments through course outcomes to institutional outcomes. These deliverables were presented to the faculty at a Fall 2021 professional development event. During AY 2021–2022, professional development funds of \$1,500 were offered to all faculty; opportunities related to assessment were widely publicized and supported by the VPAA and faculty and staff took advantage of this opportunity. For example, a faculty member attended NEean in Fall 2021 and participated in a seminar entitled "Reengaging Faculty and Learners to Promote Equity in Course Design and Assessment." The Coordinator of Data Strategy and Planning attended the NEean 2022 Fall Forum entitled "The Future of Assessment: What Higher Education Needs Next." As a result of this forum, the Coordinator of Data Strategy and Planning is working with the Director of First-Year Experience to revise how the College assesses incoming students in writing and math. One Division Chair participated in a virtual conference offered through the New England College Virtual Assessment Conference that focused on assessment in higher education. A faculty member participated in a seminar through TILT (Transparency in Learning and Teaching) entitled "Transparent Classroom (Pre-) Assessment Tools That Enhance and Predict Equitable Teaching and Learning." Another faculty member participated in a virtual conference in Spring 2022 through AAC&U. This virtual seminar focused on general education, pedagogy, and assessment.

Moreover, initiatives related to assessment have become a regular part of the business of the Faculty Committee of the Whole as a way of systematically involving all faculty. For example, in Spring 2021 an overview of assessment was presented to the faculty during a meeting that was then followed by a series of assessment workshops wherein faculty could discuss assessment initiatives within their courses. Also during Spring 2021, Ability Groups were developed to examine the individual rubrics used for the assessment of institutional abilities. A system of rubric validation was implemented and revised rubrics were endorsed by the full faculty in Fall 2021. Beginning in January 2023, faculty professional development days, dubbed "Close the Loop Days," are occurring three times a year, in January, May, and August.

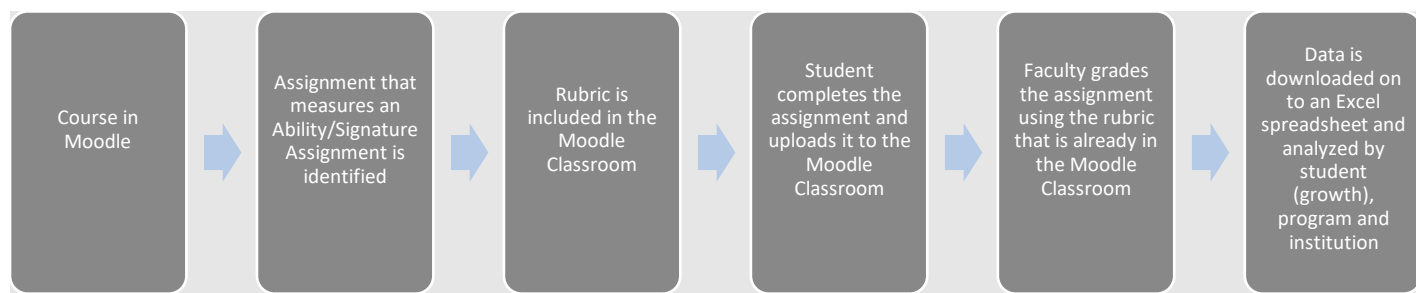
The annual assessment reports for each former Core (Human Services; Leadership and Management; Science; and Teaching and Learning) include direct and indirect measures of program learning outcomes. These measures are mostly quantitative and tend to be either completed rubrics for a particular assessment (i.e., direct measure) or responses to a question on a survey (i.e., indirect measure). It should be noted again that in Fall 2022 the four Cores were realigned into three Divisions and are now identified as follows: Division of Behavioral and Social Sciences; Division of Business, Communication, and Education; and Division of Science.

A fourth Division may be inaugurated in Fall 2023 to house the new signature General Education program and other non-degree-granting academic programs. Mitchell will be reintroducing a 42-credit General Education requirement for each major ([MC Request for New Program - General Education](#)) to include three credits in Math and four credits in a Lab Science in Fall 2023.

During a [Curriculum Committee meeting in September, 2020](#), the committee members outlined goals for 2020–2021, including ensuring even distributions of 100-, 200-, 300-, and 400-level courses within cores/disciplines. Going forward, each major will be carefully analyzed to make sure that an appropriate number of 300- and 400-level courses are required in the major to reinforce academic rigor and growth.

At the course level, learning objectives are included in the syllabi for all classes. These learning objectives guide the selection of course content, pedagogical practices, and development of appropriate assessments. Starting in Fall 2022, Mitchell College is using Moodle Classroom as a place to collect student work that relates to the Mitchell Ability Model, including rubrics to assess student work. As noted above, faculty have identified signature assignments in their programs as a means of collecting direct evidence of student learning across different courses and across time. These signature assignments will not only engage students in their learning; they will also provide data related to course and program learning outcomes for program assessment and review. By analyzing and interpreting data from signature assignments, Mitchell College can implement effective interventions to increase retention and graduation rates. Furthermore, administrators, chairs and faculty will be able to see student growth.

How Mitchell is Collecting Institutional and Program Data (as of Fall 2022)



Moodle does not have the tools that the College needs to extract the data to generate reports. However, the College is exploring technology tools to assist with this task.

First-Year Experience

Beginning with the Fall 2022 semester, Mitchell's FYE curriculum was revised to focus on wellness. The first course students take is a seminar called Compass. This seminar assists students in transitioning to college, with the guidance of an instructor and a student Transition Mentor. Central to the course is the MARINERS Wellness Model, which explores how eight different dimensions of wellness (**M**indfulness, **A**ccess, **R**esilience, **I**dentify, **N**ovelty, **E**thics, **R**esolve, and **S**pirit of inquiry) impact students' overall wellbeing and learning.

The dominant ability for this seminar is Social Interaction, and the assignment that is used to measure this ability is the final project. Students are asked to share a story with the class about their first semester at Mitchell College and explain what insight that particular experience gave to them about the impact of one or more of the eight dimensions of wellness they studied during the semester. Students then created a compass and used string to show how the dimensions connected with their story.



Because students were asked to share a personal story, it was important for faculty who taught this seminar during Fall 2022 to build a learning community where students felt safe to take risks. Also, previously this course had a focus on *how* to be a college student, while the new curriculum has a focus on how to be *well* in college. This activity hit the Social Interaction Ability much more purposefully, and the course appeared to be much more meaningful for students as they reflected on their own learning and their own individual experiences at Mitchell.



Feedback from faculty who have taught this course in the past with the old curriculum and in the Fall 2022 semester with the new curriculum included the following:

- What I observed in my class during the final exam story share was a willingness from the students to be vulnerable and share with others on a level that I did not experience in past semesters. Their responses showed a developed awareness and reflection about various situations they experienced. Some story shares were very specific to the college or their academic experience. Others talked about activities and sports they were involved in, or aspects that have now retained them. They shared about friendships they developed or lost, their families, difficulties they had faced over the semester, and even some philosophical/psychological realizations.
- I think with this fixation on their well-being (“thriving” in college instead of “surviving”) there was a much more intentional opportunity to listen to other perspectives and this helped them to gain a deeper understanding of one another compared to past semesters. Wellness doesn’t look the same for everyone. Therefore, it was a lot of learning, reflecting, and listening to what others had to share and while they sometimes disagreed with one another, there was a mutual respect and understanding in it. Since the ability was social interaction, I think this shift to wellness provided a larger platform to allow opportunities for them to socialize in a capacity that was more than surface level.

A two-course college writing sequence is part of the first-year experience. See Standard 4 for an in-depth analysis of data from CW101: “Introduction to College Writing.”

Assessment of Student Success

At Mitchell College students are inspired by the outcome of a Mitchell College degree: employment that will lead to financial security and a better life for themselves and their families. Therefore, the College must provide students with programs and curriculum that are relevant to the job market and rigorous to demonstrate student readiness.

The results of student learning assessment and quantitative measures of student success are key factors in the program review process. In Spring 2021, the Divisions (then Cores) completed a program review for each of the majors (then Concentrations) within the Division. The review process included an examination of the strategies used to assess student learning that prompted reflection among the faculty in the Divisions. The results associated with this process included some revision of course descriptions, revisions to the assigned dominant ability, and revisions to the major curriculum. Notably, in AY 2022–2023 a revision to the Division/Major model limited the number of credits within the Division (previously, Core requirements) and increased the number of credits within the major to increase opportunities to reinforce program learning outcomes. The restructuring of the 2018–2022 check sheets provides students deeper exploration within their major. Furthermore, the data resulting from assessment plans and reports for each of the academic programs in AY 2021–2022 is increasing data-informed decision-making related to the curricula of existing programs.

The Education Program’s requirements are aligned with [Connecticut State Standards](#), which in turn reflect national standards. Students pursuing a degree in Education are required to pass tests such as the Praxis exams (used in many states) and get a passing score on the portfolio edTPA when seeking to acquire a teaching certification from the Connecticut State Department of Education (with reciprocity in many other states). Mitchell’s Early Childhood Education student pass rates for licensure can be found [here](#). Analysis of student pass rates and subsequent success in becoming a formally licensed teacher assists Mitchell in constantly modifying and improving the course offerings and in-field practicum experiences. The Education program is also accredited by CAEP (formerly NEASC), a discipline- and program-specific organization.

Assessment analysis in other departments includes data on students' acceptance into discipline-related graduate level programs and employment history. Mitchell uses multiple modalities to support the College's institutional claims about success in preparing students, including input from advisory groups of professionals in the field and from recent graduates. The College received a [professional development award](#) through a grant by the Council of Independent Colleges (CIC) for AY 2021–2022 through NetVUE (Network for Vocation in Undergraduate Education). This award enabled the College to provide professional development opportunities to faculty and staff to better understand the College's ICD program and how it prepares students for the workplace. Grant activities included a number of community partners.

Retention Rates

Mitchell College monitors retention and graduation rates through a variety of subpopulations and methodologies so that the institution can accurately observe trends, develop strategies, and allocate resources appropriately. The overall retention rate among Mitchell bachelor's degree-seeking students has seen some fluctuation between 2019 and 2022, rising as high as 69% in 2021 and landing at 64% in 2022.

In 2019, just prior to the pandemic, it was observed that retention rates for transfer students were significantly higher than for other cohorts. Hopes to drive that rate even higher led to the development of a strategy to specifically recruit and retain transfer students as a collaborative effort between Admissions, Advising, and the Registrar's office. The Assistant Director of Advising serves as the liaison between Admissions and the Registrar by providing transcript evaluations and meeting individually with prospective transfer students to explain how their credits apply to their desired program. The Assistant Director of Advising also serves as the primary advisor to transfer students once they deposit. Recent efforts to support this subpopulation have resulted in improvement. The College saw a significant increase in transfer student first- to second-year retention; the rate rose from 55% (of all 2020–2021 transfer students returned in Fall 2021) to 73% (of all 2021–2022 transfer students returned in Fall 2022).

One factor that clearly contributed to the drop in retention for all cohorts is the significant impact that the pandemic had on higher education. At the onset of the pandemic, institutions of higher education were required to relinquish decisions about academic delivery and policies to the government. Pivoting to remote delivery at Mitchell proved to be challenging because online learning had not previously been part of the College's culture. At the beginning of AY 2020–2021, in accordance with government regulations and in alignment with many institutions of higher education across Connecticut and the country, Mitchell set policies meant to protect the entire community, including social distancing, required testing, required mask wearing, and quarantine guidelines. For many Mitchell students the choice to return or defer came down to decisions about their own concerns and comfort levels related to COVID-19 and attendant restrictions.

Another significant factor that contributed to a drop in retention numbers at Mitchell was the College's 2018 restructuring of the traditional 15-week semester model to a shorter 12-week semester, followed by a three-week Session II of intensive learning. This was in response to a 2018 review of academic performance that suggested that Mitchell students were performing better during the College's MiniMester courses (optional three-week intensive courses offered during winter and summer breaks). The new semester model was created to provide all students with the opportunity to take a MiniMester-type course, not just those who elected to participate outside of the semester. This structure created tremendous challenges for the College's non-traditional and part-time students, however, particularly those who were Pell Eligible. Since this 12/3 week split was an internal model, Pell Eligible students were *required* to take a course in the three-week Session II. Many were unable to dedicate four hours of in-class time five days a week for three weeks. It also became much more difficult for the College to find adjunct faculty, with many being unable to commit to a four-hour/five day a week model of instruction. For these and other reasons, Mitchell returned to a traditional 15-week model in Fall 2022.

Graduation Rates

Mitchell, like many colleges across the country, has seen a decline in the graduation rate since the start of the pandemic. The current graduation rate is 41%. We recognize that the six-year graduation rate trends low.

6-Year Graduation Rates (reported in IPEDS)

Cohort Year	Total # Students in Adjusted Cohort	Total # Bachelor's degree completers within 150% of normal time	Graduation Rate for Bachelor's Cohort
2011	179	73	41%
2012	127	54	43%
2013	163	65	40%
2014	133	79	59%
2015	119	50	42%

However, the six-year graduation rate among student-athletes jumped tremendously from 48% in 2020 to 68% in 2021, due at least in part to the completion of Mitchell's state-of-the-art athletic complex. We are currently analyzing what requirements remain for students who stopped attending but are near degree completion. The campaign, entitled ["Finish What You Started,"](#) entails Admissions sending out texts and emails to eligible students who have withdrawn from Mitchell in the previous four years and asking them to return to complete their degree. If a student expresses an interest in returning, Admissions checks certain criteria and then assists them with re-enrollment. The goal of this campaign is to increase the six-year graduation rates overall. The "Finish What You Started" program currently has a 50% yield.

Under the new leadership, Mitchell has begun intentionally collecting more data related to enrollment, retention, and graduation rates. Currently, several senior leaders are working with a retention consultant to articulate and implement long-term retention strategies.

The Tutoring Center

The mission of the [Tutoring Center](#) is to offer free tutoring to students to increase student independence and academic success. The Writing Zone is a component of the Tutoring Center offering drop-in service staffed by writing instructors who offer assistance in outlining, drafting, and revising writing assignments. In Fall 2022, 954 tutoring appointments were completed, compared to 482 appointments in Spring 2022 and 414 appointments in Spring 2021. At the end of each tutoring session, the tutor rates the student and the student takes a short survey about their experience with the Tutoring Center. Below are sample results of the surveys.

Tutor	
By the end of the session, the student was able to apply learned strategies to improve understanding of core subject material.	85% agreed or strongly agreed
By the end of the session the student was able to solidify foundational knowledge of course material.	96% agreed or strongly agreed

Student	
By the end of the session, I was able to apply learned strategies to improve understanding of core subject material.	100% agreed or strongly agreed
By the end of the session, my understanding of class material was improved.	81% agreed or strongly agreed

The Tutoring program's annual report for 2022 can found [here](#).

Peer-Fellow Pilot Program

Introductory science classes are often challenging for students. While we offer 1:1 adult tutors and faculty office hours, those programs alone are not fully meeting the needs of our students, as indicated by class exam averages often below 70%. In Fall 2022 Mitchell began a pilot Peer Fellow program pairing upper-class students who have thrived in a particular course with a current cohort. Numerous peer-reviewed studies have shown the benefits of peer learning, in addition to the leadership and teaching experience gained by the Peer Fellows themselves. A Peer Fellow was paired with each of two sections of BI105 ("General Biology I") and CH111 ("Chemistry I"). After surveying their section, fellows chose a one-hour time each week to hold an open review and were paid. Of the 22 students who completed BI105, 17 completed a [Peer Review Student Survey](#). Nearly 60% of students reported not attending any sessions, with another 30% attending at least one session. When asked why they didn't attend more, the most common response was that times were not convenient (75%), followed by forgetting about the sessions (50%). Despite low attendance, nearly all students (94%) said Peer Fellows would either be *definitely helpful* or at least a *little helpful* in the future. There was also interest in having Peer Fellows spend time in the classroom, with 82% reporting that would definitely be helpful or at least a little helpful. While attendance at Peer Fellow sessions was too low to elicit meaningful data about how attendance impacted course grades, several students who did attend had extremely positive views of their Peer Fellow and seemed to develop meaningful bonds. Chemistry students were not directly surveyed, but similar results were reported by the Peer Fellows of those sections.

In Spring 2023 three of the four original Peer Fellows were eager to continue the program. Several strategies are in place to boost attendance at sessions, including better signage in the classroom advertising Peer Fellow sessions, printed materials in required notebooks advertising sessions, addition of some evening Zoom sessions immediately prior to exams, and brainstorming more convenient places on campus. Because of the small number of students enrolled in CH112 ("Chemistry II"), the chemistry Peer Fellow will shift to BI222 ("Anatomy and Physiology II"). The Peer Fellows are also interested in regularly meeting as a cohort themselves to swap strategies and have a shared experience. We are optimistic that the Peer Fellow program will continue to grow, with the goal of benefitting both our highest performing students (the Peer Fellows themselves) and encouraging more students to develop robust study skills, engagement, and self-confidence in critical introductory courses early in their academic science career.

What Students Gain from a Mitchell College Education

Integrative Career Development (ICD)

With the rollout of the Mitchell Ability Model in Fall 2018, there was also an initiative to have a career component in [each year of a student's College career](#), starting with the first-year students. Students would have the opportunity to visit the workplaces of some of Mitchell's community partners, followed by a career seminar class in their sophomore year. With internship opportunities in their junior and senior years, each student would graduate having taken a minimum of nine ICD credits.

Beginning in Fall 2022, the College reduced the number of ICD credits from nine to six to allow additional credits in General Education and in the majors. The ICD requirements are listed on each major's check sheet

([MC Checksheets](#), [Landscapes](#), [Curriculum Maps](#), 2023). The results of the ICD program review can be seen in the [unit report](#). Beyond the quantitative assessment of students in internships, site supervisors provide qualitative feedback to faculty mentors and serve as external advisors to faculty in developing and modifying curricula to ensure that it remains relevant to workplace needs.

Post-Baccalaureate Survey Data

While the College's mission is to celebrate and develop the power of unique minds, part of that mission includes preparing students for careers that ensure financial security and a meaningful life. Since 2018 a [post-baccalaureate survey](#) has been administered to learn more about the job placements of its graduates. The objective is to generate data on graduates at 6 and 12 months after graduation; however, data were collected only from [2018 \(post-bacc\)](#), [2019 \(post-bacc\)](#), [2020 \(post-bacc\)](#), [2021 \(post-bacc\)](#) at the 12-month mark. The 12-month data have been summarized and published on the College website, which can be found [here](#).

Mitchell continues to use the Graduate Exit Survey. This survey is administered at the Grad Fair in May each year, at which students pick up their caps and gowns, commencement tickets and alumni card, and complete any unfinished business with administrative offices. This highly attended event continues to be the best way to capture a high participation rate from the graduating class.

Mitchell's method of tracking employment is currently limited to self-reported post-baccalaureate surveys conducted at the time of graduation, and 6- and 12-month intervals thereafter. The College's most recent self-reported data are as follows:

Class of 2020: 74% reported employment
30% reported continuing their education
Class of 2021: 58% reported employment
23% reported continuing their education

(Source: 2021 [Graduate Survey](#))

The College has only the 2021 survey available; it is not unreasonable to expect that student success would be greater 24 months post-baccalaureate (Class of 2020) than 12 months post-baccalaureate (Class of 2021).

Examples of Undergraduate Alumni Employers

Clark Veterinary Hospital	Highmark	Trinity College Community Child Center
City of New Britain	Achievement First High School	Commonwealth of Massachusetts
Connecticut Department of Corrections	Raytheon	University of Bridgeport

ICD Overall Participation

While ICD services have always been available for all students, the Class of 2018 sought support from the ICD office more often than previous cohorts to satisfy the new ICD requirements. (See Standard 2 for an analysis of survey data from ICD)

This requirement also means that nearly 100% of our graduates after the Class of 2022 will have completed some credits in ICD. According to the 2021 [Graduate Survey](#), over 75% of the graduating class reported having used the

ICD office at least once during their academic career at Mitchell. Anecdotal evidence from the post-grad surveys related to the ICD office positively reflects the student experience. Several statements specifically mention the coordinator as being instrumental in their successful career exploration. From the 2021 [Graduate Survey](#):

“ICD gave me the opportunity to figure out where I’d succeed in.
ICD helped me determine where I should work after graduation.”

“ICD helped give me a taste for the future workforce environment.
Thank you, Paul Dunn, for all your help!”

ICD currently operates with a staff of one and with limited resources. The external review of the ICD office conducted in February 2022 demonstrated a clear need for additional staff based on student utilization rate and the implementation of ICD in all academic programs.

Micro-Internships

In Spring 2022 Mitchell College was awarded a \$3,000 grant from the Learning Disabilities Foundation of America (LDFA) to support micro-internships for students with learning differences. Often these students, due to executive function deficits, have difficulty fulfilling the 100-hour internship required for graduation. The micro-internship option and accompanying scaffolded curriculum is being piloted in the Spring 2023 semester.

Supportive Community

Mitchell College celebrates widely diverse learners and supports students with widely differing abilities. The institution succeeds in this through a variety of targeted programs, including:

- The [Bentsen Learning Center \(BLC\)](#), a fee-based academic support program for students with diagnosed learning differences and ADHD. One-third of Mitchell students use BLC services.
- The [Mystic Program](#), a fee-based program available to first-year students who are college-ready but need additional residential support.
- [Mitchell’s Centralized Academic Advising Model](#) provides experienced academic advisors who support students in navigating their College experience and serve as a key liaison for them across campus.
- The [Tutoring Center](#) and [Writing Zone](#) offer unlimited free tutoring in all subjects to all students.

Through targeted support programs, the Mitchell Ability Model, ICD, and assessment at the course/program/institutional levels, Mitchell College delivers a quality in-demand educational product. Mitchell continues to build forward to the next level of academic excellence that will maintain and accelerate the College’s appeal.

Projections

1. The College will improve student engagement and persistence by implementing and/or strengthening research-based high-impact practices with a focus on active learning.
2. The College will consolidate and streamline processes for collecting and analyzing data to use to improve student success. A secure but accessible platform will be created from which stakeholders can access the data as required in support of the mission and purposes of the College.
3. The College will design and implement a strategic plan to assess the Mitchell Ability Model and other academic offerings, including researching the use of ePortfolios.

MITCHELL COLLEGE NECHE Self-Study 2023

Standard 8: Educational Effectiveness (Undergraduate Retention and Graduation Rates)

Student Success Measures/ Prior Performance and Goals		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Year Forward (goal)
		(FY2020)	FY 2021	FY 2022	FY 2023	FY 2024
IPEDS Retention Data						
Associate degree students						
Bachelors degree students		63%	69%	64%	65%	68%
? IPEDS Graduation Data (150% of time)						
Associate degree students		77%	60%	33%	43%	50%
Bachelors degree students		40%	59%	42%	63%	68%
? IPEDS Outcomes Measures Data						
First-time, full time students						
Awarded a degree within six years		39%	42%	41%	60%	62%
Awarded a degree within eight years		39%	42%	42%	60%	62%
Not awarded within eight years but still enrolled		48%	39%	58%	0%	0%
First-time, part-time students						
Awarded a degree within six years		0%	5%	6%	0%	5%
Awarded a degree within eight years		0%	5%	9%	0%	5%
Not awarded within eight years but still enrolled		0%	63%	91%	0%	0%
Non-first-time, full-time students						
Awarded a degree within six years		56%	52%	48%	61%	63%
Awarded a degree within eight years		56%	53%	48%	61%	63%
Not awarded within eight years but still enrolled		33%	32%	44%	0%	0%
Non-first-time, part-time students						
Awarded a degree within six years		50%	30%	13%	56%	58%
Awarded a degree within eight years		50%	40%	20%	56%	58%
Not awarded within eight years but still enrolled		25%	25%	73%	0%	0%
? Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)						
1	First Year Students (first time freshmen, Thames to Mitchell, transfer) Fall to Fall Retention	64%	69%	64%	72%	75%
2						
3						
4						
5						
? Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)						
1	Pell Eligible Awarded a degree within six years	38%	50%	35%	56%	58%
2	NonPell Eligible Awarded a degree within six years	49%	32%	38%	62%	64%
3	Pell Eligible Awarded a degree within eight years	38%	52%	39%	56%	58%
4	NonPell Eligible Awarded a degree within eight years	49%	33%	40%	62%	64%
7	Male Awarded a degree within six years	38%	60%	36%	54%	60%
8	Female Awarded a degree within six years	53%	55%	51%	77%	80%
	White Awarded a degree within six years	65%	61%	44%	67%	70%
	Hispanic / Latinx Awarded a degree within six years	43%	83%	31%	81%	85%
	Black / African American Awarded a degree within six years	48%	43%	45%	48%	54%
	Native American / Alaskan Native Awarded a degree within six years	60%	100%	n/a	n/a	
	Asian Awarded a degree within six years	0%	0%	33%	75%	80%
	Two or More Ethnicities Awarded a degree within six years	40%	50%	17%	67%	70%
	NonResident Alien Awarded a degree within six years	100%	0%	0%	n/a	
	No Ethnicity Reported Awarded a degree within six years	0%	33%	67%	n/a	
1						
2	Pell Eligibility Reported in PowerFAIDS; Gender, Ethnicity self-reported by students					
Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)						

MITCHELL COLLEGE NECHE Self-Study 2023

Standard 8: Educational Effectiveness (Student Success and Progress Rates and Other Measures of Student Success)						
	Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering		
		6 years ago	4 years ago	6 years ago	4 years ago	
✓	First-time, Full-time Students					
	Degree from original institution	63%	35%	25%	33%	
	Not graduated, still enrolled at original institution	0%	10%	0%	0%	
	Degree from a different institution					
	Transferred to a different institution	18%	27%	25%	33%	
	Not graduated, never transferred, no longer enrolled	19%	28%	50%	33%	
?	First-time, Part-time Students					
	Degree from original institution	n/a	0%	0%	n/a	
	Not graduated, still enrolled at original institution	n/a	0%	0%	n/a	
	Degree from a different institution					
	Transferred to a different institution	n/a	0%	0%	n/a	
	Not graduated, never transferred, no longer enrolled	n/a	100%	100%	n/a	
?	Non-first-time, Full-time Students					
	Degree from original institution	64%	65%	83%	100%	
	Not graduated, still enrolled at original institution	0%	3%	0%	0%	
	Degree from a different institution					
	Transferred to a different institution	14%	14%	17%	0%	
	Not graduated, never transferred, no longer enrolled	22%	16%	0%	0%	
?	Non-first-time, Part-time Students					
	Degree from original institution	40%	67%	n/a	n/a	
	Not graduated, still enrolled at original institution	0%	17%	n/a	n/a	
	Degree from a different institution					
	Transferred to a different institution	20%	17%	n/a	n/a	
	Not graduated, never transferred, no longer enrolled	40%	0%	n/a	n/a	
Measures of Student Achievement and Success/Institutional Performance and Goals						
		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		(FY 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)
Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)						
1						
2						
3						
4						
Other measures of student success and achievement, including success of graduates in pursuing non-traditional paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)						
1						
2						
3						
4						
Definition and Methodology Explanations						
1	6 year cohort is the 2016 cohort; 4 year cohort is the 2018 cohort					
2	Mitchell College does not track students who transfer to other schools for their degree status					

The following Data First Forms are *not* included here:

Standard 8.3: Mitchell College has not had students take licensure examinations in recent years, nor do we offer short-term vocational training programs. None of Mitchell's academic programs have a "gainful employment" requirement, so these data are not collected except for via alumni surveys that have response rates of 20% to 30%.

Standard 8.4: Mitchell College does not offer graduate programs, distance education programs, nor do we have any off-campus locations at this time.

STANDARD 9: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

Description (Integrity and Transparency)

The first quarter of the 21st century is a time when the very concept of integrity seems fragile, fraught, and amorphous. The need for the institution to practice integrity and transparency is clear, real, and obvious, but of equal and perhaps even greater importance is the need for the institution and its faculty and staff to model overtly that integrity and transparency for the student cohort to witness and experience. The greatest underpinning of an institution of higher learning is that the college represents truth in all things, to the extent that truth is known and understood.

Mitchell's small size makes possible tremendous flexibility in terms of in-class, one-on-one, and general group conversations on a wide variety of topics, including the concepts of integrity and transparency. At Mitchell these conversations occur regularly and are as important to the development of student understanding of personal integrity as any academic offering.

The Mitchell College community consistently strives to uphold integrity of process, procedure, and product. The mechanisms of self-governance outlined in Standard 3 (Organization and Governance) offer guiding principles, while ongoing opportunity for reflection and correction occur consistently both informally to respond to ever-changing environments and through structured processes such as the accreditation self-study.

Academic Integrity

Mitchell College takes very seriously the concept of academic integrity across all categories of faculty, staff, and students in the College community. The Academic Policies and Procedures Committee meets monthly during the academic year to review, revise, and edit all policies and procedures related to academics. Furthermore, through the College writing courses and Library workshops on plagiarism, students in the FYE courses are introduced to the College Academic Honesty policy as well as the consequences of academic dishonesty in the [College Catalog](#) (pp. 34-36), and they are made aware that they will be held accountable in adhering to the policy.

Also, Mitchell publishes a Student Code of Conduct with “the community’s standards of honesty, respect for persons and property, and responsible use of freedom.” A copy of the Student Code of Conduct ([MC CODE OF STUDENT CONDUCT 8.21.22](#)) is available online, and hard copies are available upon request from the DSEB. It is the responsibility of all students to read and abide by these standards.

Formal Complaint Policies and Procedures

Institutional integrity is a multifaceted and foundational pillar of the campus community. In addition to expectations and standards set forth in the College Catalog, Student Code of Conduct (expectations placed upon students) and Faculty and Employee Handbooks (faculty and staff accountability), policies governing conduct of the most egregious type are clearly stated in the [Title IX Sexual Misconduct Policy](#) found on the [Campus Safety page](#) of the institutional website.

For those seeking support and resolution through the formal grievance procedure, the College provides pathways for resolution. The [Complaint Policy](#) encourages attempts at resolution when appropriate and offers a [secure link to a form](#) to initiate a formal review. Contact information is given in the policy for concerns categorized as academic, non-academic, and administrative. Employees are directed to follow procedure outlined in their appropriate handbook (Faculty or Staff). Student grievances can be addressed through the Complaint Policy, and according to the nature of the offense, including, but not limited to, issues relating to [accessibility and ADA compliance](#) and [Title IX violations](#).

Ensuring that all members of the Mitchell community adhere to high ethical standards is aligned both with standards of integrity through internal policy and in adherence to applicable Federal and State statutes, including, but not limited to, the [Clery Act](#), [Medical Marijuana Policy](#), and [Title IX](#). It is a goal to develop a centralized and accessible platform with direct links to all grievance policies and protocols.

Policies Relating to Integrity and Transparency

In order to protect Mitchell College's interests when the institution is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer, director, or employee of the College or might result in an excess benefit transaction, a [Conflict of Interest policy](#) was established by the College. Procedure requires Board of Trustees' annual review and disclosure (see [Annual Conflict of Interest Disclosure form](#)).

In adherence with federal laws, a [technology](#) governance policy was established to provide guidelines on appropriate use of, and information on privacy, electronic monitoring, and confidentiality. The College acknowledges its responsibility to the Family Educational Rights and Privacy Act (FERPA), the USA Patriot Act of 2001, U.S. Privacy Act, and the Electronic Communications Privacy Act (ECPA) and respects the privacy of students' electronic files and communications within the College Information Systems. However, the College has the right to access users' communications, files, and other stored information.

Mitchell supports and encourages all members of the College community in their creative endeavors. The [Faculty Handbook](#) states that intellectual property rights belong to the originator, unless work was done for hire. Therefore, all work created by faculty remains the intellectual property of the creator and works "for hire" are negotiated individually prior to the start of the work. The administrator of the Mitchell Learning Management System (currently Moodle) regards all course material/resources placed on the College LMS as intellectual property owned by the faculty member.

Institutional Review Board

To ensure the ethical treatment of human subjects, any research conducted on campus must be approved by the Institutional Review Board as stated in the Faculty Handbook. Institutional Review Board (IRB) members receive annual training through an institutional membership in CITI Program. After recognizing that the IRB does not act in a timely fashion despite a small caseload, the VPAA has consulted several peer institutions to learn best practice in IRB function and is considering arranging an external review of IRB process in 2023.

Academic Freedom

Institutions of higher education exist for the common good. The common good includes freedom to pursue truth and create knowledge. Mitchell College's Academic Freedom guidelines adhere to the American Association of University Professors' guidelines (AAUP) and are stated in the [Faculty Handbook pg. 23](#).

The College Charter and By-Laws

The [Mitchell College Charter](#), originally under New London Junior College (1949), was changed to Mitchell College in 1953. The College maintains the charter's purpose by granting two- and four-year degrees under the Connecticut Revised Non-Stock Corporation Act. Mitchell is a private non-profit entity and operates under the Federal Income Tax 501(c)(3) designation. The [College Charter](#) establishes the following committees, each made up of members of the Board of Trustees:

- [Audit Committee \(p.1\)](#)—Responsible for overseeing the College annual 990s form and oversight of the College's financial reporting. At least one member must have finance expertise.
- [Finance Committee \(p. 2\)](#)—Oversees the College's "financial matters and monitors the fiscal welfare of the College and its physical assets, including its land, buildings, and the Alfred E. Mitchell Woods."
- [Investment Subcommittee \(p. 3\)](#)—Manages the College's endowment.

- [Revenue Committee \(p. 4\)](#)—Broad oversight of the policies and practices of admissions and financial aid at the College, as well as marketing and communications.
- [Committee on Trustees \(p. 4\)](#)—Ensures the Board acquires and develops the trustee resources necessary to govern the College at the highest level of excellence.

The members of the Board of Trustees are listed in the College Catalog and on the [At A Glance](#) webpage. The [By-Laws](#) enumerate the authority and responsibilities of the Board. They also define its relationship to the President of the College. The College President serves at “the pleasure of the board” and “is responsible for leading the College, implementing all Board policies, keeping the Board informed on appropriate matters, consulting with the Board in a timely manner on matters appropriate to its policy-making and fiduciary functions, and serving as the College’s key spokesperson.”

Pursuant to Article VI of the [Mitchell College By-Laws](#), the CFO serves as both Chair of the Finance Committee and the “key leader” on all financial management policies. As stated in the [Faculty Handbook](#), this includes the agreement between Mitchell College and Local 3249, AFT-CT, American Federation of Teachers, AFL-CIO.

Description (Transparency and Public Disclosure)

Affirmative Action/Equal Opportunity Employer Statement

Posted on the [Why Choose Employment at Mitchell](#) page is the College’s Affirmative Action-Equal Opportunity Employer statement, which states that Mitchell “does not discriminate in employment on the basis of race, color, religion, sex, national origin, ancestry, political affiliation, sexual orientation, gender identity or expression, marital status, disability and genetic information, age, membership in an employee organization or other non-merit factors.” The College supports “Diversity within the College community for the advancement of the academic purposes of the institution.” Mitchell employment opportunities (listed as [Careers](#)) and [Contact](#) information is publicly available at the bottom of the Mitchell College website.

Diversity, Equity, and Inclusion

Mitchell College has a strong statement on diversity and inclusion, which is found on the institution’s website and is often referenced in campus conversations:

Tolerance is not enough. It is our collective responsibility to purposefully create a culture of diversity and inclusion on campus, and this is clearly stated on the College’s website. Mitchell College embraces equality, works toward equity, values all human lives, and denounces acts of racism, discrimination, harassment, and hate. We believe everyone—our students, faculty, and staff—has the ability to play a part in thoughtfully and deliberately modeling a better and more just world. We strive to move beyond tolerance and instill in our students an awareness and appreciation for the innate powers of our differences in race, beliefs, learning styles, identity, convictions, or cultures. Fear, ignorance, and disconnection from each other divides us. Recognizing the value and wisdom of inclusion brings us together. There is beauty in all of our differences, a nobility of intentional diversity. Practicing empathy for and seeking understanding of those unlike ourselves can be challenging. Yet with deliberative effort, great challenge yields great reward.

Academic Standards and Policies

Management of academic programs, including research, is overseen by the Office of the VPAA. Faculty standards and policies are dictated by the [Faculty Handbook](#), which represents an agreement between Mitchell College and Local 3249, AFT-CT, American Federation of Teachers, AFL-CIO. This document is prepared collaboratively between the Office of the VPAA and the Academic Policies and Procedures Committee of the faculty to ensure

transparency and integrity for all faculty. Academic operations and policies overseen by the Office of the VPAA are outlined in the College Catalog available to the public on the institution's website.

Non-Faculty Employees

Administrative policies for non-faculty employees are governed by the [Employee Handbook](#). This document is available to all employees through the Resources section of the password-protected ADP portal ([MC ADP portal standard9](#)). Employees are required to acknowledge each new version of the handbook through this portal. The document is reviewed annually by an ad-hoc group convened by HR to ensure the accuracy, relevancy, and integrity of the document.

Ethics and Behavioral Guidelines

Policies governing [student academic integrity](#) and [Academic Progress and Performance Standards](#) are also found in the College Catalog. Specific information regarding student behavioral expectations are found in the Student Code of Conduct ([MC CODE OF STUDENT CONDUCT 8.21.22](#)). For resident students, the [On-Campus Housing Contract](#) provides guidelines, standards, expectations and potential disciplinary consequences associated with living on campus. Both the Student Code of Conduct and the Housing Contract are available through the Student Portal on the institution's website.

Financial Aid Policies and Federal Requirements

Information for prospective students and families regarding [Admissions](#) and [Financial Aid](#) policies is easily available through the College Catalog and on the institution's website. Great care is taken to ensure adherence to industry standards and all governing regulations, including but not limited to an annual third-party audit by the Department of Education. The disbursement of all student financial aid strictly follows [Satisfactory Academic Progress Standards](#) for Federal Title IV Sources of Aid (Federal Pell Grant, Federal SEOG, Federal Work-Study, Federal Perkins Loan, Federal Direct Subsidized Loan, Federal Direct Unsubsidized Loan, and Federal Direct PLUS Loan), as well as Mitchell College Need and Merit Aid.

Visual Identity Standards/Internal and External Messaging

A cohesive visual identity for the College is outlined in the [Visual Identity Standards Guide](#), which can be accessed through the secure Faculty and Staff portal of the institution's webpage. This document governs the use of the institutional logo, typeface, colors, and other forms of visual identity used both internally and externally. Outward-facing messaging (i.e., to parents, alumni, community; website updates) are submitted using the Marketing and Communications Project Request Form, accessed through the password-protected Faculty and Staff portal. Project prioritization and workflow is facilitated by the Marketing and Communications staff. Standardization of this flow as policy is an ongoing priority. Internal marketing projects within the campus community are managed at the department level and publicized in accordance with [Visual Identity Guidelines](#) and institutional [Publications Policy](#).

Policies Regarding External Entities

The [Business Operations Manager](#) is a full-time position managing auxiliary facilities and programming space located on campus. This position ensures that operations, programming, and marketing plans for activities conducted by external entities using College facilities are consistent with College policies and strategy.

Mitchell College Website

The [Mitchell College](#) website is the primary location of information about the College for both internal and external audiences. There are designated pages on the website for prospective students ([At A Glance](#), [Admissions](#), [Visit Us](#), [Athletics](#)), and pages designated for current students, [alumni](#), and faculty/staff. The website is organized around key department pages, including [Academics](#), [Athletics](#), [Admissions](#), and [Student Life](#). Program fees are listed as well as information on overall expenses, the refund policy and a net price calculator to help applicants plan and pay for a Mitchell education.

The College also maintains an active social media presence on [Facebook](#), [Instagram](#), LinkedIn and [YouTube](#). Mitchell's Marketing and Communications department maintains both the website and most of the social media platforms. Staff and faculty can request changes to department pages; request forms for updates or changes are available on the password-protected Faculty/Staff landing page under [Marketing and Communications New Project Request Form](#). The Marketing Department updates the website daily; there has not, however, been an annual audit of content. The Marketing Department has developed but not yet implemented a process for an annual audit.

The online [College Catalog](#) duplicates most of the information found on the Mitchell website. More detailed information on policies and course descriptions can be found in the catalog. Print copies of the College Catalog have been discontinued. The online version is the official version and goes through an annual review process; this process is housed in the Office of Academic Affairs. Printed College Catalogs are available in the library archives. Downloadable digital copies (.pdf) are available on the [Registrar](#) webpage from AY 2011 to the present.

All Mitchell College students are bound to a Student Code of Conduct ([MC CODE OF STUDENT CONDUCT 8.21.22.](#)) This Code includes academic integrity, community standards and disciplinary process of the College. This information is available to current students on the student landing page and is not available to the public. The Code outlines policies on academic dishonesty, social and sexual misconduct and disciplinary outcomes.

The [Employee Handbook](#) and [Conflicts of interest](#) policy provide guidelines for employee relationships with the institution and others outside the institution. All persons affiliated with the College "have a duty to disclose any actual or possible conflicts or appearances of a conflict to the President of the College, Chairman of the Board, or Board committee chairperson." Every year, all applicable persons receive a copy of this policy. If applicable, each person annually completes a [Disclosure form](#) (pp. 3–7) identifying any relationships, positions, or circumstances that could constitute a conflict. The [Conflict of Interest Policy](#) defines disclosure and clarifies any conflict of interest between individuals and the institution.

The College's Federal Form 990, prepared by the CFO, is reviewed by the Finance Committee of the Board of Trustees, and is presented to the Board of Trustees. There is no public disclosure on the Mitchell website, nor mention or link to the online 990 ([2019 990 Form](#)) Although Mitchell College does not provide links to its financial statements directly on its webpages, the institution does provide links to its annual IPEDs data on the [At A Glance](#) page.

As discussed earlier in this document, student course evaluations are conducted each semester. In addition, a graduate survey is completed by bachelor's-degree candidates each spring. Results of the graduate survey and yearly student outcome reports are publicly available on the College's [At A Glance](#) webpage. This page also provides information on graduation rates, typical length of study, and transfer rates.

Mitchell Networking Council

The Networking Council began in Fall 2021 as a collaborative cross-campus group that convenes monthly during the academic year to share information about upcoming events and strategize ways to enhance the overall campus experience. The goal of the group is to create and publish one master calendar that is accessible to all members of the campus community to ensure equitable promotion of activities for maximum participation with a minimum of scheduling conflicts. The hosting platform for this calendar is the new Symplicity software to ensure compatibility across the network of campus systems. To date this new approach to engagement and communication has been efficient and effective, and there is widespread anecdotal appreciation for the effort.

The [Campus Activities Board](#) is a student-run organization that leads student programming efforts. CAB consists of officers and members who develop and implement a diverse array of cross-campus programming designed to enhance the extra/co-curricular student experience and provide leadership development opportunities including, but not limited to, recruitment, event planning, funding allocation, and program assessment. This group is overseen by a Student Affairs staff member who ensures that the programming goals and promotional parameters align with institutional integrity standards.

Appraisal (Integrity, Transparency, and Public Disclosure)

Under new leadership Mitchell College has made significant strides in making the institution a better place to learn and a better place to work. Mitchell College has a diverse student body, and the community is committed to addressing diversity and inclusion. A powerful statement appears on the College website and serves to inspire the work. Next steps include revisiting the curriculum to ensure that all students see themselves more clearly reflected in their programs of study. This entails diversifying the coursework offered and the faculty delivering it. The new signature General Education program is a step toward diversifying the curriculum, and majors are revisiting existing requirements and suggested electives as well to ensure that the curriculum is well-rounded and accurate in its representation of the world. The fairly new IDEA committee will be invaluable in guiding campus diversity efforts.

Mitchell presents a clear and robust set of policies and procedures relative to integrity and transparency and takes seriously its responsibility to model integrity and transparency. The College continues to revisit policies and procedures related to student, faculty and staff concerns. The accuracy and completeness of public disclosure relies heavily on opportunities for community input and collaborative problem-solving at the institutional level. In addition to many campus-wide committees, [Community Conversations](#) (see also Standard 3) are convened at least once a semester by the President in a forum involving opportunities to listen and learn as well as to actively contribute through dialogue. Through these conversations, as well as survey data (See Standards 2, 3 and 8), the College has created or revised policies and procedures relating to, for example:

- Requests for remote learning for students who have physical and/or mental health concerns
- Requests by faculty and staff to work remotely, either short-term or permanently
- Surveying of the student body
- Reimbursement of moving expenses
- Administrative withdrawal of non-attending students
- Incomplete grades
- Preferred naming policy to better serve students who do not identify with the name and/or gender they were assigned at birth

Mitchell College has high ethical standards to ensure that its community members are treated respectfully and with integrity. For example, faculty and staff are trained to apply FERPA standards when communicating and keeping student information records. Furthermore, Mitchell is proud of its commitment to creating and maintaining a supportive learning environment that enhances the intellectual, social, and personal growth of its students. Mitchell College upholds its policies related to academic integrity and academic honesty as outlined in the Faculty Handbook, College Catalog, and Student Code of Conduct and ensures that the policies are clearly communicated and easy to find.

Mitchell College's policies and practices exemplify the values presented in its Mission Statement. The College maintains and communicates its policies and procedures in a transparent manner through its website. However, the College does recognize that there are some challenges regarding its website and that some documents related to policies and practices are not easy to locate. Of great concern is the fact that the current website is not ADA compliant on any platform. While investigating ADA compliance, the Marketing department learned that the

current website was not designed with an ADA compliant methodology and received a quote of \$1,000 per page to make the current website ADA compliant ([Web ADA quote](#)). Costs for a new website range from \$100,000–\$150,000. Mitchell is committed to making all new updates to the website ADA compliant; however, the College’s ability to modify the current site, as a whole, is limited.

Projections

1. The College will continue to bring the institutional website into ADA compliance across all platforms and will perform an annual website audit to ensure that it remains compliant with all applicable standards.
2. The Policy Review Committee will not only establish a master calendar to review existing institutional policies and/or create new policies or procedures, but will also publicize these policies so that they are communicated easily and transparently to the Mitchell College community.

Standard 9: Integrity, Transparency, and Public Disclosure
(Integrity)

?	Policies	Last Updated	?	Website location where policy is posted	Responsible Office or Committee
	Academic honesty	Fall 2022		https://mitchell.edu/college-catalog/	Academic Affairs
	Intellectual property rights				
	Conflict of interest	Fall 2022		Employee Handbook	Faculty / HR
	Privacy rights	Fall 2022		https://mitchell.edu/college-catalog/	Academic Affairs
	Fairness for students	Fall 2022		https://mitchell.edu/college-catalog/	
					HR / Academic Affairs
	Fairness for faculty	Fall 2022		Employee Handbook	HR
	Fairness for staff	Fall 2022		Employee Handbook	Faculty Committee
	Academic freedom	Fall 2022		Faculty Handbook	Faculty Committee
	Research	Fall 2022		Faculty Handbook	Academic Affairs / Student Affairs / HR
	Title IX	Fall 2022		https://mitchell.edu/college-catalog/ ; https://mitchell.compliance-assist.com/accreditation/source2.aspx?id=ef9df307-53a1-ec11-a507-dc98408a44d1	
	Other; specify				
	Non-discrimination policies				
	Recruitment and admissions			https://mitchell.edu/college-catalog/	Academic Affairs / HR
	Employment	Fall 2022		Employee Handbook	HR
	Evaluation	Fall 2022		Employee Handbook	HR
	Disciplinary action	Fall 2022		Employee Handbook	HR
	Advancement	Fall 2022		Employee Handbook	HR
	Other; specify: Faculty	Fall 2022		Faculty Handbook	Faculty Committee
	Resolution of grievances				
	Students	Fall 2022		https://mitchell.edu/college-catalog/	Student Affairs / Academic Affairs
					Faculty / Administration
	Faculty			AFT Contract	
	Staff	Fall 2022		Employee Handbook	HR
	Other; specify				

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Please enter any explanatory notes in the box below

Language regarding intellectual property rights will be added to existing policies in the coming year. Employee and Faculty Handbooks are not available on the Mitchell website but are available to employees via the ADP website (requires employee sign-on).

**Standard 9: Integrity, Transparency, and Public Disclosure
(Transparency)**

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	https://mitchell.edu/contact-us/
Notice of availability of publications and of audited financial statement or fair summary	https://mitchell.edu/at-a-glance/
Processes for admissions	https://mitchell.edu/admissions/
Processes for employment	https://mitchell.edu/careers/
Processes for grading	https://mitchell.edu/college-catalog/
Processes for assessment	https://mitchell.edu/college-catalog/
Processes for student discipline	https://mitchell.edu/college-catalog/
Processes for consideration of complaints and appeals	https://mitchell.edu/college-catalog/

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.

Statement/Promise	Website location and/or publication where valid documentation can be found
Student Outcomes	https://mitchell.edu/at-a-glance/
Learning Outcomes	https://mitchell.edu/divisions-and-majors/

Date of last review of:	
Print publications	
Digital publications	https://mitchell.edu/college-catalog/

Please enter any explanatory notes in the box below

**Standard 9: Integrity, Transparency, and Public Disclosure
(Public Disclosure)**

Information	Website location
Institutional catalog	https://mitchell.edu/college-catalog/
Obligations and responsibilities of students and the institution	https://mitchell.edu/college-catalog/
Information on admission and attendance	https://mitchell.edu/admissions/
Institutional mission and objectives	https://mitchell.edu/at-a-glance/
Expected educational outcomes	https://mitchell.edu/mitchell-ability-model/
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://mitchell.edu/at-a-glance/
Requirements, procedures and policies re: admissions	https://mitchell.edu/admissions/
Requirements, procedures and policies re: transfer credit	https://mitchell.edu/college-catalog/
A list of institutions with which the institution has an articulation agreement	https://www.ct.edu/transfer/guarantee
Student fees, charges and refund policies	https://mitchell.edu/cost-and-aid/
Rules and regulations for student conduct	Student Code of Conduct
Procedures for student appeals and complaints	
Other information re: attending or withdrawing from the institution	https://mitchell.edu/college-catalog/
Academic programs	https://mitchell.edu/college-catalog/
Courses currently offered	https://mitchell.edu/college-catalog/
Other available educational opportunities	https://mitchell.edu/college-catalog/
Other academic policies and procedures	https://mitchell.edu/college-catalog/
Requirements for degrees and other forms of academic recognition	https://mitchell.edu/college-catalog/
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	https://mitchell.edu/divisions-and-majors/academics-faculty/
Names and positions of administrative officers	https://mitchell.edu/presidents-office/mitchell-leadership/
Names, principal affiliations of governing board members	https://mitchell.edu/presidents-office/
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	n/a
Programs, courses, services, and personnel not available in any given academic year.	https://mitchell.edu/college-catalog/
Size and characteristics of the student body	https://mitchell.edu/at-a-glance/
Description of the campus setting	https://mitchell.edu/at-a-glance/
Availability of academic and other support services	https://mitchell.edu/support/
Range of co-curricular and non-academic opportunities available to students	https://mitchell.edu/activities/
Institutional learning and physical resources from which a student can reasonably be expected to benefit	https://mitchell.edu/college-catalog/
Institutional goals for students' education	https://mitchell.edu/college-catalog/

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Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	https://mitchell.edu/at-a-glance/
Total cost of education and net price, including availability of financial aid and typical length of study	https://mitchell.edu/cost-and-aid/
Expected amount of student debt upon graduation and loan payment rates	https://mitchell.edu/cost-and-aid/
Statement about accreditation	https://mitchell.edu/at-a-glance/

Note: Student Code of Conduct is not available on the website, but is available to students on the Student Portal.

Appendices

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APPENDIX A: Affirmation of Compliance with Federal Regulations of Title IV

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

- 1. Credit Transfer Policies.** The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (NECHE Policy 95. See also *Standards for Accreditation* 4.29-4.32 and 9.18.)

URL	http://www.mitchell.edu/college-catalog/
Print Publications	College Catalog 2022-2023, pp. 7, 42-43
Self-study/Fifth-year Report Page Reference	Standard 4

- 2. Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 5.18, 9.8, and 9.18.)

URL	http://www.mitchell.edu/college-catalog/
Print Publications	College Catalog 2022-2023, pp. 27-28
Self-study/Fifth-year Report Page Reference	Standard 5, Standard 9

- 3. Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . . The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (NECHE Policy 95. See also *Standards for Accreditation* 4.48.)

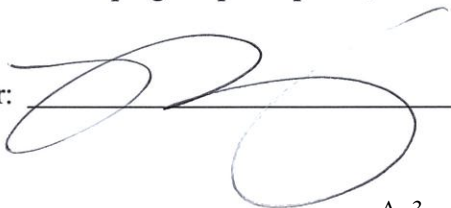
Method(s) used for verification	n/a
Self-study/Fifth-year Report Page Reference	

- 4. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (NECHE Policy 77.)

URL	https://mitchell.edu/at-a-glance/
Print Publications	Request for Public Comment in The Day (local newspaper)
Self-study Page Reference	Standard 9

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

Chief Executive Officer: _____



Date: _____

2/9/23

March, 2016, June 2020, August 2021

APPENDIX B: E- Series Forms on Student Achievement and Success

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

1. Applied Exercise Science (BS)	Course syllabi Course assessment forms ABE Major Mapping	Individual course assessments Internship evaluation Capstone	Department faculty Internship supervisor	Adjustments to individual courses New course offerings Internship site selection and omission	FY 2022
2. Communication (BS)	Course syllabi Course assessment forms ABE Major Mapping	Capstone Internship evaluation Portfolio Review Individual course assessment	Department faculty Internship supervisor	Adjustments to individual courses New course offerings Internship site selection and omission	FY 2022
3. Criminal Justice (BA)	Course syllabi Course assessment forms ABE Major Mapping	Individual course assessment Internship evaluation	Department faculty Internship supervisor	Adjustments to individual courses New course offerings Internship site selection and omission	FY 2022
4. Early Childhood Studies (with optional Teacher Certification) (BS)	Course syllabi Course assessment forms ABE Major Mapping	Capstone in ECE and Business Plan for the business component	Department faculty		FY 2022
5. Marine and Environmental Science (BA)	Course syllabi Course assessment forms ABE Major Mapping	Internship evaluation Individual course assessment Capstone	Department faculty Internship supervisor		FY 2022
6. Health Science (BS)	Course syllabi Course assessment forms ABE Major Mapping	Internship evaluation Individual course assessment Capstone	Department faculty Internship supervisor		FY 2022
7. Hospitality & Tourism (BS)	Course syllabi Course assessment forms ABE Major Mapping	Internship evaluation Individual course assessment Capstone	Department faculty Internship supervisor	Adjustments to individual courses New course offerings Internship site selection and omission	FY 2022
8. Psychology (BS)	Course syllabi Course assessment forms ABE Major Mapping	Individual course assessment Internship evaluation	Department faculty Internship supervisor	Adjustments to individual courses New course offerings	FY 2022

				Internship site selection and omission	
9. Sport Management (BS)	Course syllabi Course assessment forms ABE Major Mapping	Individual course assessment Earned grade C- or better Internship evaluation	Department faculty Internship supervisor	Adjustments to individual courses New course offerings Internship site selection and omission	FY 2022
10. Early Childhood Education (AS)	ED280 Handbook Course syllabi Course assessment forms ABE Major Mapping	Associate capstone	Department faculty	Adjustments to individual courses	FY 2022
11. Graphic Design (AS)	Course syllabi Course assessment forms ABE Major Mapping	Individual course assessment Earned grade C- or better	Department faculty	Adjustments to individual courses	FY 2022
12. Liberal Studies (AA)	Course syllabi Course assessment forms ABE Major Mapping	Individual course assessment Earned grade C- or better	Department faculty	Adjustments to individual courses	FY 2022

Institutions selecting E1a should also include E1b.

APPENDIX C: Audited Financial Statement 2022



**Consolidated Financial Statements
and Supplemental Information**

Mitchell College and Subsidiary

June 30, 2022 and 2021



MITCHELL COLLEGE AND SUBSIDIARY

Consolidated Financial Statements and Supplemental Information

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Independent Auditors' Report

The Board of Trustees
Mitchell College
New London, Connecticut

Opinion

We have audited the consolidated financial statements of Mitchell College and Subsidiary (the "College"), which comprise the consolidated statements of financial position as of June 30, 2022 and 2021, and the related consolidated statements of activities, and cash flows for the years then ended, and the related notes to the consolidated financial statements.

In our opinion, the accompanying consolidated financial statements present fairly, in all material respects, the financial position of the College as of June 30, 2022 and 2021, and the changes in its net assets and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America ("GAAS"). Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Consolidated Financial Statements section of our report. We are required to be independent of the College and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the College's ability to continue as a going concern for one year after the date that the consolidated financial statements are available to be issued.

Auditors' Responsibilities for the Audit of the Consolidated Financial Statements

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the consolidated financial statements.



In performing an audit in accordance with GAAS, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the consolidated financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the consolidated financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the College's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Supplemental Information

Our audits were conducted for the purpose of forming an opinion on the consolidated financial statements as a whole. The information contained in the supplemental consolidating statement of financial position as of June 30, 2022 and the related consolidating statement of activities for the year then ended is presented for purposes of additional analysis and is not a required part of the consolidated financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the consolidated financial statements as a whole.

Mayer Hoffman McCann P.C.

October 24, 2022
Providence, Rhode Island

MITCHELL COLLEGE AND SUBSIDIARY

Consolidated Statements of Financial Position

	<i>June 30,</i>	
	2022	2021
Assets		
Cash and cash equivalents	\$ 14,114,265	\$ 9,596,493
Accounts receivable, net	274,873	1,126,187
Prepaid and other assets	289,969	408,020
Student loans receivable, net	128,671	266,870
Contributions receivable, net	71,699	128,006
Investments	7,947,276	9,530,459
Property and equipment, net	<u>22,335,189</u>	<u>23,451,385</u>
Total assets	\$ <u>45,161,942</u>	\$ <u>44,507,420</u>
Liabilities and Net Assets		
Liabilities:		
Accounts payable and accrued liabilities	\$ 1,922,079	\$ 1,448,723
Deferred revenue	2,000,028	1,739,246
Paycheck protection program loan	-	2,025,954
Government advances for student loans	284,348	326,738
Note payable	<u>18,142,209</u>	<u>18,377,834</u>
Total liabilities	<u>22,348,664</u>	<u>23,918,495</u>
Net assets:		
Without donor restrictions	16,780,003	16,197,730
With donor restrictions	<u>6,033,275</u>	<u>4,391,195</u>
Total net assets	<u>22,813,278</u>	<u>20,588,925</u>
Total liabilities and net assets	\$ <u>45,161,942</u>	\$ <u>44,507,420</u>

MITCHELL COLLEGE AND SUBSIDIARY

Consolidated Statement of Activities

Year Ended June 30, 2022
(with comparative totals for 2021)

	Without Donor Restrictions	With Donor Restrictions	2022 Total	2021 Total
Revenues, gains and other support:				
Tuition and fees, net of student aid of \$8,015,383 and \$8,589,155, respectively	\$ 9,711,987	\$ -	\$ 9,711,987	\$ 10,999,971
Auxiliary enterprises	8,451,659	-	8,451,659	7,152,869
	<u>18,163,646</u>	<u>-</u>	<u>18,163,646</u>	<u>18,152,840</u>
Government grants	2,782,787	-	2,782,787	1,500,770
Contributions and private grants	1,339,466	-	1,339,466	483,175
Investment return utilized for operations	450,000	-	450,000	443,043
Other income	140,948	-	140,948	100,346
Net assets released from restriction used in operations	327,352	(327,352)	-	-
	<u>23,204,199</u>	<u>(327,352)</u>	<u>22,876,847</u>	<u>20,680,174</u>
Total revenues, gains and other support				
Expenses:				
Instructional	3,214,912	-	3,214,912	3,042,695
Auxiliary	5,603,451	-	5,603,451	5,536,545
Student services	5,756,514	-	5,756,514	5,184,286
Academic support	1,490,825	-	1,490,825	1,180,912
General and administration	5,410,797	-	5,410,797	5,799,227
	<u>21,476,499</u>	<u>-</u>	<u>21,476,499</u>	<u>20,743,665</u>
Total expenses				
Change in net assets from operations	<u>1,727,700</u>	<u>(327,352)</u>	<u>1,400,348</u>	<u>(63,491)</u>
Nonoperating activities:				
Contributions and private grants	-	2,368,639	2,368,639	453,419
Investment return, net	(733,078)	(361,556)	(1,094,634)	1,827,122
Investment return utilized for operations	(412,349)	(37,651)	(450,000)	(443,043)
	<u>(1,145,427)</u>	<u>1,969,432</u>	<u>824,005</u>	<u>1,837,498</u>
Change in net assets from nonoperating activities				
Total change in net assets	<u>582,273</u>	<u>1,642,080</u>	<u>2,224,353</u>	<u>1,774,007</u>
Net assets, beginning of year	<u>16,197,730</u>	<u>4,391,195</u>	<u>20,588,925</u>	<u>18,814,918</u>
Net assets, end of year	<u>\$ 16,780,003</u>	<u>\$ 6,033,275</u>	<u>\$ 22,813,278</u>	<u>\$ 20,588,925</u>

MITCHELL COLLEGE AND SUBSIDIARY

Consolidated Statement of Activities

Year Ended June 30, 2021

	<i>Without Donor Restrictions</i>	<i>With Donor Restrictions</i>	<i>Total</i>
Revenues, gains and other support:			
Tuition and fees, net of student aid of \$8,589,155	\$ 10,999,971	\$ -	\$ 10,999,971
Auxiliary enterprises	7,152,869	-	7,152,869
	18,152,840	-	18,152,840
Government grants	1,500,770	-	1,500,770
Contributions and private grants	483,175	-	483,175
Investment return utilized for operations	443,043	-	443,043
Other income	100,346	-	100,346
Net assets released from restriction used in operations	173,393	(173,393)	-
Total revenues, gains and other support	20,853,567	(173,393)	20,680,174
Expenses:			
Instructional	3,042,695	-	3,042,695
Auxiliary	5,536,545	-	5,536,545
Student services	5,184,286	-	5,184,286
Academic support	1,180,912	-	1,180,912
General and administration	5,799,227	-	5,799,227
Total expenses	20,743,665	-	20,743,665
Change in net assets from operations	109,902	(173,393)	(63,491)
Nonoperating activities:			
Contributions and private grants	-	453,419	453,419
Investment return, net	1,223,697	603,425	1,827,122
Investment return utilized for operations	(399,141)	(43,902)	(443,043)
Change in net assets from nonoperating activities	824,556	1,012,942	1,837,498
Total change in net assets	934,458	839,549	1,774,007
Net assets, beginning of year	15,263,272	3,551,646	18,814,918
Net assets, end of year	\$ 16,197,730	\$ 4,391,195	\$ 20,588,925

MITCHELL COLLEGE AND SUBSIDIARY

Consolidated Statements of Cash Flows

	Years Ended June 30,	
	2022	2021
Cash flows from operating activities:		
Change in net assets	\$ 2,224,353	\$ 1,774,007
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation and amortization	1,854,661	1,684,038
Net realized and unrealized (gain) loss on investments	1,236,465	(1,778,371)
Bad debt expense	43,635	59,571
Change in contributions receivable discount/allowance	11,202	-
Contributions to be used for long-term investment	(2,000,000)	-
Changes in operating assets and liabilities:		
Accounts receivable	787,464	88,662
Prepays and other assets	118,051	(113,750)
Contributions receivable	45,105	(48,346)
Accounts payable and accrued expense	678,211	28,050
Paycheck protection program loan	(2,025,954)	1,596,803
Deferred revenue	260,782	464,936
Net cash provided by operating activities	<u>3,233,976</u>	<u>3,755,600</u>
Cash flows from investing activities:		
Purchase of property and equipment	(867,750)	(5,741,438)
Purchase of investments	(6,404,432)	(91,839)
Proceeds from sale of investments	6,751,150	581,544
Loans collected	158,413	59,837
Net cash used in investing activities	<u>(362,619)</u>	<u>(5,191,896)</u>
Cash flows from financing activities:		
Payments on loan from food service provider	(52,382)	(52,382)
Payments on long-term debt	(255,981)	-
Payments on capital lease obligations	(2,832)	(2,832)
Payment of advances from Federal government	(42,390)	(127,253)
Contributions to be used for long-term investment	2,000,000	-
Net cash provided by (used in) financing activities	<u>1,646,415</u>	<u>(182,467)</u>
Net increase (decrease) in cash and cash equivalents	<u>4,517,772</u>	<u>(1,618,763)</u>
Cash and cash equivalents, beginning of year	9,596,493	11,215,256
Cash and cash equivalents, end of year	<u>\$ 14,114,265</u>	<u>\$ 9,596,493</u>
Supplemental disclosures:		
Cash paid for interest	\$ 678,536	\$ 680,877
Amounts included in accounts payable and accrued liabilities related to property and equipment	\$ -	\$ 149,641
Property and equipment financed by capital lease	\$ -	\$ 14,160

MITCHELL COLLEGE AND SUBSIDIARY

Notes to Consolidated Financial Statements

Note 1 - Summary of Significant Accounting Policies

Mitchell College ("Mitchell"), founded in 1938, is a nonprofit four-year coeducational, private residential institution located in New London, Connecticut. Mitchell developed its distinct educational approach over 75 years, blending a tradition of mentoring with an expertise in teaching diverse learning styles to create a highly individualized model that benefits all students. Mitchell is accredited by the New England Commission of Higher Education.

Mitchell is the sole shareholder of Michael's Dairy, Inc. ("Michael's Dairy"), a for-profit corporation formed under the laws of the State of Connecticut. Michael's Dairy remains a stand-alone, ongoing entity operating as a learning lab and internship site and is overseen by the Board of Trustees (the "Board").

The entities are collectively referred to as the "College."

Principles of Consolidation

The consolidated financial statements include the accounts of Mitchell and Michael's Dairy. All material intercompany balances and transactions have been eliminated in consolidation.

Financial Statement Presentation

The accompanying consolidated financial statements have been prepared on the accrual basis and in accordance with accounting principles generally accepted in the United States of America and have been prepared to focus on the College as a whole and to present balances and transactions according to the existence or absences of donor-imposed restrictions. Accordingly, net assets and changes therein are classified as follows:

Net Assets Without Donor Restrictions - Net assets which are not subject to donor-imposed stipulations. Net assets without donor restrictions may be designated for specific purposes by action of the Board. Net assets without donor restrictions also include the investment in property and equipment, net of accumulated depreciation, and any loan payable amounts.

Net Assets With Donor Restrictions - Net assets subject to donor-imposed restrictions. Some donor-imposed restrictions are temporary in nature that may or will be met, either by the passage of time, events specified by the donor or both. Accumulated unspent gains on endowment type funds also are temporary in nature and are subject to spending policies as adopted by the Board. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Expirations of donor-imposed restrictions on net assets, such as the stipulated time period has elapsed and/or the donor stipulated purpose has been fulfilled, are reported as net assets released from restrictions between the classes of net assets.

Cash and Cash Equivalents

Cash and cash equivalents include all cash balances and highly liquid investments with a maturity of three months or less when acquired, except for those restricted for a purpose. Cash is deposited in several institutions; however, at times cash held in a single institution may exceed federally insured limits. The College has not experienced any losses in such accounts.

MITCHELL COLLEGE AND SUBSIDIARY

Notes to Consolidated Financial Statements

Note 1 - Summary of Significant Accounting Policies (Continued)

Cash and Cash Equivalents (Continued)

Included in cash and cash equivalents are amounts restricted for the following purposes at June 30:

	2022	2021
Construction reserve fund	\$ -	\$ 221,448
Federal Perkins Loan Program	<u>27,957</u>	<u>42,678</u>
	<u>\$ 27,957</u>	<u>\$ 264,126</u>

Accounts Receivable

Accounts receivable relate primarily to tuition, fees and other amounts related to student attendance, as well as amounts due related to auxiliary activities. Accounts receivable are stated at the amount management expects to collect from outstanding balances. Management has established an allowance for doubtful accounts based on its review of delinquent accounts, past write-offs, collections, and current credit conditions. An account is written-off when it is reasonably certain that the account will not be collected. The allowance for doubtful accounts at June 30, 2022 and 2021 was \$432,608 and \$375,390, respectively.

Student Loans Receivable and Government Advances for Student Loans

The College's student loans receivable consists of revolving loan funds loaned to students by the Federal Perkins Loan Program (the "Perkins Program") for which the College acts as an agent for the Federal government in administering the Program. Allowances for doubtful accounts on student loans receivable are established based on prior collection experience and current economic factors, which, in management's judgment, could influence the ability of loan recipients to repay the amounts per the loan terms. Student loans receivable are stated net of allowances for doubtful accounts of \$488,297 and \$409,299 at June 30, 2022 and 2021, respectively.

Funds advanced by the federal government for the Perkins Program are classified as liabilities on the accompanying consolidated statements of financial position. No new loans were issued under the Perkins Program during 2022 and 2021. Loans that are in default and meet certain requirements can be assigned to the Department of Education, which reduces the government advances for student loans. The College has omitted detailed disclosures given the modest amounts involved.

MITCHELL COLLEGE AND SUBSIDIARY

Notes to Consolidated Financial Statements

Note 1 - Summary of Significant Accounting Policies (Continued)

Contributions Receivable

Unconditional promises to give are recorded at fair value when initially pledged. The initially recorded fair value is considered a Level 2 approach. Contributions receivable are reported at their net realizable value if they are expected to be collected within one year, or at net present value if they are expected to be collected over periods longer than one year. Contributions expected to be collected in more than one year are discounted using a risk-adjusted rate of return. Amortization of the discount is included in contribution revenue. On a periodic basis, management evaluates its contributions receivable and establishes an allowance for doubtful accounts, when deemed necessary, based on its history of past write-offs, collections, and current credit conditions.

Investments

Investments are carried at fair value. Fair value is determined as per the fair value policies described in this section.

The investment objective of the College is to invest its assets in a prudent manner to achieve a long-term rate of return sufficient to fund its Board-approved spending policy and to increase investment values after inflation. Major investment decisions are authorized by the investment subcommittee of the Board that oversee the College's investments while being mindful of diversification among asset classes.

Property and Equipment

Property and equipment with a useful life of greater than one year are carried at historical cost, or fair value at date of donation in the case of gift assets. In the case of donated property, such amounts are recorded at fair value at the date of gift which would normally entail a Level 3 fair value assessment as per the fair value standards elsewhere in this section. Long-lived fixed assets, except for land, are depreciated using the straight-line method over their estimated useful lives, which range from three to thirty years.

Expenditures for repairs and maintenance are charged to expense as incurred. For assets sold or otherwise disposed of, the cost and related accumulated depreciation are removed from the accounts and any resulting gain or loss is reflected in change in net assets for the period.

Deferred Revenue

The College records tuition and fee payments and student deposits received during the year for the following academic year as deferred revenue. Also recorded as deferred revenue are payments and deposits received in connection with auxiliary enterprises received during the year for the following fiscal year.

Note Payable

Note payable is recorded at the face value of the remaining obligation under the related debt issue, net of debt issuance costs. Debt issuance costs represent costs incurred in connection with the issuance of the note payable and are amortized over the period the note is outstanding.

MITCHELL COLLEGE AND SUBSIDIARY

Notes to Consolidated Financial Statements

Note 1 - Summary of Significant Accounting Policies (Continued)

Revenue Recognition

Revenues are reported as increases in net assets without donor restrictions unless their use is limited by donor-imposed restrictions.

Earned Revenues

Earned revenues are recorded using a principles-based process that requires the College 1) identify the contract with the customer; 2) identify the performance obligations in the contract; 3) determine the transaction price; 4) allocate the transaction price to the performance obligations; and 5) recognize revenue when (or as) performance obligations are satisfied. Earned revenues include tuition and fees as well as sales and services of auxiliary enterprises, all of which are under arrangements that are aligned to an academic semester, and which is less than one year in length.

Tuition, fees and sales and services of auxiliary enterprises are recorded at established rates, net of institutional financial aid and scholarships provided directly to students. Such net amounts are recorded as revenue when performance obligations are satisfied which is generally over time as services are rendered whether relating to educational services or auxiliary services, such as room and board. Management believes that recognizing revenue over time is the best measure of services rendered based on its academic calendar and has not made any changes in the timing of the satisfaction of its performance obligations or amounts allocated to those obligations. Discounts provided to employees are considered part of fringe benefits within operating expenses and likewise are recorded over time. Management does not consider there to be significant judgment involved in the timing of satisfaction of performance obligations as those are directly linked to the academic calendar of the related academic activity.

Students may withdraw from programs of study within certain time limits as under the College's withdrawal policies by semester. These policies vary by program but allow for up to a 100% refund before the start of classes declining to no refund shortly after the start of classes. Given the normal timing of the College's programs, the exposure to withdrawal rights is limited at year end.

Payments made by third parties, such as the Department of Education ("ED"), relative to loans and grants to students are a mechanism to facilitate payment on behalf of students, and accordingly, such funding does not represent revenue of the College. Cash flows are also impacted by ED rules which differ for newly enrolled versus continuing students with respect to financial aid. Generally, funds made available by the ED for new students are available later than for continuing students. Management does not view there to be other qualitative factors that have a significant impact on the nature and amount of revenue and cash flow.

Revenue from Michael's Dairy is recorded when the performance obligation is satisfied, which is at a point in time upon transferring goods to the customer.

MITCHELL COLLEGE AND SUBSIDIARY

Notes to Consolidated Financial Statements

Note 1 - Summary of Significant Accounting Policies (Continued)

Revenue Recognition (Continued)

Contributed Support

Contributions, including unconditional promises to give, are recognized as revenues as either without or with donor restrictions in the period verifiably committed by the donor. Conditional contributions/promises are recognized as revenues when the barriers to entitlement have been met. Contributions of assets other than cash are recorded at their estimated fair value and per the fair value policies described elsewhere in these policies. Contributions with donor-imposed restrictions that can be met through the passage of time or upon the incurring of expenses consistent with the purposes are recorded as net assets with donor restrictions and reclassified to net assets without donor restrictions when such time or purposes restriction has been satisfied.

Government grants have been accounted for as conditional contributions and are recorded as revenue when such amounts become unconditional which generally involves the meeting of a barrier to entitlement. This can include items such as meeting a matching provision, incurring specific allowable expenses in accordance with a framework of allowable costs, or other barriers.

The College reports gifts of property and equipment as revenue without donor restrictions unless the donor explicitly states how such assets should be used. Gifts of long-lived assets with explicit restrictions that specify how the assets are to be used and gifts of cash or other assets that must be used to acquire long-lived assets are reported as revenue with donor restrictions. The College reports expirations of donor restrictions when the donated or acquired long-lived asset is placed into service.

Net Investment Return

Net investment return consists of interest and dividend income and realized and unrealized gains and losses, less any external and internal investment expenses. Such returns are allocated ratably based on the relative proportion of funds invested with donor restrictions and those without donor restrictions. Investment returns allocated to net assets with donor restrictions remain in such category until appropriated by the Board under the Board approved spending policy unless otherwise required by the terms of the gift that they be added to the principal of the endowment.

Operating and Nonoperating Activity

The consolidated statements of activities report the changes in net assets from operating and nonoperating activities. Operating revenues consist of items attributable to the College's primary mission of providing education and are considered to be without donor restriction. In addition, operating revenues include revenues for facility rentals and Michael's Dairy sales activity which are included in auxiliary enterprises. Investment income included in operations reflects an endowment draw that was determined in accordance with the spending policy for the period as approved by the Board. All other investment income or losses are reported as nonoperating revenue. Operating revenue also includes contributions received related to annual fund support and support of College operations while all other contributions and releases from restrictions to be used for long-term purposes are classified as nonoperating.

MITCHELL COLLEGE AND SUBSIDIARY

Notes to Consolidated Financial Statements

Note 1 - Summary of Significant Accounting Policies (Continued)

Fair Value Measurements

The College reports required types of financial instruments in accordance with the fair value standards. Fair value is defined as the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. These standards require an entity to maximize the use of observable inputs (such as quoted prices in active markets) and minimize the use of unobservable inputs (such as appraisals or valuation techniques) to determine fair value. The fair value standards also provide for a practical expedient of fair value allowing for the use of net asset value ("NAV") per share when certain requirements are met. Items reported at fair value on a recurring basis include short-term investments and long-term investments. Non-recurring fair values include items such as the initial recording of contributions receivable.

The fair value standards require that for each item carried at fair value that such be disclosed in accordance with the valuation methods used which fall into three categories (but for those items valued at NAV) as follows:

Level 1 – Inputs are quoted prices in active markets for identical assets or liabilities that the College has the ability to access at measurement date.

Level 2 – Inputs are other than quoted prices included in Level 1 that are either directly or indirectly observable.

Level 3 – Inputs are derived from valuation methodologies, including pricing models, discounted cash flow models and similar techniques, and are not based on market, exchange, dealer, or broker-traded transactions. In addition, Level 3 valuations incorporate assumptions and projections that are not observable in the market and significant professional judgment is required in determining the fair value assigned to such assets or liabilities.

The level in the fair value hierarchy within which a fair measurement in its entirety falls is based on the lowest level of input that is significant to the fair value measurement in its entirety.

It is possible that redemption rights may be restricted or eliminated by investment managers in the future in accordance with the underlying fund agreements. Market price is affected by a number of factors, including the type of instrument and the characteristics specific to the instrument. Instruments with readily available active quoted prices or for which fair value can be measured from actively quoted prices generally will have a higher degree of market price observable inputs and a lesser degree of judgment used in measuring fair value. It is reasonably possible that change in values of these instruments will occur in the near term and that such changes could materially affect amounts reported in these consolidated financial statements.

Reclassifications

Certain amounts have been reclassified in the prior year consolidated financial statements to conform to the current year presentation. Such reclassifications had no impact on the change in net assets.

MITCHELL COLLEGE AND SUBSIDIARY

Notes to Consolidated Financial Statements

Note 1 - Summary of Significant Accounting Policies (Continued)

Functional Allocation of Expenses

Expenses are reported as decreases in net assets without donor restrictions. The costs of providing various programs and activities have been summarized on a functional basis in the accompanying consolidated statements of activities. Expenses are also presented later within these footnotes by natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited. Depreciation of plant assets, maintenance of plant expenses, and interest expense have been allocated to functional classifications based on square footage of facilities. Included in general and administration expense are fundraising expenses of approximately \$435,000 and \$232,000 for the years ended June 30, 2022 and 2021, respectively.

Use of Estimates

The preparation of the accompanying consolidated financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the consolidated financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Income Taxes

Mitchell is a not-for-profit corporation under Section 501(c)(3) of the Internal Revenue Code and, as such, is not subject to federal or state corporation income taxes. Accordingly, no provision for income taxes has been reflected in the accompanying consolidated financial statements.

Michael's Dairy is a Connecticut corporation subject to federal and state income taxes. Michael's Dairy provides for deferred taxes on temporary differences arising from assets and liabilities whose bases are different for financial reporting and income tax purposes. These differences relate primarily to net operating loss carry forwards and are immaterial to the consolidated financial statements as a whole.

Uncertain Tax Positions

The College accounts for the effect of any uncertain tax positions based on a "more likely than not" threshold to the recognition of the tax positions being sustained based on the technical merits of the position under scrutiny by the applicable taxing authority. If a tax position or positions are deemed to result in uncertainties of those positions, the unrecognized tax benefit is estimated based on a "cumulative probability assessment" that aggregates the estimated tax liability for all uncertain tax positions. The College has identified its tax status as a tax-exempt entity and its determination of which revenues are related or unrelated to be its only significant tax positions; however, the College has determined that such tax positions do not result in uncertainties requiring recognition. The College is not currently under examination by any taxing jurisdictions. The College's Federal and state tax returns are generally open for examination for three years following the date filed.

MITCHELL COLLEGE AND SUBSIDIARY

Notes to Consolidated Financial Statements

Note 1 - Summary of Significant Accounting Policies (Continued)

Pending Accounting Standards

Certain accounting standards are pending adoption, including standards for lease accounting, among others. The College is evaluating the effect these standards will have on its future consolidated financial statements and related disclosures.

Subsequent Events

The College has evaluated subsequent events through October 24, 2022, the date the consolidated financial statements were available to be issued.

Note 2 - Liquidity and Availability

The College regularly monitors liquidity to meet its operating needs and other contractual commitments, while also striving to maximize the investment of its available funds. The College has various sources of liquidity at its disposal, including cash and cash equivalents and marketable debt and equity securities within its investment portfolio. The Board has designated much of the investment portfolio to function as a quasi-endowment fund, but such resources can and would be made available by the Board should such be needed for operations.

For purposes of analyzing resources available to meet general expenditures over a 12-month period, the College considers all expenditures related to its ongoing activities of education and related services as well as the conduct of services undertaken to support those activities to be general expenditures. Student loans receivable are not included in the analysis as principal and interest on these loans are not available to meet current operating needs.

In addition to the financial assets available to meet general expenditures over the next 12 months, the College seeks to operate with a budget surplus and anticipates collecting revenue in excess of general expenditures. Refer to the consolidated statement of cash flows which identifies the sources and uses of the College's cash and shows positive cash generated by operations for the years ended June 30, 2022 and 2021.

The following table shows the financial assets available within one year of the consolidated statement of financial position date to meet general expenditures at June 30:

	2022	2021
Cash and cash equivalents, net of encumbrances	\$ 11,494,622	\$ 8,999,998
Accounts receivable, net	274,873	1,126,187
Contributions receivable, net, for general expenditure due in 1 year or less	-	65,820
Endowment appropriation	<u>450,000</u>	<u>450,000</u>
Total financial assets available to meet general expenditures over the next 12 months	\$ <u>12,219,495</u>	\$ <u>10,642,005</u>

MITCHELL COLLEGE AND SUBSIDIARY

Notes to Consolidated Financial Statements

Note 3 - Contributions Receivable

Contributions receivable are expected to be realized in the following time frame at June 30:

	2022	2021
Amounts expected to be collected in:		
One year or less	\$ 40,807	\$ 85,912
One to five years	42,667	42,667
More than five years	17,500	17,500
	<u>100,974</u>	<u>146,079</u>
Less:		
Discount to present value	(8,887)	(8,887)
Allowance for uncollectible accounts	<u>(20,388)</u>	<u>(9,186)</u>
Contributions receivable, net	\$ <u>71,699</u>	\$ <u>128,006</u>

Gross contributions receivable of 78% and 85% were due from two donors and three donors at June 30, 2022 and 2021, respectively.

Note 4 - Investments and Fair Value Measurements

The following table summarizes the valuation of the College's financial instruments at June 30, 2022:

	Level 1	Investments Measured at NAV	Total
Assets			
Cash and equivalents	\$ 127,257	\$ -	\$ 127,257
Equities:			
Domestic	4,231,034	-	4,231,034
International	1,057,758	-	1,057,758
Fixed income	2,429,331	-	2,429,331
Multi-strategy hedge funds	<u>-</u>	<u>101,896</u>	<u>101,896</u>
Total assets	\$ <u>7,845,380</u>	\$ <u>101,896</u>	\$ <u>7,947,276</u>

MITCHELL COLLEGE AND SUBSIDIARY

Notes to Consolidated Financial Statements

Note 4 - Investments and Fair Value Measurements (Continued)

The following table summarizes the valuation of the College's financial instruments at June 30, 2021:

	Level 1	Investments Measured at NAV	Total
Assets			
Cash and equivalents	\$ 57,132	\$ -	\$ 57,132
Equities:			
Domestic	5,489,042	-	5,489,042
International	1,372,261	-	1,372,261
Fixed income	2,485,488	-	2,485,488
Multi-strategy hedge funds	-	126,536	126,536
Total assets	\$ 9,403,923	\$ 126,536	\$ 9,530,459

Investments measured at Level 1 allow for daily redemption. Investments measured at NAV are comprised of closed-ended private equity funds, the redemption of which is not permitted until each limited partnership's scheduled termination date, which continue to be extended in accordance with provisions of the partnership agreements as of June 30, 2022. Management has no intentions or plans to liquidate any NAV practical expedient investments at other than NAV per share. Unfunded commitments associated with investments measured at NAV amounted to \$21,521 at June 30, 2022.

Note 5 - Property and Equipment

Property and equipment are as follows at June 30:

	2022	2021
Land	\$ 1,073,405	\$ 1,073,405
Buildings and building improvements	43,764,065	42,229,599
Furniture and equipment	11,489,758	10,743,167
Construction in progress	896,676	2,459,624
Total property and equipment	57,223,904	56,505,795
Less accumulated depreciation	(34,888,715)	(33,054,410)
Property and equipment, net	\$ 22,335,189	\$ 23,451,385

Construction in progress at June 30, 2022 and 2021 represents the costs of certain assets and capital improvement projects not yet placed into service as of the end of the fiscal year. Depreciation expense for the years ended June 30, 2022 and 2021 was \$1,834,305 and \$1,663,682, respectively.

MITCHELL COLLEGE AND SUBSIDIARY

Notes to Consolidated Financial Statements

Note 6 - Note Payable

Note payable is as follows as of June 30:

	2022	2021
Bank United private placement loan, dated September 30, 2019, fixed interest rate of 3.63% per annum with monthly interest-only payments through October 1, 2021. Thereafter, monthly principal and interest payments commence through October 1, 2026 maturity date at which point a final balloon payment is due.	\$ 18,244,019	\$ 18,500,000
Less unamortized debt issuance costs	<u>(101,810)</u>	<u>(122,166)</u>
	<u>\$ 18,142,209</u>	<u>\$ 18,377,834</u>

The note payable is collateralized by substantially all of the College's real property. Under the note payable agreement, the College is subject to certain restrictive financial covenants.

Amortization expense of debt issuance costs was \$20,356 for the years ended June 30, 2022 and 2021. Interest expense was \$678,536 and \$680,877 for the years ended June 30, 2022 and 2021, respectively.

Mandatory annual principal payments on the note payable are as follows as of June 30:

2023	\$ 394,971
2024	407,965
2025	425,025
2026	440,935
2027	<u>16,575,123</u>
	<u>\$ 18,244,019</u>

MITCHELL COLLEGE AND SUBSIDIARY

Notes to Consolidated Financial Statements

Note 7 - Net Assets and Endowment Matters

Net assets with donor restrictions are comprised of the following at June 30:

	2022	2021
Consumable funds with restrictions		
Purpose or time restriction:		
Scholarship and other program support	\$ 1,083,053	\$ 1,037,481
Title III funds	508,576	545,603
Funds for facilities	2,039,833	39,833
	<u>3,631,462</u>	<u>1,622,917</u>
 Mitchell Woods land	 <u>50,000</u>	 <u>50,000</u>
 Endowment corpus		
Scholarship support	957,115	957,115
Instructional support	146,301	146,301
Program support	40,832	40,832
Mitchell Woods	138,510	138,510
	<u>1,282,758</u>	<u>1,282,758</u>
 Accumulated earnings on endowment corpus		
Scholarship support	763,561	1,056,621
Instructional support	176,040	225,365
Program support	31,362	42,024
Mitchell Woods	98,092	111,510
	<u>1,069,055</u>	<u>1,435,520</u>
 Total endowment funds	 <u>2,351,813</u>	 <u>2,718,278</u>
 Net assets with donor restrictions	 <u><u>\$ 6,033,275</u></u>	 <u><u>\$ 4,391,195</u></u>

MITCHELL COLLEGE AND SUBSIDIARY

Notes to Consolidated Financial Statements

Note 7 - Net Assets and Endowment Matters (Continued)

Net assets were released from donor restrictions as follows for the years ended June 30:

	2022	2021
Endowment return:		
General operations	\$ <u>37,651</u>	\$ <u>43,902</u>
Consumable funds:		
Scholarships and other program support	<u>327,352</u>	<u>173,393</u>
	\$ <u>365,003</u>	\$ <u>217,295</u>

The following represents required disclosures relative to the composition and activities of endowment net assets and funds functioning as endowment net assets for the years ended June 30:

	2022		
	<i>Without Donor Restrictions</i>	<i>With Donor Restrictions</i>	<i>Total</i>
Endowment net assets, beginning of year	\$ <u>5,724,034</u>	\$ <u>2,718,278</u>	\$ <u>8,442,312</u>
Endowment investment return, net	(731,982)	(328,814)	(1,060,796)
Gifts and additions	-	-	-
Expenditures:			
Spending draw	<u>(412,349)</u>	<u>(37,651)</u>	<u>(450,000)</u>
Endowment net assets, end of year	\$ <u>4,579,703</u>	\$ <u>2,351,813</u>	\$ <u>6,931,516</u>

MITCHELL COLLEGE AND SUBSIDIARY

Notes to Consolidated Financial Statements

Note 7 - Net Assets and Endowment Matters (Continued)

	2021		
	Without Donor Restrictions	With Donor Restrictions	Total
Endowment net assets, beginning of year	\$ 4,909,328	\$ 2,262,154	\$ 7,171,482
Endowment investment return, net	1,105,758	500,026	1,605,784
Gifts and additions	108,089	-	108,089
Expenditures: Spending draw	(399,141)	(43,902)	(443,043)
Endowment net assets, end of year	\$ 5,724,034	\$ 2,718,278	\$ 8,442,312

Endowment

The College's endowment consists of various funds established for a variety of purposes and includes both donor-restricted endowment funds and funds designated by the Board to function as endowments. As required by accounting principles generally accepted in the United States of America, net assets associated with endowment funds, including funds designated by the Board to function as endowments, are classified and reported based on the existence or absence of donor-imposed restrictions.

Interpretation of Relevant Law and Spending Policy

The Board of the College has interpreted the Connecticut Uniform Prudent Management of Institutional Funds Act ("CTUPMIFA") as requiring the preservation of the fair value of the original gift as of the gift date of the donor-restricted endowment funds absent explicit donor stipulations to the contrary. As a result of this interpretation, the College classifies and retains in perpetuity: (a) the original value of gifts donated to the endowment, (b) the original value of subsequent gifts to the endowment, and (c) accumulations to the endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund.

The remaining portion of the donor-restricted endowment fund that is not to be retained in perpetuity is classified as accumulated earnings on endowment corpus until those amounts are appropriated for expenditure by the College in a manner consistent with the standard of prudence prescribed by CTUPMIFA. In accordance with CTUPMIFA, the College considers the following factors in making a determination to appropriate or accumulate donor-restricted endowment funds:

MITCHELL COLLEGE AND SUBSIDIARY

Notes to Consolidated Financial Statements

Note 7 - Net Assets and Endowment Matters (Continued)

Interpretation of Relevant Law and Spending Policy (Continued)

1. The duration and preservation of the various funds,
2. The purposes of the donor-restricted endowment funds,
3. General economic conditions,
4. The possible effect of inflation and deflation,
5. The expected total return from income and the appreciation of investments,
6. Other resources of the College, and
7. The College's investment policies.

Funds with Deficiencies

From time to time, the fair value of assets associated with donor-restricted endowment funds may fall below the level that the donor or CTUPMIFA requires the College to retain as a fund of perpetual duration. In accordance with accounting principles generally accepted in the United States of America, deficiencies of this nature are reported in net assets without donor restrictions. There were no funds with deficiencies at June 30, 2022 and 2021.

Return Objectives and Risk Parameters

The College has adopted investment and spending policies for endowment assets that attempt to provide a predictable stream of funding to programs supported by its endowment while seeking to maintain the purchasing power of the endowment assets. Endowment assets include those assets of donor-restricted funds that the College must hold in perpetuity or for a donor-specified period, as well as board designated funds. The primary investment objectives of the fund are to preserve the real purchasing power of the principal and to provide a stable source of perpetual financial support.

Investment Philosophy

The fund has a perpetual investment horizon and believes that asset allocation is the major determinant of investment performance. Consequently, a long-term asset allocation plan consistent with the fund's investment objectives and performance goals will be developed. The assets will be managed on a total return basis. Although the policy recognizes the importance of preserving capital, it also must reflect that varying degrees of investment risk are generally rewarded with increased returns that compensate for the additional risk.

Additionally, risk greater than that of stable long-term low risk securities will be required to preserve the purchasing power of the fund. It is appropriate to pursue riskier investment strategies if such strategies are consistent with the goal of this policy. Selection of investment strategies will be evaluated on a risk adjusted basis as needed to meet the investment objectives of the fund with a view to minimizing drawdown activity.

MITCHELL COLLEGE AND SUBSIDIARY

Notes to Consolidated Financial Statements

Note 7 - Net Assets and Endowment Matters (Continued)

Strategies Employed for Achieving Investment Objectives

The fund shall be allocated across a number of investment classes to provide diversification and achieve the fund's investment objectives. In addition, the total amount of alternative investments should not exceed 15% of total invested assets. This asset allocation plan provides for diversification of assets in an effort to maximize the growth of principal over time and manage the risk of the fund consistent with market conditions. Due to the fluctuation of market values, allocations within a specified range constitute compliance within the policy. An extended period of time may be required to fully implement the asset allocation plan, and periodic revisions will be required. Asset class performances are benchmarked against appropriate industry indexes.

Spending Policy and How the Investment Objectives Relate to Spending Policy

It is the College's policy to distribute annually, with the Board of Trustees' approval, 3% - 5% of a three-year rolling average of the endowment necessary to balance the budget. In implementing this spending policy, and subject to the intent of a donor expressed in a gift instrument, the College may appropriate for expenditure or accumulate so much of its fund as it determines to be prudent of the uses, benefits, purposes and duration for which its fund is established. In making a determination to appropriate or accumulate, the College shall act in good faith, with the care an ordinarily prudent person in a like position would exercise under similar circumstances. The Board approved a spend of \$450,000 for each of the years ended June 30, 2022 and 2021. The distribution from the endowment is calculated to be \$450,000 for the year ending June 30, 2023.

The investment program shall invest according to an asset allocation plan that is designed to meet the goals of the fund. The plan will be based on a number of factors including the projected spending needs, the maintenance of sufficient liquidity to meet spending payments, and the return objectives and risk tolerances of the fund, as defined in the investment philosophy.

Note 8 - Retirement Plan

The College participates in the Teacher's Insurance and Annuity Association and College Retirement Equities Fund as a defined contribution retirement plan for most of its employees. Total contribution expense for the years ended June 30, 2022 and 2021 was approximately \$477,000 and \$500,000, respectively.

MITCHELL COLLEGE AND SUBSIDIARY

Notes to Consolidated Financial Statements

Note 9 - Natural Classification of Expenses

Expenses presented by natural classification and function are as follows for the years ended June 30:

	2022					
	<i>Instruction</i>	<i>Auxiliary</i>	<i>Student Services</i>	<i>Academic Support</i>	<i>General and Administration</i>	<i>Total</i>
Salaries and benefits	\$ 2,393,300	\$ 758,028	\$ 3,534,969	\$ 617,825	\$ 1,167,302	\$ 8,471,424
Supplies and services	34,790	1,352,969	1,320,128	560,228	2,282,622	5,550,737
Occupancy and related expenses	395,024	1,914,363	452,817	152,508	1,559,797	4,474,509
Depreciation and interest	382,248	1,503,226	409,723	147,139	144,149	2,586,485
Other operating expenses	9,550	74,865	38,877	13,125	256,927	393,344
Total expenses	\$ 3,214,912	\$ 5,603,451	\$ 5,756,514	\$ 1,490,825	\$ 5,410,797	\$ 21,476,499

	2021					
	<i>Instruction</i>	<i>Auxiliary</i>	<i>Student Services</i>	<i>Academic Support</i>	<i>General and Administration</i>	<i>Total</i>
Salaries and benefits	\$ 2,280,863	\$ 788,401	\$ 3,433,528	\$ 744,324	\$ 875,940	\$ 8,123,056
Supplies and services	16,134	1,510,979	931,381	137,542	2,977,577	5,573,613
Occupancy and related expenses	413,276	1,903,217	464,532	159,988	1,710,150	4,651,163
Depreciation and interest	330,816	1,306,666	354,716	127,341	159,000	2,278,539
Other operating expenses	1,606	27,282	129	11,717	76,560	117,294
Total expenses	\$ 3,042,695	\$ 5,536,545	\$ 5,184,286	\$ 1,180,912	\$ 5,799,227	\$ 20,743,665

Note 10 - Federal Support Associated with COVID-19

Given the effects of COVID-19, the College was eligible for certain funding in 2022 and 2021. These programs provided substantial non-recurring support as follows:

Payroll Protection Program Loan

In 2021, the College and Michael's Dairy applied for and received forgivable PPP loans of \$2,000,000 and \$25,954, respectively, under the CARES Act and the loans were funded on March 15, 2021 and May 2, 2021, respectively. As of June 30, 2021, a total of \$2,025,954 was included as a liability on the College's consolidated statements of financial position as the College had determined that, as of June 30, 2021, the conditions for which the grant would become unconditional had not been substantially met. During the year ended June 30, 2022, the College and Michael's Dairy were granted official forgiveness of \$1,970,739 and \$25,954, respectively, which is included in government grants revenue on the consolidated statements of activities. The remaining balance of \$29,261 was repaid in full and no liability remains to the College or Michael's Dairy at June 30, 2022.

Federal Emergency Management Agency Grant

The College applied for and received a grant of approximately \$295,000 for the year ended June 30, 2022 for various COVID-related costs incurred in 2022 and prior. The grant payment was received in full during the year ended June 30, 2022 and is included in government grants revenue on the consolidated statement of activities.

MITCHELL COLLEGE AND SUBSIDIARY

Notes to Consolidated Financial Statements

Note 10 - Federal Support Associated with COVID-19 (Continued)

Higher Education Emergency Relief Funds

The College was granted awards to assist students and the institution with the impact of COVID-19. Revenue associated with such grants is reflected on the consolidated statements of activities as follows for the years ended June 30:

	2022	2021
Institutional portion, included in government grants revenue	\$ 455,586	\$ 961,698
Student portion, included in student aid	<u>821,655</u>	<u>298,525</u>
Total Higher Education Emergency Relief Funds	<u>\$ 1,277,241</u>	<u>\$ 1,260,223</u>

Unexpended amounts pending at June 30, 2022 were \$561,383, of which \$105,797 is to be used for student benefit, and are expected to be recorded on the statement of activities as grant revenue or student aid in fiscal 2023 as costs are incurred.

Note 11 - Commitments and Contingencies

All funds expended by the College in connection with government grants are subject to review or audit by governmental agencies. In addition, the College has regulators and oversight bodies that from time-to-time inspect the records and activities of the College.

The College has a contract with its food service provider expiring in fiscal 2027.

The College has a collective bargaining agreement covering full-time faculty of the College expiring in 2024.

Note 12 - Related Parties

The College may procure certain banking, investment management and construction services from business organizations that employ individuals that are also members of the College's Board of Trustees. The procurement of these services is performed in accordance with the College's established policies and procedures, and management and the Board of Trustees report and monitor related party transactions in accordance with a formally adopted Conflict of Interest Policy. No such related party transactions were noted for the years ended June 30, 2022 and 2021.

The College will, from time to time, make payments to suppliers on behalf of Michael's Dairy which is recorded by the College as an asset and by Michael's Dairy as a liability on each entity's respective statement of financial position. Such balances totaled \$467,171 and \$302,787 at June 30, 2022 and 2021, respectively, and are fully eliminated in consolidation.

Supplemental Information

MITCHELL COLLEGE AND SUBSIDIARY
Consolidating Statement of Financial Position

June 30, 2022

	<i>Mitchell College</i>	<i>Michael's Dairy</i>	<i>Eliminations</i>	<i>Total</i>
Assets				
Cash and cash equivalents	\$ 13,817,293	\$ 296,972	\$ -	\$ 14,114,265
Accounts receivable, net	739,947	2,097	(467,171)	274,873
Prepays and other assets	270,101	19,868	-	289,969
Contributions receivable, net	71,699	-	-	71,699
Student loans receivable, net	128,671	-	-	128,671
Investments	7,947,276	-	-	7,947,276
Property, plant and equipment	22,191,505	143,684	-	22,335,189
Investment in subsidiary	(57,008)	-	57,008	-
	<hr/>	<hr/>	<hr/>	<hr/>
Total assets	\$ 45,109,484	\$ 462,621	\$ (410,163)	\$ 45,161,942
	<hr/>	<hr/>	<hr/>	<hr/>
Liabilities and Net Assets				
Liabilities:				
Accounts payable and accrued liabilities	\$ 1,869,621	\$ 204,108	\$ (151,650)	\$ 1,922,079
Deferred revenue	2,000,028	-	-	2,000,028
Paycheck protection program loan	-	-	-	-
Government advances for student loans	284,348	-	-	284,348
Note payable	18,142,209	315,521	(315,521)	18,142,209
	<hr/>	<hr/>	<hr/>	<hr/>
Total liabilities	22,296,206	519,629	(467,171)	22,348,664
	<hr/>	<hr/>	<hr/>	<hr/>
Net assets:				
Without donor restrictions	16,780,003	(57,008)	57,008	16,780,003
With donor restrictions	6,033,275	-	-	6,033,275
	<hr/>	<hr/>	<hr/>	<hr/>
Total net assets	22,813,278	(57,008)	57,008	22,813,278
	<hr/>	<hr/>	<hr/>	<hr/>
Total liabilities and net assets	\$ 45,109,484	\$ 462,621	\$ (410,163)	\$ 45,161,942
	<hr/>	<hr/>	<hr/>	<hr/>

See Independent Auditors' Report.

MITCHELL COLLEGE AND SUBSIDIARY

Consolidating Statement of Activities

Year Ended June 30, 2022

	Mitchell College			Michael's Dairy		
	Without Donor Restrictions	With Donor Restrictions	Total	Without Donor Restrictions	Eliminations	Total
Revenues, gains and other support:						
Tuition and fees, net of student aid of \$8,015,383	\$ 9,711,987	\$ -	\$ 9,711,987	\$ -	\$ -	\$ 9,711,987
Auxiliary enterprises	8,188,661	-	8,188,661	262,998	-	8,451,659
	17,900,648	-	17,900,648	262,998	-	18,163,646
Government grants	2,756,833	-	2,756,833	25,954	-	2,782,787
Contributions	1,339,466	-	1,339,466	-	-	1,339,466
Investment return utilized for operations	450,000	-	450,000	-	-	450,000
Other income	140,948	-	140,948	-	-	140,948
Net assets released from restriction used in operations	327,352	(327,352)	-	-	-	-
Total operating revenues	22,915,247	(327,352)	22,587,895	288,952	-	22,876,847
Operating expenses:						
Instruction	3,214,912	-	3,214,912	-	-	3,214,912
Auxiliary	5,365,678	-	5,365,678	237,773	-	5,603,451
Student services	5,756,514	-	5,756,514	-	-	5,756,514
Academic support	1,490,825	-	1,490,825	-	-	1,490,825
General and administration	5,410,797	-	5,410,797	-	-	5,410,797
Total operating expenses	21,238,726	-	21,238,726	237,773	-	21,476,499
Change in net assets from operations	1,676,521	(327,352)	1,349,169	51,179	-	1,400,348
Nonoperating activities:						
Contributions	-	2,368,639	2,368,639	-	-	2,368,639
Investment return, net	(733,078)	(361,556)	(1,094,634)	-	-	(1,094,634)
Endowment return used in operations	(412,349)	(37,651)	(450,000)	-	-	(450,000)
Nonoperating net assets released from restriction	-	-	-	-	-	-
Equity in earnings of subsidiary	51,179	-	51,179	-	(51,179)	-
Change in net assets from nonoperating activities	(1,094,248)	1,969,432	875,184	-	(51,179)	824,005
Total change in net assets	582,273	1,642,080	2,224,353	51,179	(51,179)	2,224,353
Net assets, beginning of year	16,197,730	4,391,195	20,588,925	(108,187)	108,187	20,588,925
Net assets, end of year	\$ 16,780,003	\$ 6,033,275	\$ 22,813,278	\$ (57,008)	\$ 57,008	\$ 22,813,278

See Independent Auditors' Report.

APPENDIX D: Auditors Management Letters



October 24, 2022

Mayer Hoffman McCann P.C.
500 Boylston Street, 4th floor
Boston, MA 02116

To the Shareholders:

This representation letter is provided in connection with your audits of the consolidated financial statements of Mitchell College and Subsidiary (the "College") which comprise the statements of financial position as of June 30, 2022 and 2021 and the related consolidated statements of activities and cash flows for the years then ended, and the related notes to the consolidated financial statements, for the purpose of expressing an opinion on whether the consolidated financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America (U.S. GMP).

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information such that, in the light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement. An omission or misstatement that is monetarily small in amount could be considered material as a result of qualitative factors.

We confirm that to the best of our knowledge and belief, as of the date of this letter, the following representations made to you during your audits:

Consolidated Financial Statements

1. We have fulfilled our responsibilities, as set out in the terms of the audit engagement letter for the preparation and fair presentation of the consolidated financial statements in accordance with U.S. GAAP.
2. The consolidated financial statements referred to above have been fairly presented in accordance with U.S. GAAP and include all proper classifications and note disclosure.
3. We acknowledge our responsibility for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.
4. We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud.
5. The significant assumptions used by us in making accounting estimates are reasonable.
6. Related party relationships and transactions have been appropriately accounted for and disclosed in accordance with the requirements of U.S. GAAP.
7. All events subsequent to the date of the consolidated financial statements and for which U.S. GAAP requires adjustment or disclosure have been adjusted or disclosed.
8. You have informed us that you have not identified uncorrected misstatements, nor have we identified like differences during our work.
9. The effects of all known actual or possible litigation and claims have been accounted for and disclosed in accordance with U.S. GAAP.
10. Methods and significant assumptions used by management to determine fair values, their consistency in application, and the completeness and adequacy of fair value information for financial statement measurement and disclosure purposes are appropriate.

11. All assets and liabilities under our control are included in the consolidated financial statements.
12. Net assets presented in the consolidated statement of financial position are appropriately classified.
13. We have maintained the composition of the entity's assets in amounts needed to comply with all donor restrictions.
14. We continue to believe we are operating properly as a qualified tax-exempt organization.
15. We have no uncertain tax positions.
16. The basis used for the allocation of functional expenses is reasonable.
17. Internal controls over the receipt and recording of contributions are adequate.
18. We will seek to avoid publication of supplemental information contained in any of the versions of the audited consolidated financial statements separately from those statements, however, if separate publication is necessary, we will make the related audited consolidated financial statements readily available to the intended users at the same time.
19. With respect to nonattest services including assistance with the consolidated financial statements and supplemental information preparation, tax return services, data collection form and any audit adjustments proposed by you, we have performed the following:
 - a. Made all management decisions and performed all management functions;
 - b. Assigned an individual with suitable skill, knowledge, and experience to oversee the services;
 - c. Evaluated the adequacy of the services performed;
 - d. Evaluated and accepted responsibility for the result of the service performed; and
 - e. Established and maintained internal controls, including monitoring ongoing activities.

Information Provided

20. We have provided you with:
 - a. Access to all information, of which we are aware that is relevant to the preparation and fair presentation of the consolidated financial statements, such as records, documentation, meeting minutes, and other matters;
 - b. Additional information that you have requested from us for the purpose of the audit; and
 - c. Unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence.
21. If we publish an annual report or other financial information that in effect is designed to represent the financial position and/or results for the year, refers to the audit or replicates the audit report in such report, management agrees to ensure that such is consistent with the financial statements. Management further agrees to provide such information to you prior to it being posted or published as we understand that current professional audit standards require this step.
22. All transactions have been recorded in the accounting records and are reflected in the consolidated financial statements.
23. Management does not believe that the consolidated financial statements may be materially misstated as a result of fraud based on its assessments.
24. Management believes that its ability to continue as a going concern is evident from the consolidated financial statements given liquidity, operating results and the like and accordingly has not prepared a separate analysis of its ability to continue as a going concern.
25. We have no knowledge of instances or allegations of fraud or non-compliance with provisions of laws and regulations that have occurred or are likely to have occurred that have a material effect on the consolidated financial statements or other financial data significant to the audit objectives, and any other instances that warrant the attention of those charged with

- governance, whether communicated by employees, former employees, vendors, regulators, or others.
26. We have disclosed to you all known actual or possible litigation, claims, and assessments whose effects should be considered when preparing the consolidated financial statements.
 27. We have disclosed to you the identity of our related parties and all the related party relationships and transactions of which we are aware.
 28. There have been no communications from regulatory agencies concerning noncompliance with or deficiencies in accounting, internal control, or financial reporting practices.
 29. We have no plans or intentions that may materially affect the carrying value or classification of assets and liabilities.
 30. We have no guarantees, whether written or oral, under which we are contingently liable.
 31. We have identified and disclosed to you the laws, regulations, and provisions of contracts and grant agreements, and have complied with all aspects of such, that could have a direct and material effect on consolidated financial statement amounts.
 32. There are no:
 - a. Violations or possible violations of laws or regulations, or provisions of contracts or grant agreements whose effects should be considered for disclosure in the consolidated financial statements or as a basis for recording a loss contingency.
 - b. Unasserted claims or assessments that our lawyer has advised are probable of assertion and must be disclosed in accordance with accounting standards.
 - c. Other liabilities or gain or loss contingencies that are required to be accrued or disclosed in accordance with accounting standards.
 33. We have satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset or future revenue been pledged as collateral, except as disclosed in the consolidated financial statements.
 34. We are in compliance with our applicable debt agreements as of and for the reporting period end.
 35. The College has recorded revenue from U.S. Department of Education associated with the Higher Education Relief Funds ("HEERF") of \$1,277,241 and \$1,260,223 based on costs incurred during the years ending June 30, 2022 and 2021, respectively. Of this amount, funding provided directly to students was \$821,655 and \$298,525 for the years ended June 30, 2022 and 2021, respectively.
 36. The College applied for and received a Federal Emergency Management Agency assistance grant of \$294,813 which includes amounts related to prior incurred costs. This amount was recognized as revenue in the amounts of \$278,898 and \$15,915 for the years ended June 30, 2022 and 2021, respectively.

Single Audit

37. With respect to federal awards, we represent the following to you:
 - a. We are responsible for understanding and complying with and have complied with the requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).
 - b. We have identified and disclosed all our direct and pass-through federal government programs and related activities subject to the Uniform Guidance compliance audit.
 - c. We are responsible for the preparation and presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance as to form and content.

- d. The methods of measurement or presentation of the schedule of expenditures of federal awards have not changed from those used in the prior period.
- e. Our significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards are included in the notes to the schedule of expenditures of federal awards.
- f. We have identified and presented in the schedule of expenditures of federal awards in accordance with Uniform Guidance the expenditures made during the audit period for all awards provided by federal agencies and as passed through other agencies with federal resources in the form of grants, cost-reimbursement contracts, loans, loan guarantees, property (including donated surplus property), cooperative agreements, interest subsidies, food commodities, direct appropriations, and other assistance.
- g. There have been no interpretations of any compliance requirements that we believe are subject to varying interpretations.
- h. We have made available to you all federal awards including amendments and any other correspondence relevant to federal programs and related activities that have taken place with federal agencies or pass-through entities.
- i. We have received no requests from a federal agency to audit one or more specific programs as a major program.
- j. There has been no known noncompliance with the direct and material compliance requirements of federal awards received under contracts or grants, including information from the results of other audits, or program reviews or other information relative to noncompliance from federal awarding agencies or pass through-through entities from the reporting to the date of this letter.
- k. We have made available to you all documentation related to compliance with the direct and material compliance requirements, including information related to federal program financial reports and claims for advances and reimbursements.
- l. Federal program financial reports and claims for advances and reimbursements are supported by the books and records from which the basic financial statements have been prepared and are prepared on a basis consistent with the schedule of expenditures of federal awards or on such other basis as disclosed in the footnotes to the schedule of expenditures of federal awards.
- m. The copies of federal program financial reports provided to you are true copies of the reports submitted, or electronically transmitted, to the respective federal agency or pass-through entity, as applicable.
- n. We have charged costs to federal awards in accordance with applicable cost principles.
- o. The reporting package does not contain personally identifiable information.
- p. We are responsible for understanding and complying with the requirements of federal statutes, regulations, and the terms and conditions of federal awards related to each of our federal programs and have identified and disclosed to you the federal statutes, regulations, and the terms and conditions of federal awards that are considered to have a direct and material effect on each major federal program; and we have complied with these direct and material compliance requirements.
- q. We are responsible for establishing and maintaining, and have established and maintained, effective internal control over compliance for federal programs that provide reasonable assurance that we are managing our federal awards in compliance with federal statutes, regulations, and the terms and conditions of the federal award that could have a material effect on our federal programs.
- r. We have no knowledge of instances that have occurred or are likely to have occurred of abuse, or noncompliance with provisions of contracts and grant agreements that could be quantitatively or qualitatively material to the financial statements or other financial data significant to the audit objectives.

- s. You have not reported fraud, waste, or abuse to us during the current period and thus no action is required on our part with respect to those items.
- t. We are responsible for and have accurately completed the appropriate sections of the Data Collection Form.
- u. There has been no noncompliance from any service organizations used by us that we believe has a direct and material impact on our reporting and compliance.

Sincerely,

DocuSigned by:

Tracy Espy

A42B2FDC4C154F7...

Dr. Tracy Espy, President

DocuSigned by:

Rob Peruzzotti

37374D3FF10E4DB...

Rob Peruzzotti, Vice President of Finance

DocuSigned by:

Janice Mackie

C43230A9843E402...

Janice Mackie, Controller

APPENDIX E: List of Links to the Workroom Documents

Links for the Workroom Documents

Standard 1: Mission and Purpose - Chapter Documents

[2022 Interview Questions](#)
[2022 Orientation Schedule - Commuters](#)
[2022 Orientation Schedule - Residents](#)
[ABE - College Catalog](#)
[Anchors Aweigh Goals and Outcomes](#)
[Anchors Aweigh Scavenger Hunt](#)
[Brand Progress Memo](#)
[Faculty Annual Review - Self Evaluation](#)
[Faculty Handbook](#)
[Institutional Brand Assessment](#)
[Path Ahead 11-14-18](#)
[President's Travel Brochure](#)
[Staff Annual Performance Review](#)
[Strategic Frameworks](#)
[Strategic Plan](#)
[Targeted Priorities with Strategic Goals](#)
[Unit Outcome Reports](#)

Standard 2: Planning and Evaluation - Chapter Documents

[2018-2019 Unit Outcomes Assessment Report](#)
[2018-2019 Unit Outcomes Assessment Report - BLC](#)
[2018-2019 Unit Outcomes Assessment Report - Facilities](#)
[2019-2020 Unit Outcomes Assessment Report](#)
[2019-2020 Unit Outcomes Assessment Report - BLC](#)
[2019-2020 Unit Outcomes Assessment Report - Facilities](#)
[2020-2021 Unit Outcomes Assessment Report](#)
[2020-2021 Unit Outcomes Assessment Report - Facilities](#)
[2021-2022 Unit Outcomes Assessment Plan](#)
[Academic Assessment Strategic Plan](#)
[Financial Screening Data 2019-2020](#)
[Financial Screening Data 2020-2021](#)
[MC Program Review Guidelines & Sequence 2021](#)
[Mitchell Ability Model Assessment Table](#)
[Mitchell College Master Plan 2015](#)
[Mitchell College Master Plan 2019](#)
[Multi-Year Financial Plan](#)
[Overall Enrollment by Semester - S15-S22](#)
[Path Ahead Meeting Notes 11/14/18](#)
[Strategic Frameworks](#)
[Strategic Plan](#)
[Targeted Objectives](#)

Links for the Workroom Documents

Standard 3: Organization and Governance - Chapter Documents

["Off the Record" Proposal to Faculty Union](#)
[Academic Assessment Strategic Plan](#)
[Academic Program Review - Final](#)
[Audit Committee Kickoff Meeting](#)
[Audit Committee Meeting Minutes 10.25.21](#)
[Auxilliary Business Operations Manager Job Description](#)
[Course Catalog 2021-2022](#)
[Board of Trustees Agenda - 1.24.19](#)
[Board of Trustees Conflict of Interest Disclosure Statement](#)
[Board of Trustees Handbook](#)
[Board of Trustees Investment Sub-Committee - February 2022 Minutes](#)
[Board of Trustees Meeting Minutes 05.10.19](#)
[Board of Trustees Meeting Minutes 05.13.22](#)
[Board of Trustees Meeting Minutes 10.29.21](#)
[Board of Trustees Retreat Agenda - 2019](#)
[Board of Trustees Self Assessment](#)
[BOT Charge to Mitchell College Presidential Search Committee](#)
[BOT Email - Interim President Search](#)
[BOT Meeting Minutes - 5.13.22](#)
[BOT News 6.11.19](#)
[BOT Retreat - Summary of Presentation and Talking Points](#)
[Cabinet Meeting Agenda 10.25.22](#)
[Cabinet Meeting Minutes 03.02.21](#)
[Chief Advancement and Alumni Affairs Officer Job Description](#)
[Community Conversations Presentation - May 2021](#)
[Constitution of the Student Government Association](#)
[Curriculum Committee Meeting Minutes 1.26.21](#)
[Dean of Student Experience and Belonging Job Description](#)
[Employee Handbook](#)
[Faculty Credentialing Form](#)
[Faculty Handbook](#)
[Faculty Handbook Excerpt - Faculty Committee of the Whole](#)
[Faculty White Paper](#)
[FCW Meeting Minutes 3.2.2022](#)
[Finance Committee 10.18.21](#)
[MC Committee Charters](#)
[Mitchell College By-Laws](#)
[Mitchell College Charter - 2016](#)
[Organizational Chart](#)
[Presidential Evaluation Form](#)
[Presidential Evaluation Process](#)

Links for the Workroom Documents

[Presidential Job Description](#)
[Presidential Search Survey](#)
[The Role of the Board of Trustees](#)
[VP for Academic Affairs Job Description](#)
[VP for Finance Job Description](#)
[VP of Enrollment Management Job Description](#)
[VPAA Internship Memo 5.16.22](#)

Standard 4: The Academic Program - Chapter Documents

[ABE Analysis and Problem Solving Rubric](#)
[Academic Program Discontinuation](#)
[Application for Independent Study](#)
[CC Proposal - Diversity and Identity Badge](#)
[CC Proposal - Expressive Arts Wellness](#)
[CC Proposal - Foundations of Mental Health Counseling](#)
[Checksheets, Landscapes, and Program Learning Outcomes 2022](#)
[Course Catalog 2021-2022](#)
[Curriculum Committee Minutes 2.21.18](#)
[Curriculum Committee Minutes 3.11.20](#)
[Curriculum Maps](#)
[Faculty Credentialing Form](#)
[Faculty Credentialing Form - Alternative Qualifications](#)
[Faculty Self Evaluation Form](#)
[Faculty White Paper](#)
[Fall 2022 Course Schedule](#)
[Fall 2022 Signature Assignment Table](#)
[FYE Program Review 2021](#)
[FYE Updated Rubric](#)
[General Education - Request for New Program](#)
[Honors Program Review 2021](#)
[Human Services Program Review 2021](#)
[ICD Program review 2021](#)
[Internship Proposal Form](#)
[Leadership & Management Program Review 2021](#)
[MC Academic Affairs Org. Chart](#)
[MC Program Review Guidelines & Sequence 2021](#)
[Mitchell Ability Model Freq Table](#)
[New Program Template](#)
[NLHS Dual Enrollment MOA](#)
[Probation Academic Success Plan](#)
[Science Program Review 2021](#)
[Teaching & Learning Program Review 2021](#)

Links for the Workroom Documents

Standard 5: The Students - Chapter Documents

[2021 Anchors Aweigh Orientation - Commuter Schedule](#)

[2021 Anchors Aweigh Orientation - Residents Schedule](#)

[2021 Anchors Aweigh Orientation - Thames Schedule](#)

[2022 Anchors Aweigh Orientation - Commuters Schedule](#)

[2022 Anchors Aweigh Orientation - Residents Schedule](#)

[Anchors Aweigh Orientation Learning Outcomes](#)

[FYE Second Opportunity Semester - Advisor Worksheet](#)

[FYE Second Opportunity Semester - Mentorship Agreement Form](#)

[Intro to College Writing \(CW101\) Syllabus Template](#)

[May 2022 Student Intern Feedback Study](#)

[Print Brochure - Academic Supports](#)

[Print Brochure - Thames at Mitchell](#)

Standard 6: Teaching, Learning, and Scholarship - Chapter Documents

[2018-2019 Unit Outcome Reports](#)

[2019-2020 Unit Outcome Reports](#)

[2020-2021 Unit Outcome Reports](#)

[2021-2022 Unit Outcome Plans](#)

[Accessibility Data F19-S22](#)

[Assessment Workshop at Alverno College Agenda](#)

[Course Catalog 2021-2022](#)

[Comparative Salary Document](#)

[Employee Handbook](#)

[Faculty Credentialing Form](#)

[Faculty Credentialing Form - Alternative Qualifications](#)

[Faculty Handbook](#)

[Faculty Learning Committee - April 22](#)

[Faculty Learning Committee - Cup of Tea Event](#)

[Faculty Learning Committee - March 22](#)

[Faculty Self-Evaluation Form](#)

[FYE External Review Dec. 2021](#)

[FYE Program Review 2021](#)

[FYE Program Review 2022](#)

[Honors Program Review 2021](#)

[Honors Program Review 2022](#)

[Human Services Program Review 2021](#)

[Human Services Program Review 2022](#)

[ICD External Review May 2021](#)

[Leadership and Management Program Review 2021](#)

[Professional Development Committee Update AY21-22](#)

[Professional Development Request Guidelines](#)

Links for the Workroom Documents

[Science Program Review 2021](#)
[Science Program Review 2022](#)
[Strategic Plan for Assessment](#)
[Teaching and Learning Program Review 2021](#)
[Teaching and Learning Program Review 2022](#)
[Tutor Center Annual Report 2022](#)

Standard 7: Institutional Resources - Chapter Documents

[CW102 Course Syllabus](#)
[Disaster Recovery Plan](#)
[Employee Handbook](#)
[First Tryon Advisors Discussion Materials](#)
[HEC Partners Scope of Work Outline](#)
[Integration Partners Quote - Campus Single Mode Fiber Deployment](#)
[Integration Partners Quote - New Aruba Access Points](#)
[Introduction to Chase Middle Market Bank](#)
[MC Balance Sheet 220714](#)
[MC Capital Asset Policy](#)
[MC Cash Flow](#)
[MC Financial Ratios](#)
[MC Gift Acceptance Policy](#)
[MC Grants](#)
[MC Income Statement](#)
[MC Investment 7 Bank Account Policy](#)
[MC Investment Policy](#)
[MC Major Gifts Institutional Naming Policy](#)
[MC Policy Manual - Guest Access to Mitchell Network](#)
[MC Policy Manual - Illegal Downloading](#)
[MC Policy Manual - Information Management, Security and Ownership Policy](#)
[MC Policy Manual - Information Systems Appropriate Use Policy](#)
[MC Policy Manual - Use of Internet, eMail, and Monitoring of Electronic Devices](#)
[MC Restricted Gift Spending Policy](#)
[MC Variance Analysis](#)
[Mitchell College Budget Manual 2022](#)
[Unit Outcomes 2018-2019](#)
[Unit Outcomes 2019-2020](#)
[Unit Outcomes 2020-2021](#)
[Unit Outcomes 2021-2022](#)

Standard 8: Institutional Effectiveness - Chapter Documents

[ABE Analysis and Problem Solving Rubric](#)
[Ability Data](#)
[Academic Assessment Strategic Plan](#)

Links for the Workroom Documents

[Assessment Workshop at Alverno College](#)
[Course Catalog 2021-2022](#)
[Curriculum Committee Meeting MInutes 9.16.20](#)
[General Education requirement for each major](#)
[ICD External Review May 2021](#)
[ICD requirements](#)
[Mitchell Ability Model Freq Table](#)
[NetVUE Programming Calendar](#)
[Post Bacc. Grad Survey - Class of 2018](#)
[Post Bacc. Grad Survey - Class of 2019](#)
[Post Bacc. Grad Survey - Class of 2020](#)
[Post Bacc. Grad Survey - Class of 2021](#)
[Post-Baccalaureate Survey Questions](#)
[Tutor Center Annual Report 2022](#)

Standard 9: Integrity, Transparency, and Public Disclosure - Chapter Documents

[2019 990 Form](#)
[Accessibility and ADA Compliance](#)
[ADP Portal](#)
[Article VI of the By-Laws](#)
[Auxiliary Business Operations Manager Job Description](#)
[Board of Trustees Committee Charter](#)
[Board of Trustees Conflict of Interest Disclosure Statement](#)
[Board of Trustees, February 2022](#)
[Course Catalog 2021-2022](#)
[Community Conversations Presentation - May 2021](#)
[Constitution of Campus Activities Board](#)
[Disclosure Form](#)
[Employee Handbook](#)
[Faculty Handbook](#)
[MC Policy Manual - BOT Conflict of Interest Policy](#)
[MC On-Campus Housing Contract](#)
[MC Policy Manual - Information Systems Appropriate Use Policy](#)
[MC Visual Identity Standards Guide](#)
[Miranda Creative - Website ADA Evaluation](#)
[Mitchell College By-Laws](#)
[Mitchell College Charter](#)
[Mitchell College Policy - College Publications Policy](#)
[Student Code of Conduct](#)
[Student Code of Conduct](#)
[Title IX Sexual Misconduct Policy](#)