



Quality Initiative Proposal

As the next step in the Pathways Demonstration Project, Pioneer Institutions will submit their Quality Initiative Proposals following one of the options identified below. Pioneer Institutions should use the Quality Initiative proposal form and submission guidelines provided in this document, which also includes an overview of the review criteria and a list of Commission contacts.

The Quality Initiative

The institution should design its Quality Initiative to suit its present concerns or aspirations. Good Quality Initiatives reflect the institution's mission and vision, are strategically significant and sustainable, and are designed to have broad impact. In spirit, they afford the opportunity to take risks, aim high, and if so be it, learn from only partial success or even failure. As explained in the Overview of the Pathways Model, the Commission's evaluation of the Quality Initiative will address only the good faith of the effort: the seriousness of the undertaking, the genuineness of commitment to and sustained engagement in the initiative, and adequate actual resource provision. For the Commission, it is through the experimentation and reflective commentary on these first Quality Initiatives that Pioneer Institutions will collaborate in creating new quality assurance and quality improvement processes that enhance the value of accreditation to higher education.

Submission of the Quality Initiative Proposal

Each Pioneer Institution will select one of these options for submission of its Quality Initiative Proposal:

- Option One: the institution submits its proposal by March 15; peer review and response occur by April 15.
- Option Two: the institution submits its proposal by May 15; peer review and response occur by June 15.
- Option Three: the institution submits a request for a Quality Initiative visit by March 15; the visit is scheduled so as to allow for response by August 15.

The institution should submit its Quality Initiative Proposal electronically in PDF format to pathways@hlcommission.org. The file name of the proposal should include a recognizable portion of the institution's name.

Review and Approval of the Quality Initiative

By participating in the February 2010 Demonstration Project Workshop, Pioneer Institutions have completed their initial vetting of their Quality Initiatives with the Commission. However, institutions should feel free to discuss their proposed initiative with Commission staff (a list of contacts is attached).

Once the proposal is submitted, a three-step process ensues:

1. **Commission Staff Review.** Within two weeks of submission, the institution's liaison for the Demonstration Project reviews the Quality Initiative Proposal, provides consultation and advice as appropriate, and forwards the proposal for peer review.
2. **Peer Review and Approval.** Within one month of submission, two individuals from other Pioneer Institutions will review the Quality Initiative Proposal, provide observations and constructive commentary, and sign off on the proposal. If the visit option is requested, the institution will send a final version of the proposal within two weeks after the visit. The reviewers will sign off on the final version of the proposal within two weeks of its receipt.
3. **Institution Notification and Agreement.** Once the peer reviewers have approved the proposal, the Commission will notify the institution and return the signed Quality Initiative Agreement.

Template for the Quality Initiative Proposal

Proposal Content and Format

The Quality Initiative Proposal should respond to the questions in each category of the template below. If appropriate, the institution may append an implementation plan that addresses many of the questions below. This plan may supersede portions of the narrative. Quality Initiative Proposals:

- should be submitted electronically in PDF format to pathways@hlcommission.org,
- should include a narrative that addresses the categories and questions below and that is no longer than fifteen pages with standard margins and 10-point or larger type,
- should include a timeline and general plan of action or implementation plan with clearly stated outcomes, and
- should include the signed agreement form.

Proposal Template

Name of Institution: _____

Overview of the Quality Initiative (1 - 2 paragraphs)

1. Title and brief description of the Quality Initiative:

Comprehensive Growth: Purpose, Principles, and Process

Cornell College enters this new decade with the recognition that growth – both in terms of enrollment and distinctiveness – are essential to its continued viability.

*Successful growth rests upon our capacity to create a valued, distinctive program with an integrated **purpose**; integrated in the sense that the curricular and co-curricular programs, as well as administrative functions of the College, complement one another and directly support the educational mission.*

*Successful growth rests upon our capacity to articulate guiding **principles** for growth; guiding in the sense that they will enable us to grow in accord with the College's mission and communicate a well understood identity across multiple contexts and populations, both internal and external to the campus community.*

*Successful growth rests upon our capacity to enlist an inclusive **process**; inclusive in the sense that comprehensive expansion will occur with participation from across the campus and in a sequence that recognizes and builds upon our existing capabilities and limitations.*

These are the fundamental growth issues facing the institution. The answers that we devise, and the subsequent implementations we produce, will steer Cornell College into its next phase of historical development. Our Quality Initiative is aimed at ushering the College into this phase of thoughtful growth.

Clarity of Outcomes (1-2 pages)

2. What are the intended outcomes or milestones of the initiative?
 - a. Primary Outcome
 - i. Enhance institutional position and maximize student educational opportunities via the development, refinement, and implementation of a plan for comprehensive growth.
 - b. Milestones
 - i. Achieve initial growth of the College to an enrollment of 1200 while continuing to plan growth to 1300 and beyond.
 - ii. Explore with multiple constituent groups (e.g., students, faculty, staff, administrators, alumni, Trustees, community leaders) understanding of the institutional mission, the current context of higher education, and potential opportunities and challenges associated with growth.
 - iii. Articulate and develop an awareness of the guiding principles for growth among internal and external audiences.
 - iv. Identify potential barriers and opportunities to enrollment growth. Develop strategies to overcome potential barriers and capitalize on potential opportunities.
 - v. Continue to develop and refine a long-term comprehensive plan for enrollment growth that is congruent with the institutional mission.
 - vi. Identify and integrate curricular and co-curricular programs and activities which support Cornell's distinctive program and institutional purpose.
 - vii. Connect student, faculty, staff, and administrative efforts with the guiding principles and the comprehensive plan for enrollment growth.
 - viii. Incur and invest necessary financial and personnel resources to support the comprehensive plan for enrollment growth.
3. What are the methods and measures for reviewing and evaluating progress, for making adjustments in the initiative, and for determining what has been accomplished?

Cornell's Pathways Project provides the College with an opportunity to engage in a creative and thoughtful discourse about our institutional positioning, comprehensive planning, integrated purpose, and guiding principles for growth. A critical component of this process will be our ability to evaluate progress and make adjustments in our strategic planning.

Cornell is in a unique position in the development of this project as we are looking forward to the arrival of a new academic dean in July 2010 and are currently involved in a presidential search. We anticipate the new president will join the College in July 2011. The College is fortunate to have strong internal leaders, each of whom will play critical roles in the development, planning, and implementation of the comprehensive plan. It is important to note that responsibilities in growth planning and implementation are part of the search criteria for new senior staff. Nonetheless, we recognize the arrival of the dean and president might result in some minor or major adjustments to the project and/or goals for the institution. With this in mind the Reaccreditation 2012 Committee will

monitor carefully the development of the institution's strategic growth plan, will be diligent in our evaluation of the initiative, and will work with the community to provide feedback and support to the implementation process.

The Reaccreditation 2012 Committee will work to develop a range of methods and measures for reviewing and evaluating progress on this project. Possible tools might include:

- Collaborative work with the President's Planning Council.
- Focus groups and forums for students, faculty, staff, administrators, and alumni to provide input into and feedback on the initiative at critical points in its development.
- HLC evaluation of the plan.
- Data gathered through surveys, assessment tools, and other institutional sources.
- Collaborative work and communication with the College's Board of Trustees.

The Reaccreditation 2012 Committee will consider the project a success if the development and implementation of the initiative results in a campus community that is fully engaged and committed to the institutional purpose.

- a. The President's Planning Council and the Reaccreditation 2012 Committee will work collaboratively with constituent groups to strengthen understanding of, and commitment to, the institutional mission.
 - b. The President's Planning Council, Board of Trustees, and the Reaccreditation 2012 Committee will consider and incorporate constituent feedback as they continue to develop and refine a comprehensive strategic plan for enrollment growth.
 - c. The Reaccreditation 2012 Committee and the President's Planning Council will work collaboratively, and in consultation with campus constituents, to articulate the guiding principles for growth.
 - d. The role of various constituents in plan implementation will be articulated by the President's Planning Council and the Reaccreditation 2012 Committee.
 - e. The campus community will work together to implement the plan.
 - f. The President's Planning Council, Board of Trustees, and the Reaccreditation 2012 Committee will monitor plan implementation and will solicit feedback from the broader constituency to identify necessary adjustments.
 - g. The impact of plan implementation on the position and the academic effectiveness of the institution will be evaluated and re-evaluated by the President's Planning Council, Board of Trustees, and the Reaccreditation 2012 Committee both during and after implementation.
4. What potential challenges are anticipated in achieving the intended outcomes or milestones and how are they being addressed?
- a. The perceived need for resources may drive the pace of the growth initiative as opposed to an intentional examination of the opportunities and challenges afforded by growth. The purpose of this initiative is to ensure purposeful growth.
 - b. Change in leadership creates an air of uncertainty which may significantly impact the institutional purpose or comprehensive growth plan.

- c. It is a long, arduous process to solicit and incorporate feedback from a large number of constituents in the broader campus community. However, we believe we can minimize the obstacles inherent in this process by holding a series of well-publicized campus forums, as well as by strategically recruiting individual constituents for participation in focus groups.
- d. The development of a timeline can assist in keeping the institution focused on the task. However, the timeline may become too stringent or may need adjustment. To accommodate this, flexibility will be built into the timeline. Periodic review of the timeline will allow for evaluation and re-evaluation of progress and necessary adjustments will be made.
- e. It is possible that a minority of campus constituents may ultimately disagree with the purpose-oriented growth plan. Every effort will be made to incorporate feedback from such groups. However, disagreements will still likely occur. Therefore, the President's Planning Council and the Reaccreditation 2012 Committee must facilitate a sustained dialogue with constituents in order to foster an ongoing conversation regarding the strengths and weaknesses of the initiative, both before and after its implementation.

Scope and Significance of the Initiative (3-4 pages)

5. How is the proposed initiative relevant and timely, given the context of your institution?

The proposed Comprehensive Growth initiative comes at an opportune time for Cornell, as the College is in the midst of a time of significant societal and institutional change. We are faced with the challenge of positioning Cornell among higher education institutions in a changing world, a world in which we should be realistic about financial constraints and shifting market-based perceptions of higher education. The relative proportion of all traditional students who attend any liberal arts college has been declining for decades. Rapid growth in the public sector and among urban universities, public and private, has generated multiple points of entry, especially for pre-professional education.

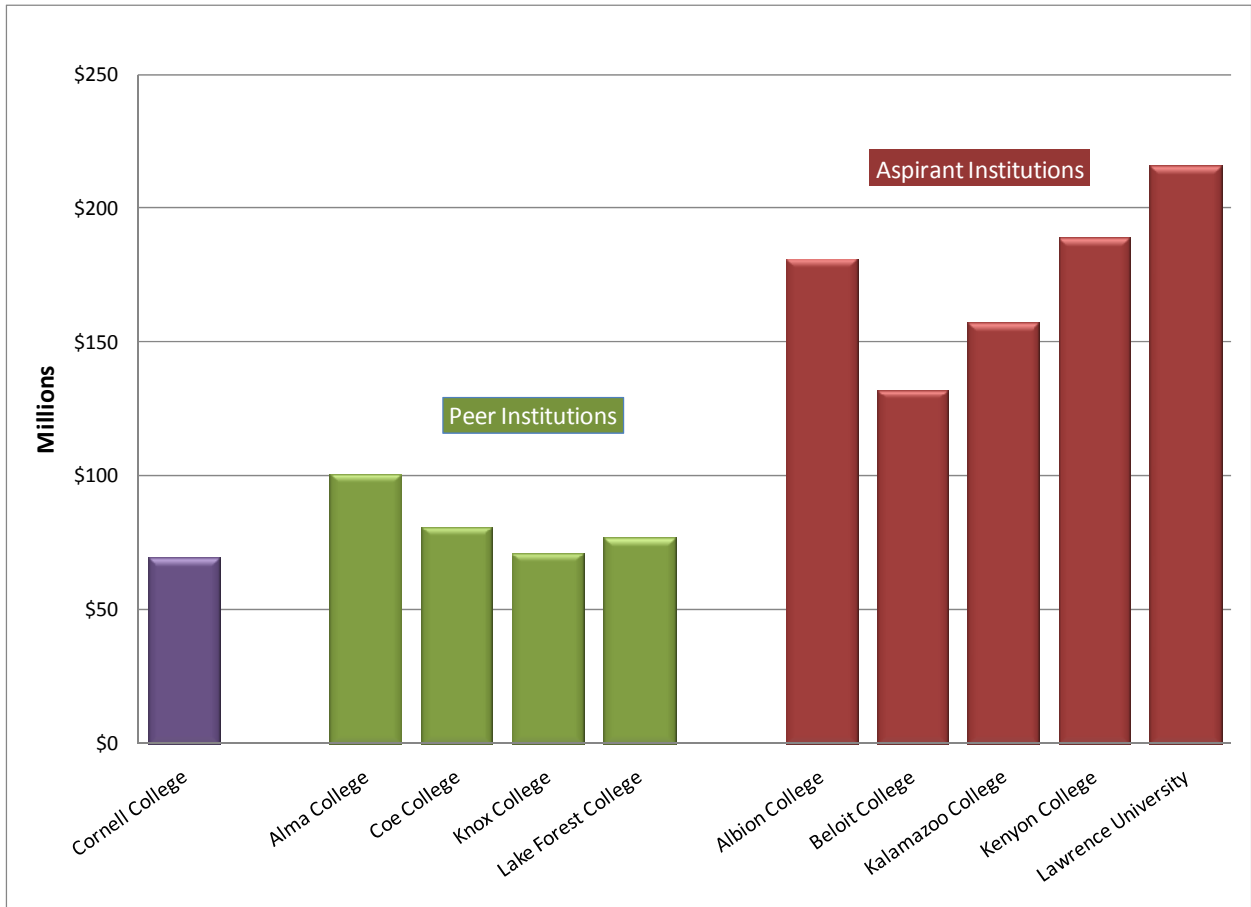
The growth initiative is driven by a thoughtful examination of the position of Cornell College relative to other liberal arts institutions. The universe of residential liberal arts colleges is small relative to the universe of higher education, but it is quite diverse. This collection of institutions includes the "elite," which might be characterized as having large endowments, being highly selective in admission, and charging high tuition. The majority of liberal arts institutions, however, serve a regional base. They tend to be less expensive than the national colleges, and over time they have added pre-professional programs to their liberal arts core in order to attract students. This group of institutions is clearly more tuition dependent for revenue.

Cornell is positioned "in between" these institutions. Like the top tier of colleges, we have a strong tradition in the liberal arts, and we are well-regarded nationally. Alternatively, our modest endowment is more comparable to the larger, less well-endowed regional institutions (See Figure 1). Our admission selectivity and pricing place us directly between these two groups. Almost all of these institutions, both the distinguished national liberal arts colleges and the regional colleges, are larger than Cornell (See Figure Two). While our academic calendar serves as a point of institutional distinction, One Course at a Time (OCAAT) is not sufficient, by itself, to leverage the enrollment of students and the financial investment of their families. We have only a few

pre-professional programs, and we have not relied on specialized academic or co-curricular programs.

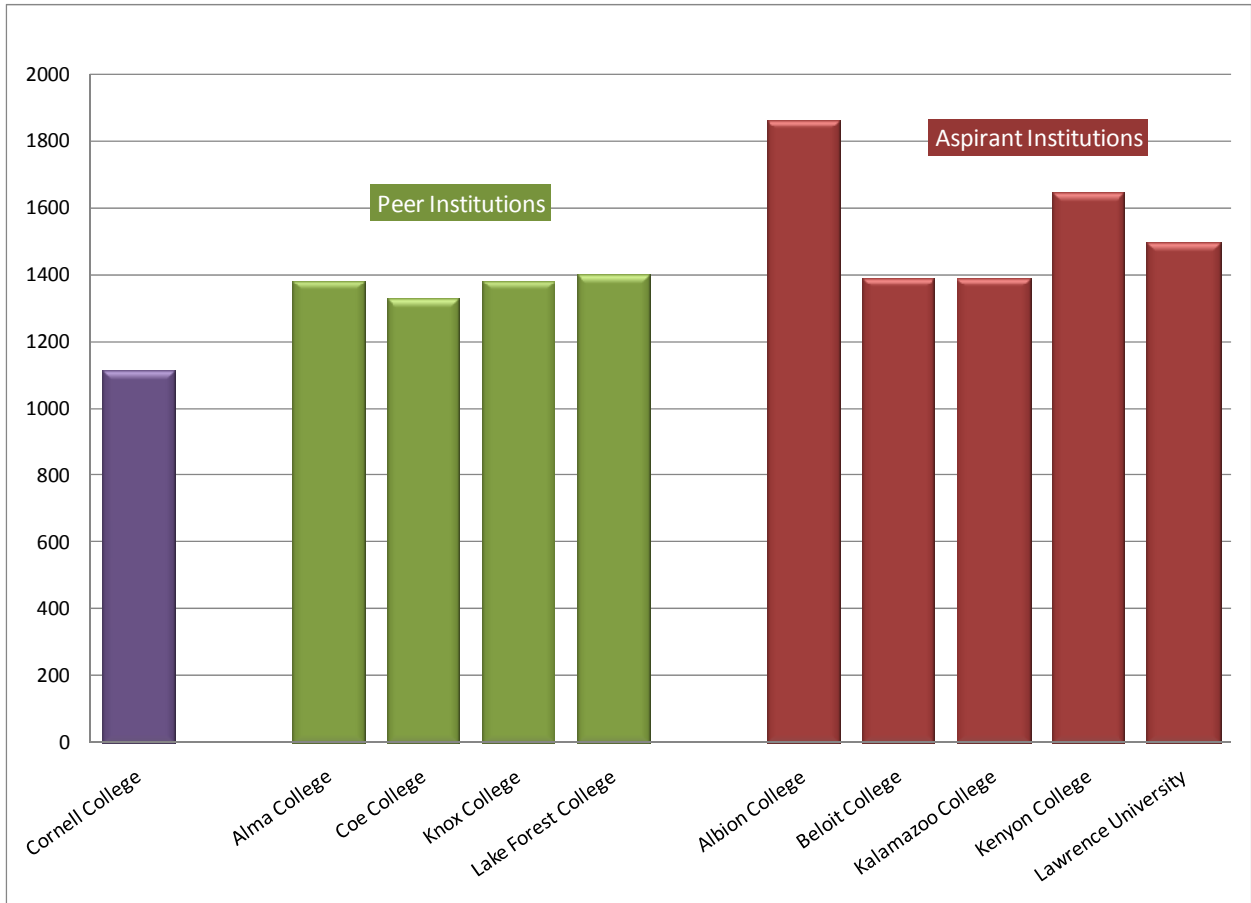
Understanding the desires of students to be more attracted to a larger institution, and recognizing that our peer and aspirant institutions are larger, thereby having the ability to leverage their size to offer more breadth and depth in offerings, we believe that we need to grow to be competitive.

Figure 1: Endowment at the End of Fiscal Year 2008. Comparison of Cornell College with Select Peer and Aspirant Institutions.



Source: Cornell College Business Affairs, 2010.

Figure 2: Student Enrollment, Fall 2008. Comparison of Cornell College with Select Peer and Aspirant Institutions.



Source: Cornell College Business Affairs, 2010.

- How does the proposed initiative reflect key elements of the institution’s mission, vision, and strategic priorities?

We must distinguish the College in ways that will attract and retain academically capable students in numbers that will allow us to grow to an enrollment of 1300 and quite probably more. Cornell is dedicated to fostering intellectual, moral, and personal growth. The College seeks to provide a caring environment for living and learning, characterized by close relationships, physical and emotional well-being, appreciation of diversity, affirmation of equal opportunity and academic freedom, and respect for the dignity and worth of each individual. In order to continue this commitment to students, the College needs to be thoughtful about how it will grow.

In order to accomplish these goals, it is essential to continue refining and strengthening the College’s identity as well as to articulate the set of principles to guide us. Intentional growth requires an evaluation of the current state of the College, as well as a plan for the future of the College. As we assess opportunities for strengthening Cornell’s market position, we must challenge ourselves to ask difficult questions. We believe we have the foundation that builds upon our distinctive calendar: providing students with *one extraordinary opportunity after another, in the classroom, on campus, and around the*

world. There are many prime examples of relatively recent initiatives that capitalize upon OCAAT's ("One Course At A Time") most appealing features and demonstrate engaging and effective ways of serving students¹. The pressing question today is how else do we build upon our distinctiveness to maximize student opportunity at Cornell?

By expanding not only the academic but also the co-curricular components, there is an opportunity to increase the vibrancy of the Cornell campus experience. There will be a greater ability to support and enhance the vast array of programs already offered, in addition to creating new programs.

7. How does the proposed initiative represent a "stretch project" for the institution?

While the Comprehensive Growth project is timely and aligns well with Cornell's mission, it is by no means a small or simple project. Institutional growth raises questions about effects on the nature of the campus community and relationships, infrastructure, staffing, and other resources. Key questions related to intentional growth include:

- How can the College achieve expansion without compromising, and instead enhancing, the quality of the academic programs?
- How can Cornell approach growth in such a way as to simultaneously achieve institutional goals related to increasing the diversity of its faculty, staff and student body?
- How will the College identify and achieve the faculty/staff to student ratios that will be necessary to maintain the close, personal connections that students expect and which best foster student learning?
- How will the college address the strain on present facilities that will occur during growth? Classroom, laboratory, library/study, residential and student recreational spaces will need to be considered.

As we grow we must recognize that we cannot be all things to all people. We will have to make choices which align with our articulated guiding principles and allocate our resources accordingly. We cannot assume that every new program we devise will be an "add-on." Some reallocation of resources will undoubtedly be required. In this environment, we assume "business as usual" at our peril. Nonetheless, we face an unprecedented opportunity to shape a secure future for Cornell, and we should go forward with confidence, creativity and enthusiasm.

8. How does the initiative align with, compete with, or support other operational and strategic priorities?

This initiative aligns with and supports the priority for growth in the College. Cornell is currently in the process of implementing a new curriculum, which also fits with this initiative. A component of thinking about the future of the College will be to consider the new curriculum and what it offers that can be used to attract additional students and faculty. A unique advantage of Cornell's calendar is the increased opportunity for off-campus experiences. The College is currently also looking at the development of a Chicago center that would house several off-campus classes each year.

¹ Examples include: The Berry Center (economics, business and public policy); Dimensions (healthcare); Pre-Law Program; The Cornell Fellows Program; The Presidential Fellows Program; The Center for Teaching and Learning; the First-Year Program, and the "One Book, One Community" program.

At the same time, the College is dealing with a substantial constraint on resources. For Fiscal Year 2010, Cornell had to meet an approximately \$1 million budget shortfall. To do so, staff and faculty salaries were reduced by an average of 2.0% and Cornell contribution to individual retirement plans was reduced by 5%. There is tremendous pressure to restore salaries and benefits for Fiscal Year 2011, and, indeed, to continue making progress on the College's faculty salary plan. These pressures compete with resources that will likely be necessary to achieve growth of the College. Despite the fact that growth can contribute to improved compensation, it should be recognized that improving compensation while simultaneously growing will be challenging.

9. What is the intended impact of the initiative on the institution generally and on its academic core?

The proposed Comprehensive Growth Initiative is, in essence, a strategic plan for growth, the most significant impact of which would be an increase in the student body and concomitant expansion of resources. The College will be better able to meet the fixed-cost components of the budget through the additional resources resulting from an increased student enrollment. Such expansion will help us accentuate our strengths and increase our attractiveness to both prospective and current students. We are invested in exploring ways to better support existing programs and develop new ones, increase numbers of faculty and staff sufficient to maintain close student relationships, improve student retention and persistence to graduation, and improve campus curricular and co-curricular facilities and programs. As we do so, we intend to maintain our commitment to high quality liberal arts education.

10. How does the initiative align with one or more of the Commission's Criteria for Accreditation?

The proposed Comprehensive Growth Initiative most closely aligns with the HLC Criteria 1 (Mission and Integrity) and 2 (Preparing for the Future). This initiative focuses inherently on institutional capacity building. The College leadership has examined the societal context and economic trends (2a) and determined that an expansion of the College's resource base is essential to meet the demands of that context (2b). Planning for such growth, however, fundamentally requires a deep understanding of, and commitment to, the institutional mission among all constituents of the College, including faculty, administrators, staff, students, and the Board of Trustees (1c). The initiative will foster a strategic planning process that elicits input from across the College (1d) and that stems from a review of, and alignment with, our institutional mission and purpose (2c, 2d).

Evidence of Commitment and Capacity (2-3 pages)

11. How was this initiative identified and what is its relationship to the institution's strategic plan or priorities? To what extent do major internal or external stakeholders support this initiative as a priority for your institution?

The Reaccreditation 2012 Committee of Cornell College began the identification and development of the Pathways Project in the early fall of 2009. Initial project ideas included curricular expansion, diversification, growth of the College, off campus experiences, support for students with disabilities and special needs, and environmental sustainability. These projects were shared with the President's Council and the Planning

Council for discussion and feedback. Five potential Pathways Projects were then shared with the entire faculty and staff of the College for consideration.

The Committee received a range of feedback from the community which was then used in conjunction with further discussion in the Planning Council and HLC Committee to narrow the potential projects to three: Cornell College Assessment Plan – the development and implementation of a four-year assessment cycle; Lives of Purpose – a project to learn how the College could foster better each student’s sense of purposefulness in their lives; and the Coherent College – an opportunity to find a thematic unity for Cornell College both internally and externally, especially as we anticipate a growth in enrollment.

After further discussion between the Committee and the Planning Council, review of potential projects, feedback from the HLC, and a review of current strategic plans and positioning documents, the Committee selected Comprehensive Growth: Purpose, Principles, and Process for the Pathways Project.

Cornell’s outgoing President, Board of Trustees, President’s Council and Planning Council have indicated a strong interest in “growth” and the major stakeholders are evaluating the challenges and opportunities for institutional growth. This project parallels the institution’s current strategic planning and will help provide support and feedback to the Planning Council as the College evaluates the challenges of, and opportunities associated with, growth.

12. What groups and individuals have been designated to ensure adequate leadership to implement and sustain the initiative? What groups will be involved in development and implementation?

The interim and incoming presidents will be invaluable in shaping the integrated purpose. Their leadership in helping articulate the guiding principles and develop and inclusive process will provide the College with an opportunity to gain full acceptance and support for the initiative.

The Board of Trustees has had several committees working previously on these planning challenges and opportunities. Their leadership and support will be critical as we consider growth, the impact on the curricular offerings, physical plant needs and enhancements, the overall budgetary impacts of growth, and the academic and support services necessary to be successful.

Campus groups including the Reaccreditation 2012 Committee, the President’s Council and the Planning Council have identified ways to collaborate as they move forward with discussions of the opportunities and challenges of growth and its impact on educational experience; faculty, staff, and services; strategic planning; budget; and physical plant.

This endeavor will require the entire college community to think carefully about the future of Cornell College. Other groups or individuals undoubtedly will be charged with developing or implementing institutional strategies and respond to challenges to ensure timely completion and successful implementation of this project.

13. What human, financial, technological and other resources has the institution committed to this initiative and are they sufficient?

Growth has been a part of cabinet-level discussions of institutional positioning for a number of years. The institution has committed human resources to the study of the feasibility of the project. The College is exploring the processes and means by which to restore faculty and staff compensation and to add tenure-track faculty and staff positions to address the growth in enrollment. Academic Affairs staff and our faculty are currently reviewing a number of key issues related to instruction including potential majors, curricular enhancements, and the general education requirements of the bachelor's degree. The College has also enhanced its academic advising coordinator role to include support for students with disabilities, and, staff members have been hired during the past 5 years to support three of our academic initiatives: The Berry Center (economics, business and public policy), Dimensions (healthcare) and our Pre-Law Program. Other academic enhancements include: The Cornell Fellows Program, The Presidential Fellows Program, The Center for Teaching and Learning, the Freshman Seminar Program, the One Book-One Community program, and more. Each of these programs contributes to the improved academic program, student recruitment, and student retention – and, thus, to institutional growth.

In 2007-2008 a campus master plan evaluation was completed by Performa, a master planning consulting group, to gather better data on the current physical plant and to identify opportunities and challenges the College will face. Also in 2008 the College contracted with SunGard to implement a new campus administrative software system. PowerCampus has been implemented on campus during the past 12 months and will provide opportunities for improved services and data as we enter this growth phase. The College has also made significant campus enhancements in the form of construction and reconstruction of a number of facilities including new and newly renovated residence halls, the Paul K Scott Alumni Center at Rood House, the Peter Paul Luce Admission Center at Wade House, and reallocation of space in the College's administration building. Other facilities that have been enhanced include athletic facilities (e.g., weight room, indoor track, and a new softball facility) and planned renovations to the Commons, Cornell's student/campus center. Finally, the College embarked on a \$92 million campaign 3 years ago and in June will announce that we have raised \$100 million.

Growth of the institution is currently planned to be phased in during the next 5 to 10 years. Currently, the College is near capacity of existing facilities. Initial growth to 1300 students can be accomplished with limited immediate increases to facilities. We plan to maintain an enrollment of 1200 until we have the capacity to move to an enrollment growth of 1300 (Phase One). Growth to 1400 and then 1500 students will require significant facility additions. There are a number of physical plan improvements currently in the planning stages. An addition to the Science Center is necessary; additional growth will put the College at full capacity in the current science center so additional classroom, office, and research space is needed. King Chapel is scheduled for significant maintenance and some modernization. Residence hall space will also be inadequate for this growth so discussions have begun to determine the best short term solution to housing and what long term solutions are necessary to reach these enrollment levels. Cornell also received a pledge in the fall to purchase a living and learning space in Chicago – this distinctive opportunity will allow the College to teach at least 9 courses in the city each academic year. Other future enhancements may also include renovations of several residence halls and reconstructed athletic facilities.

As indicated by the steps outlined above, the College has been discussing and preparing for growth for several years. Human, financial, and technological resources have been committed to this initiative such that the College is in a position to move forward in planning for comprehensive growth.

14. What is the plan for integrating and sustaining the results of the initiative into the systems and ongoing work of the institution?

The plan to grow enrollment and distinctiveness at Cornell, while focusing on our integrated purpose and guiding principles, will be incorporated into the systems and ongoing work of the College throughout the project. This integration is planned to take place through collaborative work with the President's Planning Council and the Reaccreditation 2012 Committee; as well as through forums with students, faculty, staff, administrators, alumni and the Board of Trustees. The results of the initiative will be sustained through cohesive communication of identity, mission and purpose by the President, the Office of College Communications, Office of Admissions and Alumni Office, and through the efforts of all faculty, staff and administrators. The College will regularly review its offerings and assess the integration of identity and purpose to provide the distinctive programs that will enable Cornell to sustain its ability to attract and retain students.

Realistic Timeline (1 – 2 pages or an appended implementation plan)

15. What are the strategies and timeline for implementing the initiative?

There are three major questions fundamental to Comprehensive Growth: Purpose, Principles, and Process: (1) what is the functional description of the integrated purpose? (2) what are the principles and processes to guide us through this era of enrollment growth? (3) how does the College stage and manage enrollment growth from 1200 to 1300 to as many as 1500?

The specific ideas that form our integrated purpose and guiding principles will be valuable to the degree they are embraced by the College as a whole. Community participation and effective cross-directional communication will be strategically planned so as to foster the greatest possible level of consensus. The broad conception and clear articulation of the integrated purpose and guiding principles amount to the "vision" of Cornell in the near future.

This "vision" will need to be matched against identified obstacles and factored into the logistical questions related to phased increases in enrollment, staffing, and physical plant capacities. The President's Planning Council will take primary responsibility for analyzing and making recommendations related to these issues. The Council is comprised of representatives from across the College, making it the ideal body to address these complex questions.

The Planning Council and the Reaccreditation 2012 Committee will work collaboratively to (1) strengthen understanding of, and commitment to, the institutional purpose, (2) articulate the guiding principles for growth, and (3) ensure an inclusive process.

The Reaccreditation 2012 Committee is charged with sheparding the College through its reaccreditation process and is the campus contact for the Higher Learning Commission. The Reaccreditation 2012 Committee will monitor and assess the progress of the Quality Initiative, articulate the project to the campus community, and produce and compile documentation related to the reaccreditation aspect of the project.

The timeline for all of this work is not fully determined. The President's Planning Council has already begun discussing Cornell's growth. It is due to this previous work and the prospect of imminent growth that the Reaccreditation 2012 Committee selected *Comprehensive Growth: Purpose, Principles, and Process* as an appropriate Quality Initiative Project. Plans for enrollment growth are already underway at Cornell College. The Board of Trustees, our current President, and members of the Planning Council feel an urgency to move forward with this initiative. We expect to enroll 1200 students in fall 2011, with 2-3 additional years needed to increase enrollment to 1300. The latter increase will be possible following the expansion of classroom space in the Commons, which should occur no later than fall 2014.

Institutional Contact for Quality Initiative Proposal

Please include the name(s) of the primary contact person for the Quality Initiative.

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Co-Chair, Reaccreditation 2012 Committee – Cornell College

Organization

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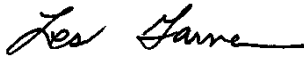
Member, Reaccreditation 2012 Committee – Cornell College

Organization

Quality Initiative Agreement Form

I affirm that the enclosed Quality Initiative Proposal accurately represents the work that the institution will undertake to fulfill the Improvement Process of the Pathways Accreditation Model. I affirm that the institution commits to pursuit of this initiative as part of continued participation as a Pioneer Institution in the Demonstration Project as defined in the Pathways Accreditation Agreement.

Institutional Agreement



Signature of Organizational CEO

May 14, 2010
Date

Leslie H. Garner, President

Printed/Typed Name and Title

Cornell College

Name of Organization

Mount Vernon, Iowa

City and State

Commission Agreement

Commission Signature

Date

Printed Name and Title

Printed Name of Organization

Quality Initiative Review Criteria

Institutions on the Open Pathway for continued accreditation complete both the Assurance Process and the Improvement Process. To fulfill the requirements of the Improvement Process, the institution undertakes a major Quality Initiative designed to suit its present concerns or aspirations.

Prior to implementing its Quality Initiative, the institution must submit a proposal. The Commission staff advises the institution in the development of its proposal, but final approval of the proposal requires peer review by the Commission. At the institution's preference, this review may be launched by a Quality Initiative Visit or by participation in a Commission-facilitated Quality Initiative Forum. In either mode, the proposal will be judged on its sufficiency of scope and significance; clarity of outcomes; evidence of commitment and capacity; and appropriateness of timeline.

Review Criteria for the Quality Initiative

The following review criteria are effective for institutions conducting Quality Initiatives through 2012-13.

Sufficiency of Scope and Significance

- ◆ Potential for significant impact on the institution
- ◆ Aligned with the institution's mission and vision
- ◆ Linked with the institution's strategic plan
- ◆ Evidence of the initiative's significance and relevance at this time
- ◆ Potential to improve and sustain institutional and educational quality
- ◆ Aligned with one or more Criteria for Accreditation

Clarity of Outcomes

- ◆ Clear purposes and measurable outcomes reflective of the scope and significance of the initiative
- ◆ Defined milestones and measures for the initiative and its intended outcomes
- ◆ Clear processes for evaluating progress during and after the implementation of the initiative
- ◆ Comprehensive plan of action for accomplishing initiative and achieving outcomes
- ◆ Outcomes reflective of the scope and significance of the initiative

Evidence of Commitment and Capacity

- ◆ Commitment of senior leaders to the initiative
- ◆ Commitment and involvement of key people and groups to implement and sustain the initiative
- ◆ Feasibility of the initiative relative to the institution's capacity
- ◆ Sufficiency of the human, financial, technological, and other resources necessary both to accomplish the initiative and to sustain its outcomes
- ◆ Alignment of resources to the implementation plan and timeline of the initiative
- ◆ Defined plan for integrating and sustaining the results of the initiative into the ongoing work of the institution
- ◆ Clear understanding of and capacity to address potential obstacles

Realistic Timeline

- ◆ Reasonable for proposed initiative and its outcomes
- ◆ Aligned with the implementation of other institutional priorities
- ◆ Reasonable implementation plan for two or three-year time period



Commission Contacts

INSTITUTIONAL CONTACTS FOR DEMONSTRATION PROJECT (consultation through Demonstration Project, accreditation agreement details, accreditation relationship questions)

- **Robert Appleson**, 800-621-7440 x122, rappleson@hlcommission.org
 - Colorado School of Mines
 - Cornell College
 - Mount Mercy College
- **Mary Breslin**, 800-621-7440 x107, mbreslin@hlcommission.org
 - Black Hills State University
 - Metropolitan Community College
- **Andrew Lootens-White**, 800-621-7440 x105, alootenswhite@hlcommission.org
 - Aurora University
 - Pittsburg State University
- **Karen Solomon**, 800-621-7440 x127, ksolomon@hlcommission.org
 - Bowling Green State University
 - Case Western Reserve University
- **Steve Spangehl**, 800-621-7440 x106, sspangehl@hlcommission.org
 - Butler County Community College
 - University of Arkansas Community College at Batesville*
 - Yavapai Community College*
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