
*SELF-STUDY DESIGN:
MERCYHURST UNIVERSITY*



MERCYHURST
— UNIVERSITY —

*"The simplest and most practical lesson I know . . . is to resolve to be good today, but better tomorrow."
--Catherine McAuley in a letter 28 February 1841*

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Institutional Overview

History of the Institution

Mercyhurst University is an accredited, not-for-profit, four-year, Catholic liberal arts institution. Originally founded as Mercyhurst College by the Sisters of Mercy in 1926, the university was chartered in 1928, enrolled its first coeducational class in 1969, opened its first graduate program in 1978, and is now considered a *Master's College & University: Medium Program* by the Carnegie Classification system.

The Sisters of Mercy, whose roots can be traced to Mother Catherine McAuley who founded the Sisters of Mercy in Dublin, Ireland, have always committed their lives and works to serving those who are poor, sick, and uneducated. This commitment, as well as the Sisters' of Mercy fourth vow of service, has always been central to the mission and values of Mercyhurst University. A Mercyhurst education aims at engaging students for life and at creating leaders in justice and service.

Mercyhurst University is located in Erie, Pennsylvania, overlooking Lake Erie. The University enjoys the advantages of a suburban setting only minutes from the downtown area of the City of Erie. Erie, located in northwestern Pennsylvania, is the largest city in that part of the Commonwealth and is the fourth largest city overall in Pennsylvania. Erie is approximately equidistant (two hours driving time or less) from the cities of Pittsburgh, Pennsylvania; Cleveland, Ohio; and Buffalo, New York. Mercyhurst University currently operates two additional locations in inner-city Erie and also in rural Corry, PA. Mercyhurst Dungarvan in Ireland serves as an instructional site. In addition, a branch campus situated in North East, PA housed the university's associate degree programs from 1991 until 2021, when the campus will be closed and all programs will move to the main campus.

Vision

Mercyhurst University seeks to be a leading higher educational institution that integrates excellence in the liberal arts, professional and career-path programs, and service to regional and world communities.

Our Mission Statement

Consistent with its Catholic identity and Mercy heritage, Mercyhurst University educates women and men in a culture where faith and reason flourish together, where the beauty and power of the liberal arts combine with an appreciation for the dignity of work and a commitment to serving others. Confident in the strength of its student-faculty bonds, the university community is inspired by the image of students whose choices, in life and work, will enable them to realize the human and spiritual values embedded in everyday realities and to exercise leadership in service toward a just world.

Our Core Values

We are:

Socially merciful,

Mercy restores human dignity, expands our social relations, and empowers us to reach out in compassion to others.

Globally responsible,

Globalization challenges us to learn how to steward the resources of the Earth wisely and to act in solidarity with its diverse peoples.

Compassionately hospitable,

Mercy hospitality begins with self-acceptance, welcomes peoples of different faith, ethnic, and cultural traditions, and thus builds communities that transcend mere tolerance.

Intellectually creative,

Generous, inquiring, and critical habits of mind, which support the aspirations for excellence manifested within the academic community, encourage us in our lifelong search for what is true, good, and beautiful.

Reflectively aware,

Our Christian environment encourages self-reflection and contemplation of human behavior, promotes balance of mind, body, and spirit, and ultimately offers the opportunity to develop a moral compass for a life of integrity.

Ambassadors of service.

Academics

Consistent with the tradition of the institution, Mercyhurst University is strongly committed to providing each student with an education grounded in the liberal arts. Along with the commitment to the liberal arts, the University offers signature academic programs that enable students to develop competitive job skills in high demand areas. The following sections describe the academic offerings at the institution.

REACH Liberal Arts Curriculum

The current iteration of the general education curriculum, REACH, provides students with a broad-based education that is grounded in the Mercy mission. The courses in this experience are designed to challenge mindsets and assumptions, enable the development of critical thinking and problem-solving skills, encourage curiosity and creative inquiry, cultivate an appreciation of arts and culture, ignite community awareness and engagement, and help instill in the students a resilience in the face of challenges.

The REACH curriculum is comprised of the following parts:

The Freshman Experience - An introduction to academic writing and thought, as well as to college life.

This experience requires the foundational research/writing/composition course, as well as two one-credit courses to help ease the transition from high school to college and introduce students to the mission and values of the institution.

The Liberal Arts Experience – A series of ten courses in ten different disciplines across five different themes. This experience provides students with the opportunity to ensure a breadth of knowledge across the liberal arts while also ensuring flexibility for productive degree pathways.

The Senior Experience – A true capstone experience, with one shared Ethics Capstone course for all students at the institution, as well as a designated capstone experience within the major programs.

outREACH – a credit-based service experience that is designed to have students meaningfully engage with *others* and then complete a series of guided reflections that promote putting the Mercy Mission into action in other experiences.

Academic Programming

The University furnishes students with opportunities for gaining pertinent knowledge and skills necessary for lasting success in a career and for making meaningful contributions to society. In addition to a variety of undergraduate programs, the University offers graduate programs leading to a Master of Science degree in the Administration of Justice, Special Education, Secondary Education, Organizational Leadership, Physician's Assistant Studies, Applied Forensic Sciences, Applied Intelligence, Cyber Risk Management, Cyber Security, and Data Science.

Supporting the academic program, Mercyhurst University has a full-time faculty of 184, of whom 142 teach on the Erie Campus. Of the 142 full-time faculty on the Erie Campus, 65 have tenure and 68% hold terminal degrees. The University also employs approximately 350 staff and administrators.

Table 1 Academic Degrees Offered at Mercyhurst University

Associate Level	Baccalaureate Level	Graduate Level
Associate of Arts	Bachelor of Arts	Masters of Science
Associate of Science	Bachelor of Science	
	Bachelor of Fine Arts	
	Bachelor of Music	

Academics on the Erie Campus are organized into four colleges. A Dean and an Associate Dean who report to the Provost and Vice President for Academic Affairs coordinate each college and the departments therein. The organizational chart for academics is included in the Appendix as Figure 3.

Academic Accreditations

The University is accredited by the Middle States Commission on Higher Education (MSCHE), last reaffirmed in 2014. Mercyhurst participated in the Mid-Point Peer Review Process in 2018, where the Commission acted as follows:

To note that the Mid-Point Peer Review has been conducted. To request that the next self-study, in preparation for a visit in 2021-2022, provide further evidence of (1) improvement of key indicators of student success, including retention and graduation rates (Standard IV); (2) clearly stated policies, processes and programs to admit, retain and facilitate the success of all students (Standard IV); and, (3) improved financial viability and sustainability with evidence of sufficient resources to improve student achievement measures (Standard VI and Requirement of Affiliation 11).

Additionally, the University has specific programs that are accredited by a number of organizations. Along with the degrees that the University is authorized to offer under its charter, the University is authorized to offer programs leading to teacher certification from the Commonwealth of Pennsylvania in a number of areas.

A full listing of all current programmatic accreditations can be found in the Appendix, Table 12.

Recent Developments

Student Enrollment and Achievement Trends

The Erie (main) campus is currently home to approximately 2,400 undergraduate students. The majority (roughly 80%) of undergraduates reside on campus, while the remaining students commute from the county of Erie. Among commuters, roughly 180 are post-traditional, adult students. The Erie campus is also the home to 300 graduate students, roughly 25% of whom are enrolled in 100% online programs. The Erie campus is a diverse community, with students from over 40 states and 50 countries. Among residential students, about 1 in 4 participates in some type of athletic program. The Erie campus also offers services for students with a variety of learning needs through its offices of Academic Support & Learning Differences, Honors Program, and AIM (the Autism Initiative at Mercyhurst - a program for students on the autism spectrum).

The North East campus is home to about 500 students in a variety of certificate and associate degree programs. Approximately 170 students reside on campus, the vast majority (70%) of whom come from outside of the Erie region and who participate in a junior college athletic program. The remaining students commute from within the Erie region. Approximately 55% of North East students are enrolled in nursing or an allied health program.

ENROLLMENT TRENDS

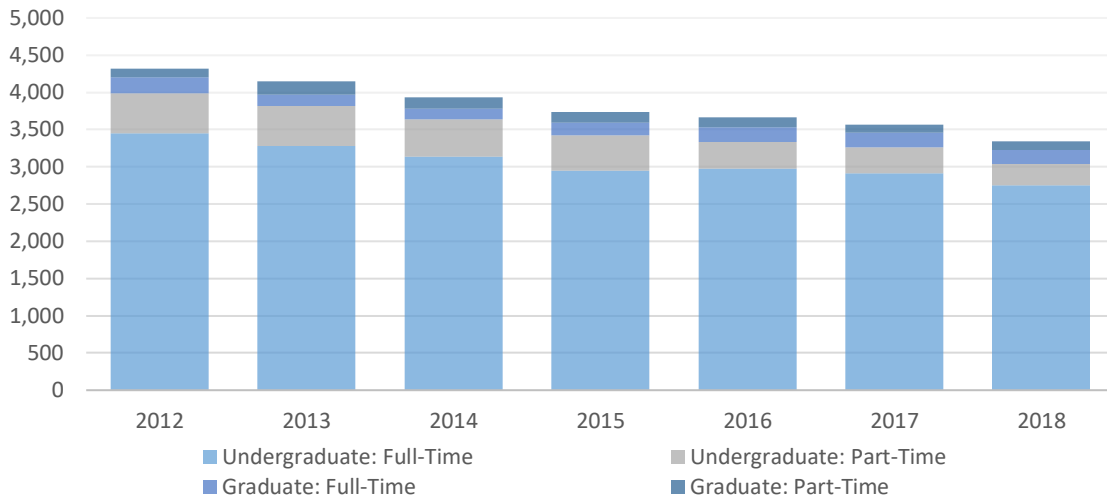


Figure 1 Enrollment Trends (IPEDS Data)

Mercyhurst University continues to experience success in areas related to student achievement measures. In particular, Mercyhurst’s four- and six-year graduation rates are well above the national averages for private colleges and universities. Additionally, the retention rate for full-time first-time students is on par with national averages, as shown in Figure 2.

Student Success Measures

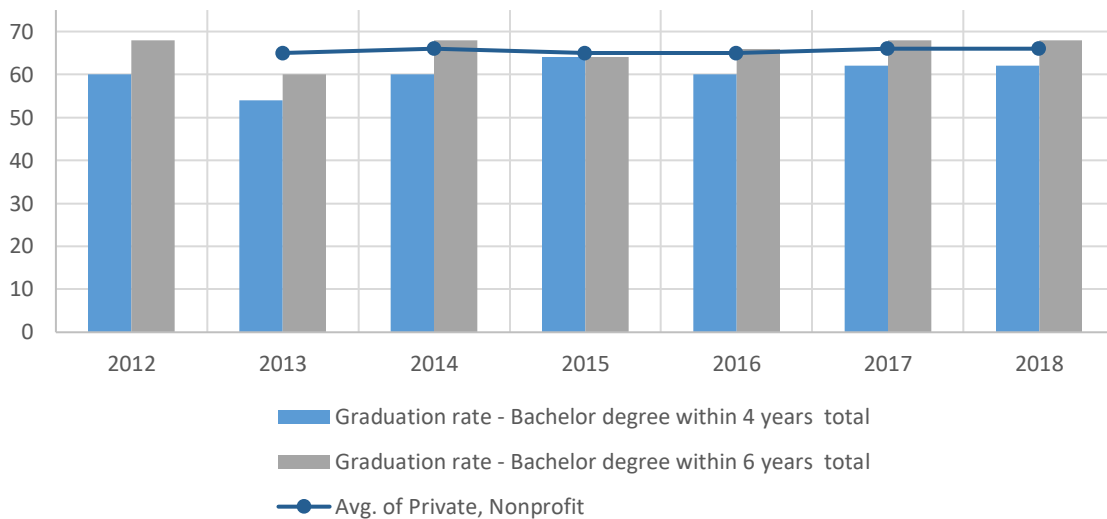


Figure 2 Student Success Measures over Time

Some differences can be identified when the data is disaggregated between baccalaureate and associate level. While the traditional four-year program remains strong, there has been some decrease in student success measured in the two-year programs. Though the trend is similar at other institutions, this is a contributing factor to the on-going conversations about the future success of the North East branch campus.

Change of Leadership

Since the last Middle States Accreditation process that was finalized in 2014, Mercyhurst University has had significant change in leadership with a new administration installed in August 2015. In contrast to the prior administration, the new administration prioritized robust planning, analysis, and financial forecasting. The new administration remains focused on professionalism, accountability, data-driven decision-making, transparency, shared governance, and a re-dedication to the Mercy mission. Mercyhurst has seen the implementation of these new practices already extricating the university from financial hardship present in previous years.

North East Branch Campus

Mercyhurst University is committed to educating students in the Mercy tradition. To that end, the North East campus was founded in 1991 as an “opportunity and career college” dedicated to providing post-secondary education for capable learners who sought to learn job-entry skills, in essence fulfilling the role of a community college in the Mercyhurst tradition. The purpose of the North East campus was to provide an accessible and affordable education to students while preparing them to successfully manage future academic, career, and life challenges. The programs offered at the North East campus are varied, but the majority of the programs are in allied health disciplines and other health professions. These programs, such as occupational therapy assistant, physical therapist assistant, respiratory therapy, and both LPN and RN nursing programs, along with other programs in business, criminal justice, and hospitality management, remain strong and valuable programs for our students.

However, in the nearly three decades that has passed since the founding of Mercyhurst North East, the needs and demographics of students in the region has changed. In fact, the change has been so significant that the original goal of the North East campus – to provide accessible and affordable education to students – is no longer best met by having certificate and associates degree programs housed in a separate location. To continue meeting the needs of our students and region, and consistent with dedication of the Sisters of Mercy to both teaching and medicine, Mercyhurst University is committed to offering the strong allied health and career and technical education programs well into the future at our Erie (main) campus.

The decision to consolidate the associate degree programs to the Erie campus and no longer use the North East branch campus location was made after considerable time and analysis. The senior leadership team at Mercyhurst University has spent the past two years monitoring the status of the North East campus, including enrollment, student outcomes, and finances. The Board of Trustees of Mercyhurst University has likewise been reviewing data and considering potential pathways forward to ensure the success of the University as a whole while still fulfilling the mission-driven goals that originally motivated the creation of the North East campus.

As such, Mercyhurst University submitted a Substantive Change for Closure of a Branch Campus in the fall of 2019. That action was approved by the Commission at their January 2020 meeting, and the university’s efforts toward a smooth consolidation have swiftly followed.

Decisions like the one proposed here – to consolidate a branch campus – are not easy ones. Mercyhurst University has spent considerable time and effort collecting and reviewing evidence, and is proposing the only reasonable conclusion to ensure our ability to continue meeting our mission to educate students in the Mercy tradition and to have a prosperous university well into the future. In fact, the consolidation of all programs to a single location falls in step with the views of The Sisters of Mercy Foundress, Sr. Catherine McCauley: by ending the separation of programs in career and technical training from the traditional liberal arts programs, all students will be exposed to a range of opportunities and possibilities that lie before them.

Institutional Priorities

As part of the process for the university’s latest strategic plan, entitled “Mission Inspired. Future Ready,” to begin in 2020 and continue to 2023, the steering committee for the strategic plan conducted focus group discussions held with various constituencies of the university, including faculty and staff, students, and alumni. These discussions directed participants’ attention to answering the same broad questions the steering committee had posed to itself: (1) Considering internal and external factors, what affects our ability to fulfill our Mission?; (2) Considering the present situation of the university, where would we say we are now in relation to internal and external opportunities and disruptors?; (3) Considering the future to the extent we can forecast it, where do we want to go? These questions spawned sub-questions and answers; in that way we were able to discover big picture as well as fine details of constituents’ vision for and experience of the university. Steering committee and focus groups responses were produced independently of each other to attempt to discover mandated priorities for the next three years. When all focus groups had met, the chair of the steering committee collated responses and presented those to the steering committee. Themes were created in order to begin the naming process. Though the final grouping and wording was constructed by the steering committee, the elements were the direct result of the focus group discussion. Thus, in order to engage in self-appraisal in an integrated and meaningful way during both the Self-Study and Strategic Plan processes, Mercyhurst University has identified the following institutional priorities:

- Engage and invest in academic program development that provides flexible degree pathways and diverse offerings for graduate and professional programs as well as programs in allied health and related disciplines, while maintaining the core liberal arts values of the institution.
- Enhance the effectiveness of our co-curricular programs, in line with the changing needs of the student population, and with special attention to the areas of mental health and non-traditional student services.
- Ensure a strong foundation for the university by focusing on building financial security, stabilizing and augmenting the physical and human resources, and actively engaging with the Sisters of Mercy as we prepare to enter our second century.

The priorities are aligned with our Mission in the following ways:

Table 2 Alignment of Mission and Institutional Priorities

Mission Statement Elements	Priority #1: Engage and invest in academic program development that provides flexible degree pathways and diverse offerings for graduate and professional programs as well as programs in allied health and related disciplines, while maintaining the core liberal arts values of the institution.	Priority #2: Enhance the effectiveness of our co-curricular programs, in line with the changing needs of the student population, and with special attention to the areas of mental health and non-traditional student services.	Priority #3: Ensure a strong foundation for the university by focusing on building financial security, stabilizing and augmenting the physical and human resources, and actively engaging with the Sisters of Mercy as we prepare to enter our second century.
Mercy Heritage	X	X	X
Beauty & power of Liberal Arts	X		
Dignity of work	X	X	X

Serving others; leadership in service		X	X
Student-faculty bonds	X		
Human and spiritual values	X	X	X

Institutional Priorities have been matched to the MSCHE Standards as follows, including associated research questions and lines of inquiry:

Table 3 Alignment of MSCHE Standards and Institutional Priorities

MSCHE Standards	Priority #1: Engage and invest in academic program development that provides flexible degree pathways and diverse offerings for graduate and professional programs as well as programs in allied health and related disciplines, while maintaining the core liberal arts values of the institution.	Priority #2: Enhance the effectiveness of our co-curricular programs, in line with the changing needs of the student population, and with special attention to the areas of mental health and non-traditional student services.	Priority #3: Ensure a strong foundation for the university by focusing on building financial security, stabilizing and augmenting the physical and human resources, and actively engaging with the Sisters of Mercy as we prepare to enter our second century.
STANDARD I: MISSION AND GOALS	How does the Mercyhurst mission guide the development of and resources investment in academic programs?	How does Mercyhurst implement the Core Values of the institution in relation to developing co-curricular programming for students?	How does Mercyhurst ensure the sustainable presence of the Sisters of Mercy both on campus and as lived out through the Mission?
STANDARD II: ETHICS AND INTEGRITY		How does Mercyhurst ensure broad and equal access to co-curricular programs for all students, and further use that programming to promote the well-being of the campus community?	How does Mercyhurst serve all students and treat all campus employees in just and equitable ways?
STANDARD III: DESIGN AND DELIVERY OF STUDENT LEARNING EXPERIENCE	How does Mercyhurst ensure that all students in all programs have access to a quality education and appropriate academic support services?	How does Mercyhurst use the periodic evaluation of the effectiveness of its co-curricular programs to ensure that all relevant units of the university are responding to the changing needs of the various segments of the student population?	How does Mercyhurst use the periodic evaluation of the effectiveness of its student learning outcomes, including in general education, undergraduate and graduate programs, to ensure academics are appropriately resourced?
STANDARD IV: SUPPORT OF THE STUDENT EXPERIENCE	How effective is community-based learning in supporting the Core Values of the institution?	In what ways does do the co-curricular services at Mercyhurst university support the overall academic student experience and the unique value of a liberal arts education?	

STANDARD V: EDUCATIONAL EFFECTIVENESS ASSESSMENT	How does Mercyhurst ensure the effectiveness of all programs, including: relevant, rigorous, and updated learning outcomes in both programmatic and general education curricula?	How does Mercyhurst evaluate non-academic programming, including a focus on: out-of-class learning, access and availability, utility, and alignment with the mission and values of the institution?	
STANDARD VI: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT			How does assessment and institutional research inform decisions about financial stability and resource allocation?
STANDARD VII: GOVERNANCE, LEADERSHIP, AND ADMINISTRATION	How does the Mercyhurst Board of Trustees and administrative senior leadership oversee identification of and investment in academic programs that will sustain the liberal arts tradition of the university?	How does the Mercyhurst Board of Trustees and administrative senior leadership contribute to the effectiveness of our co-curricular programs?	How does adherence to the Mission inform decisions about the formation of leadership roles and responsibilities, governance philosophies and practices, as well as administration outcomes?

Intended Outcomes of the Self-Study

As part of the effort to engage the campus community early and often in the Self-Study process, the Steering Committee provided all faculty, staff, and students with the opportunity to contribute ideas for the intended outcomes of the self-study. After broad participation across campus, themes were extracted to create a set of intended outcomes that address the issues put forward by community members.

By engaging in this self-study process, Mercyhurst intends to:

- Demonstrate how Mercyhurst University currently meets the Commission’s Standards for Accreditation and Requirements of Affiliation.
- Focus on continuous assessment and improvement of institutional policies and procedures to better achieve the Mercyhurst Mission and address institutional priorities.
- Engage in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve all campus constituencies and institutional stakeholders.
- Identify current and possible future practices of support of the student experience for all students in order to develop more effective, equitable, and sustainable programs, particularly in preparation for consolidation of the North East and Erie campus communities.
- Explore ways in which the Mercyhurst community can actively and authentically engage the Mercyhurst Mission, especially as it intersects with the Core Values of being Socially Merciful, Globally Responsible, Compassionately Hospitable, Intellectually Creative, and Reflectively Aware Ambassadors of Service.

These intended outcomes express the relationship between our stated Mission and our daily practices in all units of the university. In essence, Mercyhurst University intends to forge even deeper connections between our past and future so that we may authentically enact the message of our latest strategic plan, *Strategic Vision*

(2020-23): “Mission Inspired. Future Ready.” Mercyhurst University intends to use the entire self-study process as a point of critical analysis, a guided approach to self-reflection, and an opportunity to chart a course forward.

Self-Study Approach

Mercyhurst University has elected to follow a standards-based approach for the upcoming self-study. This decision is motivated by a number of factors, including the fact that Mercyhurst is coming to the end of one Strategic Plan (“Renewal Through the Mercy Mission”: 2018-20) and beginning the process of another. A standards-based approach, then, permitted us to begin the work of the self-study analysis immediately and form/charge the Working Groups even before strategic planning level institutional priorities had been clearly delineated for the 2020-23 strategic plan.

Organizational Structure of the Steering Committee and Working Groups

In anticipation of the upcoming self-study process, Mercyhurst University’s President and Provost, in consultation with the Office of Institutional Effectiveness, selected a Chair of the MSCHE Self-Study Steering Committee. To better prepare for the process, the Chair of the Steering Committee and the Assessment Coordinator attended the October 2019 MSCHE Self-Study Institute. Shortly thereafter, the President and his Cabinet finalized the Steering Committee membership and charged them with overseeing the MSCHE Self-Study process.

Criteria for members of the Steering Committee were based on the following:

- Individuals who are familiar with the Mission, Core Values, and goals of Mercyhurst;
- Individuals who have a sense of commitment to the self-study process and to the institutional priorities of Mercyhurst;
- Individuals who have the capacity for a broad institutional perspective that transcends their own niche areas;
- Individuals who represent various institutional constituencies;
- Individuals who bring various and necessary areas of expertise to the self-study process.

As a result of applying those criteria, the following individuals were asked, and agreed, to serve on the Steering Committee:

Table 4 Steering Committee Membership

Participant Name and Role	Title
Dr. Joanne Hosey-McGurk, Co-Chair	Assistant Professor of English
Dr. Dyan Jones, Co-Chair	Associate Provost for Institutional Effectiveness
Dr. Carrie Allen	Assessment Coordinator
Ms. Abigail Staub, '21	Mercyhurst Student Government President
Mr. Jeffrey Taylor	Director of Finance and Budget
Dr. Laura Zirkle	Vice President for Student Life

The same criteria were applied to creating the Working Groups based on a standards-approach. The Steering Committee members created both the chair positions for each Working Group as well as all of its members. As a

result of applying those criteria, the following individuals are serving on the following Working Groups, one for each of the seven standards and one for compliance requirements:

Table 5 Working Group Membership

Standard Working Group	Participant Name and Role	Title
Standard I: Mission and Goals	Dr. Greg Baker, Chair	Vice President for Mission Integration
	Ms. Jacquelyn Fink	Director of Women and Children and Special Projects
	Dr. Chris Magoc	Professor of History
	Dr. Sister Lisa Mary McCartney RSM	Mission Associate
	Ms. Jenell Patton	Assistant Director of Campus Ministry
	Ms. Janiece Withers '22	Mercyhurst Student Government
Standard II: Ethics and Integrity	Dr. Jim Snyder, Chair	Chair, Department of Philosophy and Associate Professor of Philosophy
	Ms. Kali Beutler, '22	Mercyhurst Student Government
	Ms. Sara Dorich	Human Resources Coordinator
	Dr. Richard McCarty	Associate Professor of Religious Studies
	Ms. Suzanne Sweeney	Assistant Athletic Director for Student Health and Wellness
	Ms. Bethany Woods	Assistant Director of Community Engagement
Standard III: Design and Delivery of the Student Learning Experience	Dr. Verna Ehret, Chair	Associate Professor of Religious Studies
	Dr. Maria Garase	Chair, Department of Criminology and Criminal Justice and Associate Professor of Criminal Justice
	Ms. Jan Haas	Director, Physical Therapy Assistant Program and Assistant Professor of Physical Therapy
	Mr. Colin Hurley	Director of Community Engagement
	Ms. Lori Krause	Director of Academic Engagement
	Ms. Gillian Mazur, '22	Mercyhurst Student Government
	Ms. Megan McKenna	Director of Residence Life and Student Conduct
	Ms. Katie Ishler	Instructional Designer
	Dr. John Olszowka	Associate Provost for Graduate Programming and Strategic Academic Initiatives and Professor of History
Standard IV: Support of the Student Experience	Ms. Sarah Allen, Chair	Executive Director for Campus Involvement
	Ms. Andrea Barnett	Associate Provost for Academic Services and Support
	Mr. Bradley Davis	Director of Athletics, Erie
	Ms. Stacey Gadette	Head Coach, Women's Field Hockey

	Dr. Joseph Morris	Chair, Political Science Department and Associate Professor of Political Science
	Mr. Ivan Palikuca	System and Domain Administrator
	Ms. Michelle Simpson	Director of Student Life, North East
	Dr. Judy Smith	Executive Director of Wellness
	Ms. Dionne Veitch	Executive Director of Marketing/Brand Management
	Ms. Michele Wheaton	Registrar, Erie
Standard V: Educational Effectiveness Assessment	Dr. Amy Burniston, Chair	Chair, Graduate Secondary Education and Assistant Professor of Biology
	Mr. Nick Broadfuhrer, '22	Mercyhurst Student Government
	Dr. Katie Duda	Assistant Professor of Russian Studies
	Dr. Michael Elnitsky	Associate Professor of Biology
	Mr. Randall Rinke	Associate Dean, Walker School of Business and Assistant Professor of Business
	Dr. Justin Ross	Director of Writing Center, Honors, and Prestigious Awards
	Dr. Judy Stanley	Chair, Department of Nursing and Associate Professor of Nursing (RN-BSN)
Standard VI: Planning, Resources, and Institutional Improvement	Ms. Jane Kelsey, Chair	Assistant Vice President for Finance and Treasurer
	Ms. Jamie Breneman	Director of Human Resources
	Ms. Joan Giannelli	Staff Accountant-Finance
	Mr. Ryan Palm	Associate Vice President for Advancement and Director of Development
	Ms. Nicole Soltis	Assistant Director of Student Financial Service/Billing
	Dr. Gary Sullivan	Assistant Professor of Risk Management
	Dr. Robert von Thaden, Jr.	Chair, Department of Religious Studies and Professor of Religious Studies
Standard VII: Governance, Leadership, and Administration	Ms. Courtney Olevnik, Co-chair	Director of Annual Giving
	Dr. Gerry Tobin, Co-chair	Associate Professor of Psychology
	Ms. Lucy Belleau, '22	Mercyhurst Student Government Vice President
	Ms. Jeanette Britt	Vice President and Chief Information Officer
	Ms. Kari Dundore-Shrout	Director, Mercyhurst North East Biology Department and Assistant Professor of Biology
	Dr. Alice Edwards	Professor of Spanish
	Mr. Travis Lindahl	Director of Graduate and Adult Enrollment
Compliance Working Group	Ms. Alice Agnew, Co-chair	Title IX Coordinator and Director of Equal Opportunity Programs
	Ms. Amy Danzer, Co-chair	Accreditation Coordinator

Ms. Merry Bollheimer, JD	General Counselor and Vice President for Legal Affairs
Mr. Donald Fuhrmann	Chief of Police/Director of Public Safety
Ms. Carrie Newman	Director of Student Financial Services
Ms. Lauren Packer Webster	Associate Director of Athletics and Director of Compliance and Senior Women's Administrator
Dr. John Parente	Associate Professor of Sports Business
Ms. Sheila Richter	Director of Institutional Research

Institutional Priorities have been matched to Working Groups in the following ways:

Table 6 Alignment between Institutional Priorities and Working Groups

Working Group for:	Priority #1: Engage and invest in academic program development that provides flexible degree pathways and diverse offerings for graduate and professional programs as well as programs in allied health and related disciplines, while maintaining the core liberal arts values of the institution.	Priority #2: Enhance the effectiveness of our co-curricular programs, in line with the changing needs of the student population, and with special attention to the areas of mental health and non-traditional student services.	Priority #3: Ensure a strong foundation for the university by focusing on building financial security, stabilizing and augmenting the physical and human resources, and actively engaging with the Sisters of Mercy as we prepare to enter our second century.
Self-Study Steering Committee	X	X	X
STANDARD I: MISSION AND GOALS	X	X	X
STANDARD II: ETHICS AND INTEGRITY		X	X
STANDARD III: DESIGN AND DELIVERY OF STUDENT LEARNING EXPERIENCE	X		
STANDARD IV: SUPPORT OF THE STUDENT EXPERIENCE		X	
STANDARD V: EDUCATIONAL EFFECTIVENESS ASSESSMENT	X	X	
STANDARD VI: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT			X

STANDARD VII: GOVERNANCE, LEADERSHIP, AND ADMINISTRATION			X
Compliance	X	X	X

Each Working Group for the seven standards and compliance were provided with a set of relevant to that Working Group in an initial face-to-face meeting between Steering Committee members and the chairs of the eight Working Groups. Each Working Group received a charge that contained information specific to their task as well as a set of common information. The specific charge given to each Working Group was:

Table 7 Working Group Charges

Working Group	Charge
Working Group for STANDARD I: MISSION AND GOALS	Working Group I is charged with conducting a thorough investigation of the university’s mission. Your focus is on MSCHE Standard I, as well as the Requirements of Affiliation that are related to mission.
Working Group for STANDARD II: ETHICS AND INTEGRITY	Working Group II is charged with conducting a thorough investigation of the ethics and integrity with which the university conducts itself and performs all its operations. Your focus is on MSCHE Standard II, as well as the Requirements of Affiliation that are related to ethics and integrity in operations.
Working Group for STANDARD III: DESIGN AND DELIVERY OF STUDENT LEARNING EXPERIENCE	Working Group III is charged with conducting a thorough investigation of the quality and effectiveness of the student learning experience. Your focus is on MSCHE Standard III, as well as the Requirements of Affiliation that are related to the student learning experience.
Working Group for STANDARD IV: SUPPORT OF THE STUDENT EXPERIENCE	Working Group IV is charged with conducting a thorough investigation of the quality and effectiveness of the services that support and enhance the student learning experience. Your focus is on MSCHE Standard IV, as well as the Requirements of Affiliation that are related to the student services that support the learning experience.
Working Group for STANDARD V: EDUCATIONAL EFFECTIVENESS ASSESSMENT	Working Group V is charged with conducting a thorough investigation of the quality and scope of the university’s assessment activities. Your focus is on MSCHE Standard V, as well as the Requirements of Affiliation that are related to university assessment.
Working Group for STANDARD VI: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT	Working Group VI is charged with conducting a thorough investigation of the quality and sufficiency of the university’s processes of planning and resource allocation as they support innovation and continuous improvement. Your focus is on MSCHE Standard VI, as well as the Requirements of Affiliation that are related to planning and resources.

Working Group for STANDARD VII: GOVERNANCE, LEADERSHIP, AND ADMINISTRATION	Working Group VII is charged with conducting a thorough investigation of the degree to which the university is governed and administered in a manner that allows us to realize our stated mission and goals in a way that effectively benefits the institution, our students, and the other constituencies we serve. Your focus is on MSCHE Standard III, as well as the Requirements of Affiliation that are related to governance.
Working Group for Compliance	The Working Group for Compliance is charged with overseeing all issues related to compliance across the institution, specifically as they relate to the Verification of Compliance documentation.

Shared information in all Charges:	<p>Specifically, you are entrusted to</p> <ul style="list-style-type: none"> - identify all existing evidence—that is, documents, processes, data, and results—to support each of the criteria of the Standard, - identify any gaps in the evidence—that is, where a criterion is under- or un-supported - describe what each piece of evidence is used for - analyze the collection of evidence in relation to the criteria to determine: Do we have it? (Meaning: Is the evidence for the criterion sufficient?); Do we use it? (Meaning: Can you show that this is a regular and useful practice?); Does it work? (Meaning: Can you show how we use the evidence in our efforts toward innovation and continuous improvement? - submit reports following stated guidelines that match evidence to criteria - identify opportunities for efficiency and use of assessment practices and work with the Steering Committee and other Working Groups to develop strategies for improvement <p>Working Group actions should include</p> <ul style="list-style-type: none"> - Holding regular meetings, keeping minutes, completing the meeting form, and posting form & minutes on Teams - Meeting Timeline deadlines for interim reports
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Communication between Working Groups and the Steering Committee being of paramount importance to the Steering Committee, Microsoft Teams has been enlisted to allow communication within Working Groups and between all Working Groups and the Steering Committee.

Further, each employee member of the Steering Committee agreed to serve as the liaison for two of the Working Groups. The liaison serves as a direct conduit to and from the Working Group and the Steering Committee. In addition, Working Group chairs can contact the Steering Committee chair or other members relevant to their question or concern directly.

Guidelines for Reporting

Each Working Group is charged with helping to gather the information that will form the basis of the final self-study report, and to draft the language that will be used by the writing team to prepare the document. The Working Group reports will be part of a transparent and open process that will allow the institution to identify strengths as well as areas for improvement. The Working Groups, Steering Committee, and Document Writers are aware that the self-study should be an analytic and evidence-based text.

The Final Working Group Reports as well as the final Self-Study document will be prepared according to the following editorial guidelines:

- Reports will use Standard American English in all matters of grammar, punctuation, and mechanics.
- All acronyms must be spelled out during the first use with the affiliated acronym in parentheses.
- Reports must use the active third person voice.
- Reports will be written in Microsoft Word with embedded document headings, figures, tables, and references as endnotes.
- Reports should be single-spaced, 12-point Calibri font, with no extra spaces between paragraphs or headings.
- Margins should be 1.0" top, and 0.75" left, right, and bottom.

The Working Groups and Steering Committee agreed to deliver the following materials:

Table 8 Working Group Deliverables

Date	Working Group Deliverable
February 15, 2020	Evidence Listing (interim report #1)-A list of evidence that exists for each criterion within each standard using a format that will help groups determine what evidence exists related to their standard, where this evidence can be found, and what gaps are missing in the data.
May 31, 2020	Analysis of Evidence (interim report #2)-Report will contain the value of the evidence listed in Interim report #1 based on three driving questions: Do we have it? Do we use it? Does it work?
November 1, 2020	Final Reports -Final summary of the evidence as collected, analyzed, and interpreted. Also, it will pinpoint areas where evidence could not be identified (gaps).

Table 9 Steering Committee Deliverables

Date	Steering Committee Deliverable
February 15, 2020	Timetable -Appendix Table 8.
February 15, 2020	Communications Plan -Appendix Table 9.
March 1, 2020	Self-Study Design (draft)
June 15, 2020	Self-Study Design (final)
November 1, 2020	Final Reports -Received from Working Groups and assigned to writers
May 1, 2021	Final Self-Study Report (draft) -Written draft available to campus constituents for review
September 1, 2021	Final Self-Study Report -Report submitted to the Evaluation Team Chair
February 1, 2022	Final Self-Study Report -Report submitted to the Evaluation Team

Organization of the Final Self-Study Report

The final Self-Study Report will be organized by chapter. Initial chapters will provide an overview of the process and institution. Subsequent chapters will be organized by Standard, with each Standard-focus chapter containing an overview, summary of findings, analysis, improvements, and innovations. Each chapter will also have an appendix that contains links to the appropriate documents in the Evidence Inventory. The document will conclude with a final chapter that summarizes the key findings and highlights improvements and innovations across the institution.

- I. Table of Contents
- II. Executive Summary
- III. Institutional Overview
- IV. Standard I: Mission and Goals
- V. Standard II: Ethics and Integrity
- VI. Standard III: Design and Delivery of the Student Learning Experience
- VII. Standard IV: Support of the Student Experience
- VIII. Standard V: Educational Effectiveness Assessment
- IX. Standard VI: Planning, Resources, and Institutional Improvement
- X. Standard VII: Governance, Leadership, and Administration
- XI. Key Findings: Improvements and Innovations
- XII. Appendices (including references, and the Evidence Inventory and Documentation Roadmap)

Verification of Compliance Strategy

The Steering Committee has designated a separate Compliance Working Group to gather evidence that the university is in full compliance with all federal and accreditation-relevant requirements. The Steering Committee presented the Compliance Working Group with the following charge:

The Compliance Working group is charged with conducting a thorough investigation of the degree to which the university complies with federal regulations required of an accredited institution. Its focus is on the Verification of Compliance with Accreditation-Relevant Federal Regulations, as well as the Requirements of Affiliation that are related to compliance. Specifically, it is entrusted to:

- Identify all existing evidence—that is, documents, processes, data, and results—to support each criterion of the Standard
- Identify any gaps in the evidence—that is, where a criterion is under- or un-supported
- Describe what each piece of evidence is used for
- Analyze the collection of evidence in relation to the criteria to determine:
 - Do we have it? (Is the evidence for the criterion sufficient?)
 - Do we use it? (Can we show that this is a regular and useful practice?)
 - Does it work? (Can we show how we use the evidence in our efforts toward innovation and continuous improvement?)
- Submit reports following stated guidelines that match evidence to criteria

Working Group actions will include:

- Holding regular meetings
- Posting meeting minutes on Teams and completing the Working Group Meeting Attendance Form
- Submitting interim reports on time

The Steering Committee carefully and purposefully selected Working Group members from across a variety of campus offices and units. Working Group members were chosen based on their knowledge of federal regulations, accreditation standards, and other requirements related to compliance. The Working Group consists of the following individuals:

Table 10 Verification of Compliance Working Group Members

Participant Name and Role	Title
Ms. Alice Agnew, Co-chair	Title IX Coordinator and Director of Equal Opportunity Programs
Ms. Amy Danzer, Co-chair	Accreditation Coordinator
Ms. Merry Bollheimer, JD	General Counsel and Vice President for Legal Affairs
Mr. Donald Fuhrmann	Chief of Police/Director of Public Safety
Ms. Carrie Newman	Director of Student Financial Services
Ms. Lauren Packer Webster	Associate Director of Athletics and Director of Compliance and Senior Women's Administrator
Dr. John Parente	Associate Professor of Sports Business
Ms. Sheila Richter	Director of Institutional Research

The Compliance Working Group holds regular meetings and members communicate with one another and with the Steering Committee through a Microsoft Teams channel. They also use the Teams channel to store documents related to compliance. A member of the Steering Committee serves as a liaison for the Compliance Working Group to answer questions regarding requirements and procedures.

Self-Study Timetable

The Steering Committee has worked with all stakeholders to create a Timetable for the Self-Study. The Self-Study Timetable can be found in the Appendix as Table 13.

Communications Plan

In order to help ensure an open and transparent self-study, the Steering Committee created a Communications Plan that is broad in scope and spans the process. This Communication Plan ensures that all stakeholders can access real-time information about the self-study process and progress, and also provides opportunities for input. The Communications Plan can be found in the Appendix as Table 14.

Evaluation Team Profile

For Mercyhurst University to be best understood and evaluated, it is important to have a Peer Evaluation Team that has experience working with institutions that are similar to Mercyhurst, including familiarity with some of our more unique elements and with the challenges of an institution of our size, composition, and geographic location. Mercyhurst University requests that the following institutional characteristics be considered fully when selecting the Peer Evaluation Team.

- Mercyhurst is a Mercy Institution, a Catholic Institution founded by a religious order (as opposed to Diocesan), and a historically women’s college with a deep and meaningful connection between the founders and our identity.
- Mercyhurst is predominantly an undergraduate institution with strong graduate and associate programs, deeply grounded in the liberal arts tradition, and includes several progressive and modern niche programs.
- Mercyhurst is a private, residential, and coeducational institution that is tuition dependent and financially constrained with an endowment of approximately \$30 million.

Mercyhurst has a strong preference for a chair who understands well our sector and the distinctive history, practices, culture, community, and markets within which selective liberal arts colleges operate. Mercyhurst also seeks an individual on the team with CFO experience who can offer guidance to continue our good financial progress.

Mercyhurst requests that Peer Evaluation Team members not be from institutions within a 30-mile radius of Mercyhurst. There are potential conflicts of interest with the following institutions: Duquesne University (PA), Maria College (NY), Army War College (PA), Trocaire College (NY), Lake Erie College (OH), Louisburg College (NC), and St. Bonaventure University (NY).

Evidence Inventory

The Evidence Inventory will be a master list of all documents and supporting materials that are identified as supporting the Self-Study. In order to most thoughtfully and thoroughly construct the Evidence Inventory, it will first take the shape of a list of documents compiled by the Working Groups as they consider their individual charges. This list will serve as a working document that will be shaped by the continued efforts of the Working Groups and Steering Committee.

Oversight of the Evidence Inventory will be managed by the Associate Provost for Institutional Effectiveness, who serves on the Self-Study Steering Committee and also has access to many of the documents that will need to be curated.

The Evidence Inventory list and curated materials will be housed and shared through the University’s Microsoft SharePoint system, which will allow all members of the Steering Committee and appropriate Working Groups to access the documents at any time. As the Self-Study process continues and the final document is prepared, the Evidence Inventory will be reviewed, curated, and updated as appropriate on an on-going basis. An abridged version of the Evidence Inventory will be uploaded to the MSCHE Portal; a final and unabridged version will be available as a virtual repository for the visiting team.

Appendices

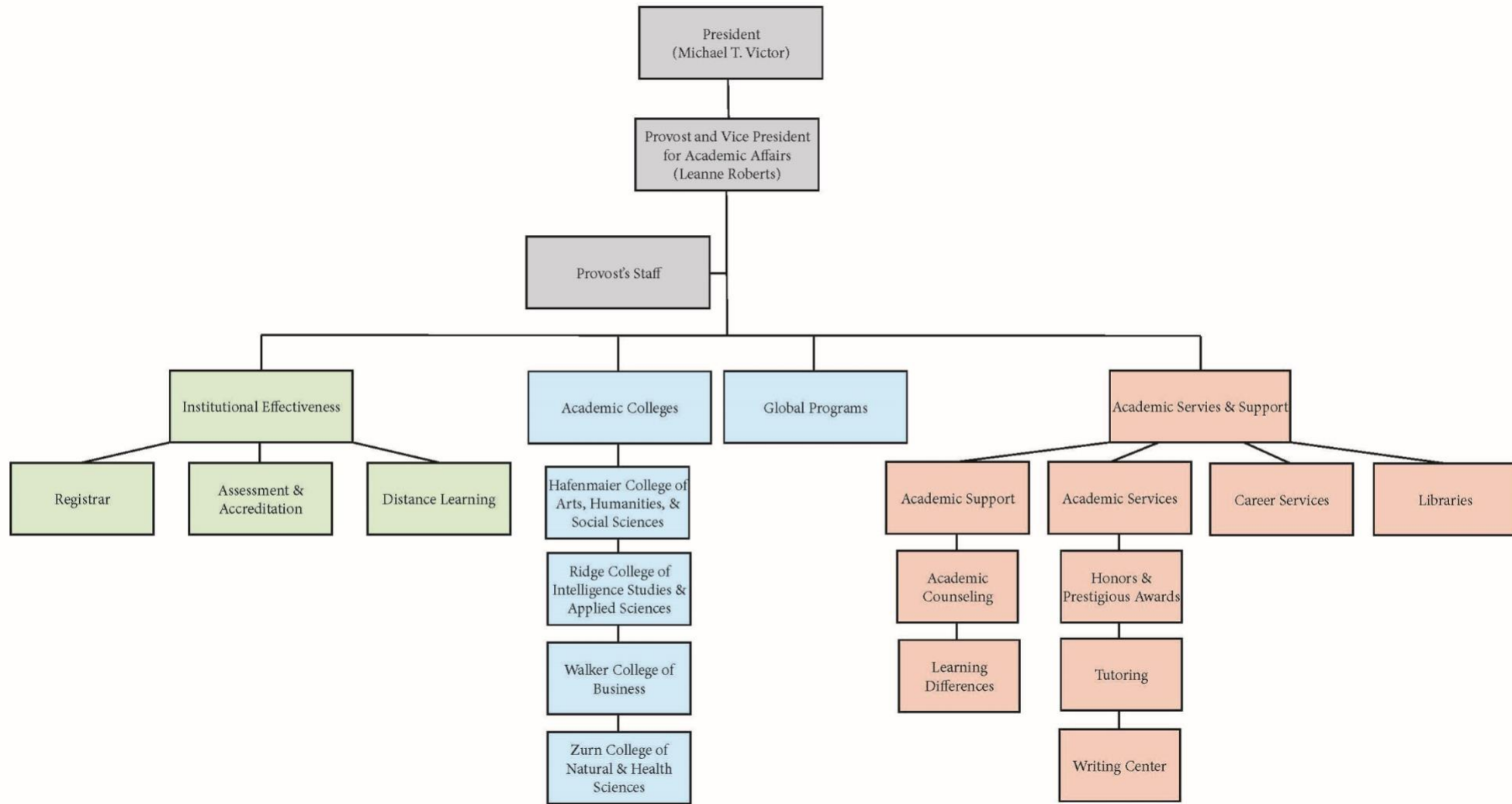


Figure 3 Organizational Chart for Academics

Table 11 Academic Program Offerings by College

	Baccalaureate		Associate	Graduate	Certificate
Hafenmaier College of Humanities, Arts, and Social Sciences	Anthropology/Archaeology Art Art Therapy Catholic Studies Dance Education English Graphic Design History	Liberal Arts Music Philosophy Psychology Religious Studies Sustainability World Languages	Liberal Arts	Anthropology Special Education Secondary Education	Applied Behavioral Analysis Autism Early Childhood (Specialized Credential)
Ridge College of Intelligence and Applied Sciences	Applied Forensic Sciences Applied Sociology Communication Criminal Justice Cyber Security Data Science	Information Technology Intelligence Studies Mathematics Political Science Social Work	Computer Systems Support Criminal Justice	Administration of Justice Applied Forensic Sciences Applied Intelligence Cyber Risk Management Cyber Security Data Science	Administration of Justice Applied Intelligence Business Analytics Computer Information Specialist Counterintelligence Forensic Biological Anthropology Police Academy
Walker College of Business	Accounting Business Economics Fashion Merchandising Finance Hospitality Management Human Resources Management	Interior Architecture & Design International Business Management Marketing Risk Management Sports Business Management	Business Administration Hospitality Management Interior Design	Organizational Leadership	Accounting Culinary Arts Higher Education Administration Human Resources Organizational Leadership Retail Management Sports Leadership Strategy and Innovation
Zurn College of Natural and Health Sciences	Athletic Training Biology Biochemistry Bioinformatics Chemistry Environmental Science Exercise Science	Geology Health Care Management Nursing (RN-BSN) Physics Public Health Sports Medicine	Biology Health Studies Medical Lab Technician Nursing (RN) Physical Therapist Assistant Respiratory Therapy, Occupational Therapy Assistant	Physician Assistant Studies	Medical Assistant Nursing (PN)

Table 12 Programmatic Accreditations at Mercyhurst University

	Accrediting Body	
Hafenmaier College of Humanities, Arts, and Social Sciences	<p>Pennsylvania Department of Education (PDE) Art (PK-12) French (PK-12) Autism Endorsement (PK-12) General Science (7-12) Biology (7-12) Grades PK-12 Chemistry (7-12)) Instructional Coach Endorsement (PK-12) Earth & Space Science (7-12) Mathematics (7-12)) English (7-12) Music (PK-12) English as a Second Language (PK-12)) Online Instructional Program Endorsement (PK-12)</p> <p>National Association of Schools of Dance (NASD) Dance (BA) Dance Pedagogy (BA) Dance (BFA)</p> <p>National Association of Schools of Music (NASM) Music (BA) Music Composition (BM) Music Performance (BM) Music Education (BM) Music Therapy (BM)</p> <p>American Music Therapy Association (AMTA) Music Therapy (BM)</p>	
Ridge College of Intelligence and Applied Sciences	<p>The Council on Social Work Education Social Work (BA)</p>	
Walker College of Business	<p>International Assembly for Collegiate Business Education (IACBE) Accounting (BA) Marketing (BA) Business Economics (BA) Management (BA) Finance (BA) Sport Business Management (BA) International Business (BA)</p> <p>The Accreditation Commission for Programs in Hospitality Administration (ACPHA) Hospitality Management (programmatic)</p> <p>Certified Financial Planner Board of Standards Accounting (BA)</p>	

Zurn College of Natural and Health Sciences

Commission on Accreditation for Athletic Training Education (CAATE)

Athletic Training (BS)

Athletic Training (MS, pending)

Accreditation Commission for Education in Nursing (ACEN)

Nursing (ASN)

Nursing (BSN)

Nursing (BSN)

National Accrediting Agency for Clinical Laboratory Science (NAACLS)

Medical Lab Technology (AS)

Accreditation Council for Occupational Therapy Education (ACOTE)

Occupational Therapy Assistant (AS)

Commission on Accreditation in Physical Therapy Education (CAPTE)

Physical Therapist Assistant (AS)

Commission on Accreditation for Respiratory Care (COARC)

Respiratory Therapy (AS)

Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)

Physician Assistant Studies (MPAS)

Table 13 Self-Study Timetable

		<u>MSCHE Administration and Visits</u>	<u>Steering Committee Tasks and Deadlines</u>	<u>Work Group Tasks and Deadlines</u>	<u>Document Writers Tasks and Deadlines</u>
2019	August		Steering Committee Chair Identified		
	September		Steering Committee Members Identified Steering Committee Kick-Off Meeting		
	October	Self-Study Institute	<i>Draft of Timeline and Communication Plan Serve as liaisons to Work Groups Draft SSD</i>	First meeting with Work Group Chairs	
	November			Work Group Kick-Off meetings	
	December			<i>Work Groups carrying out charges</i>	
2020	January		February 15: SSD Drafted and to SC for review	February 15: Interim Report #1	
	February			<i>Work Groups carrying out charges</i>	
	March	March 1: SSD Draft Due	<i>SSD Revisions Continue as Liaisons to Work Groups and University Stakeholders</i>	May 31: Interim Report #2	
	April	Self-Study Prep Visit with MSCHE Liaison		<i>Work Groups carrying out charges</i>	
	May				
	June	June 15: Final SSD Due	June 1: SSD Finalized	<i>Work Groups carrying out charges</i>	
	July		<i>Continue as Liaisons to Work Groups and University Stakeholders</i>		
	August				
	September				
	October				
	November			November 1: Final Report	
	December		<i>Prepare Work Group documents for Writers</i>		
2021	January		<i>Liaisons with Writers and University Stakeholders Review Draft</i>	<i>Work Groups available to assist writers, as needed</i>	<i>Document being Drafted (writers are writing)</i>
	February				
	March				
	April			April 15: Draft due to Steering Committee	
	May		May 1: Document available for Campus Review	<i>Participate in Campus Review of Draft</i>	<i>Participate in Campus Review of Draft</i>
	June				<i>Revise based on Campus Review</i>

	July		<i>Liaisons with Writers and University Stakeholders</i>			
	August					
	September	September 1 - Self-Study Report sent to Team Chair	<i>Prepare for and participate in Team Chair Preliminary Visit</i>	<i>Prepare for and participate in Team Chair Preliminary Visit</i>	<i>Prepare for and participate in Team Chair Preliminary Visit</i>	
	October	Team Chair Preliminary Visit				
	November		<i>Prepare Community for the Evaluation Team Visit</i>		<i>Finalize Report based on Team Chair Guidance</i>	
	December					
	January					
	2022	February	February 1 - Final Document upload			
		March	Self-Study Evaluation Team Visit Team Report Institutional Response	<i>Participate in Evaluation Team Visit and related processes</i>	<i>Participate in Evaluation Team Visit and related processes</i>	<i>Participate in Evaluation Team Visit and related processes</i>
		April				
		May				
		June	May 31 - Review Closes			
July		MSCHE Commission Action				
August						
September						
October						
November						
December						

Table 14 Communication Plan

		Ongoing Communications	Processes, Tasks and Deadlines	Communication Topic	Communication Method	Constituents					
						Employees	Students	Board	Alumni	Other	
2019	August	Ongoing Updates about the MSCHE Process (continually throughout the entire timeframe) The steering committee will provide regular updates to all constituents throughout the self-study process. Internal constituents (university employees and students) will have access to a Hub site that details current activities and offers opportunities for feedback on interim reports and other documents. All constituents, including those external (alumni and others), will have access to this information through a public website.									
	September										
	October		Self-Study Institute								
	November										
	December										
2020	January		February 15: Interim Report #1	Formal MSCHE Self-Study Kick-Off The Self-Study process will be formally rolled out to the entire community in late January-early February. This will allow the Steering Committee to finalize plans in the new academic year and ensure that all local constituents have returned to campus. This information campaign will provide all candidates with information about how the process begins, how all groups can/will be engaged in the process, and where they can find up-to-date information.	Email notification to all employees and students Reports placed on HUB	x	x	x			
	February					Website Newsletter Notification	x	x	x	x	x
						February 15: SSD Drafted and to SC for review	Work Group Interim Reports #1 Work Group Interim Report #1 will include a list of evidence that exists for each criterion within each standard using a format that will help groups determine what evidence exists	Email notification to all employees and students Reports placed on HUB	x	x	x

			related to their standard, where this evidence can be found, and what gaps are missing in the data. The interim reports will be posted to the Hub and external website so that all constituents may offer feedback and suggestions.	Website Newsletter Notification	x	x	x	x	x
March		March 1: SSD Draft Due	Feedback on Self-Study Design Draft The Self-Study Design will be posted in draft form by comments from all constituents. This includes the institutional priorities, intended outcomes, timeline, and communication plan.	Email notification to all employees and students Reports placed on HUB	x	x	x		
				Website Newsletter Notification Email notification to constituents Survey	x	x	x	x	x
April		Self-Study Prep Visit with MSCHE Liaison							
May		May 31: Interim Report #2							
June		June 1: SSD Finalized June 15: Final SSD Due	Work Group Interim Reports #2 Work Group Interim Report #2 includes an analysis of the evidence gathered for Interim Report #1. Work groups will report to the steering committee the value of the evidence based on three driving questions: Do we have it? Do we use it? Does it work? The steering committee will post these reports to the Hub and external website so that all constituents have an opportunity to provide feedback.	Email notification to all employees and students Reports placed on HUB	x	x	x		
				Website Newsletter Notification	x	x	x	x	x
July									
August									

	September									
	October									
	November	November 1: Final Report								
	December		Work Group Final Reports Work Group Final Reports will serve as the final summary of the evidence as collected, analyzed, and interpreted by the Work Groups. In these reports, Work Groups will also identify any areas where evidence could not be identified. The steering committee will post these results to the Hub and external website so that all constituents have an opportunity to provide feedback.	Email notification to all employees and students Reports placed on HUB	x	x	x			
	January			Website Newsletter Notification	x	x	x	x	x	
	February									
	March									
	April	April 15: Draft due to Steering Committee								
2021	May	May 1: Document available for Campus Review	Campus Review of Final Document A draft of the final Self-Study report will be widely shared with all constituents before submission to the Team Chair. Because of the particular importance of this piece, the steering committee will make the report available through all usual channels and provide an opportunity for electronic feedback, but will also conduct a listening tour so that all constituents have the opportunity to share their feedback in person.	Email notification to all employees and students Reports placed on HUB	x	x	x			
	June			Website Newsletter Notification Email notification to constituents Survey	x	x	x	x	x	
	July			Listening Tour	x	x	x	x	x	
	August									
	September	September 1 - Self-Study Report sent to Team Chair								

	October		Team Chair Preliminary Visit								
	November		Team Chair Preliminary Visit Feedback Feedback from the Preliminary Visit by the Team Chair will be shared, as appropriate, will all constituents. This will help the campus community prepare for the full Team Visit.	Email notification to all employees and students Reports placed on HUB	x	x	x				
	December			Website Newsletter Notification	x	x	x	x	x		
2022	January										
	February		February 1 - Final Document upload								
	March										
	April		Self-Study Evaluation Team Visit Team Report Institutional Response								
	May			Evaluation Team Visit Feedback Feedback from the Evaluation Team Visit will be shared, as appropriate, will all constituents.	Email notification to all employees and students Reports placed on HUB	x	x	x			
	June		May 31 - Review Closes	Website Newsletter Notification	x	x	x	x	x		
	July										
	August										
	September										
	October										
	November		MSCHE Commission Action	MSCHE Action The final results and MSCHE action will be shared, as appropriate, with all constituents. Upon successful completion, this will involve a sort of concluding event to thank the campus for their participation and remind us of the ongoing nature of assessment and institutional improvement.	Email notification to all employees and students Reports placed on HUB	x	x	x			
	December				Website Newsletter Notification	x	x	x	x	x	

