

MSCHE Self-Study Interim Report #2
Instructions for Working Groups
March 19, 2020

The purpose of Interim Report #2 is to address each of the following questions for each of Middle States' *Standards for Accreditation and Requirements for Affiliation*:

1. Do we have it?
2. Do we use it?
3. Does it work?

By answering these questions, we will gain a better understanding of what documentation we have and the extent to which it is used to inform decision making, as well as identify any gaps we may need to fill in our policies and practices.

Using the template on the following pages, Working Groups will consider the evidence related to the *Standards and Requirements* identified in Interim Report #1 and answer the questions above for each. (Should you need a refresher on your Standard's criteria, please refer to the Middle States Self-Study Guide on the Hub:

https://lakersmercyhurst.sharepoint.com/sites/SPO_STU_MiddleStatesSelfStudyGuide)

How to proceed:

- The evidence identified in Interim Report #1 can be found on the SharePoint site: <https://lakersmercyhurst.sharepoint.com/:f:/r/sites/MSCHESelfStudyProcess/Shared%20Documents/MSCHE%20Evidence/Evidence%20for%20Interim%20Report%20%232?csf=1&e=GOwzOm>
- The spreadsheet uploaded to your Working Group's Teams channel contains a list of the evidence your Working Group will examine for Interim Report #2.
- Go down your list and find the corresponding evidence in SharePoint (the documents there can be sorted in alphabetical order, or you can use the search function to find them).
- Use the template on the next page to create your Report.

Although we would like to see full sentences in your report, you do not need to write a novel for each piece of evidence. The goal is to be thorough but brief – remember, we will have designated writers who will compile the Interim Reports and polish the final self-study later on.

Interim Report #2 should be uploaded to your Working Group's Teams channel by **May 31st, 2020**.

Please note that the Steering Committee fully understands the difficulty of managing this task while we monitor and navigate the ongoing COVID-19 situation, but it is imperative that we keep the Middle States process moving, even in this difficult time.

Working Group *Standard III*: Design and Delivery of the Student Learning Experience Interim Report #2

Part I: Standard Overview

The essence of this standard is the quality of the education being provided for our students. Determining quality first requires a coherent educational structure and goals. Requirements for each degree program must be clear and meet the expectations for higher education in each area. The University also needs to have a strong sense of the centrality of education with mission and core values of the institution being tied closely to university-wide learning outcomes and reflected in programmatic learning outcomes, which are regularly assessed. The degree requirements need to be clear and designed in such a way to promote student learning and student progress toward degrees.

In order to achieve these larger goals, the university needs to have qualified people in all areas of education and clear standards for what makes people qualified. Educational programs need support from the university through continuing education and professional development of faculty and staff engaged in teaching, accreditation and articulation agreements that support these programs and rigor within them, and the necessary resources for each program to thrive. Finally, the university needs a clear and multi-layered assessment system for instructors, programs, and curricula in order to ensure a rigorous and enriching educational experience across all educational formats from the university.

Part II: Review of Evidence

Criteria III-1: Certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning;

Standard: III-1

Evidence Name: 2019-2020 Graduate Catalog

- **Do we have it?** The Graduate Catalog is available on the University website in the Academic section of the website. It is also available through the Registrar's Office on the University Hub, where the yearly catalogs are housed dating back to 2015-2016.
- **Do we use it?** The Graduate Catalog is used as a reference for faculty, staff, administrators, and students for information on all graduate, 4+1, and certificate program requirements and learning outcomes. It is also used as a reference for specific university academic policies. It is used throughout the university as the catalog provides the most current, up-to-date yearly record with respect to University academic policies and programming.
- **Does it work?** Readers can find all pertinent and up-to-date information regarding the graduate, 4+1, and certificate programs that the university offers. The catalog serves as

a document of record for the current academic year for which it is published and is the basis for defining established policies and practices, providing guidance to students, faculty and staff.

Standard: III-1

Evidence Name: 2019-2020 Undergraduate Catalog

- **Do we have it?** The Undergraduate Catalog is available on the University website in the Academic section of the website. It is also available through the Registrar's Office on the University Hub, where the yearly catalogs are housed dating back to 2014-2015.
- **Do we use it?** The Undergraduate Catalog is used as a reference for faculty, staff, administrators, and students for information on all undergraduate, 4+1, certificate, and professional program requirements and learning outcomes. It is also used as a reference for specific university academic policies. It is used throughout the university as the catalog provides the most current, up-to-date yearly record with respect to University academic policies and programming.
- **Does it work?** Readers can find all pertinent and up-to-date information regarding the undergraduate, 4+1, professional, and certificate programs that the university offers. The catalog serves as a document of record for the current academic year for which it is published and is the basis for defining established policies and practices, providing guidance to students, faculty and staff.

Standard: III-1

Evidence Name: Employee Handbook (does this fit with the actual std. III-1?) I would add 3 more pieces of evidence here: AA/AS, BA/BS, Graduate program accreditation documents on the Hub

- **Do we have it?** The Employee Handbook is available on the Human Resources section of the Mercyhurst University Hub. It is updated yearly and is accessible to all members of the University community.
- **Do we use it?** It is used throughout the year as it provides guidance regarding university policies with respect to employees.
- **Does it work?** The document is thorough in its description in defining and explaining University policies and practices with respect to the workplace and it serves as the basis for defining the employee relationship to the University.

Criteria III-2 Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are:

- Rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;*
- qualified for the positions they hold and the work they do;*
- Sufficient in number;*
- Provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;*

- e. *reviewed regularly and equitable based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures;*

Standard: III-2a

Evidence Name: Celebration of Scholars Program

- **Do we have it?** The Celebration of Scholars is an annual event that honors faculty scholarship as well as provides a written program that details faculty scholarship. The most recent program is located on the University Website. The event is held every spring.
- **Do we use it?** The document itself is made available at the event as a guide to the work on display and a way to showcase the scholarship of the faculty that is not easily displayed. It includes scholarship done by faculty with students as well as grants that promote the overall work of students and faculty. This demonstrates both the faculty engagement in their fields and the inclusion of scholarship in the teaching focused mission of the university through engagement with student work.
- **Does it work?** It annually highlights the continued intellectual rigor of faculty and the impact on students to have faculty engaged in the discipline. The ability to participate in this event encourages further faculty scholarship and student involvement in the disciplines.

Standard: III-2a

Evidence Name: Classroom Observation Form

- **Do we have it?** The Classroom Observation Form is available through the Provost Office page on the University Hub.
- **Do we use it?** The form is used for every classroom observation by department chairs, deans/associate deans, provost's office representatives, and mentoring colleagues. Untenured faculty are observed twice annually. Post-tenure, faculty are observed twice every three years. The completed form is then filed in the faculty member's permanent file in the Provost's office. It is then used by supervisors for annual reviews, by the faculty member for annual self-evaluation, and by supervisors and the Rank and Tenure committee or Rank and Promotion committee for recommendations at pre-tenure review, tenure, and promotion. It is used by supervisors and the Provost's office for non-tenure track faculty
- **Does it work?** It provides valuable insight into the quality of the classroom experience, giving faculty members guidance for improvement and providing supervisors key information for recommending promotion.

Standard: III-2a

Evidence Name: Program Learning Goals and Outcomes *(not in evidence folder)*

- **Do we have it?** Every program has specific student learning outcomes recorded on each program's page on the MU website, in the course catalog, and filed with the assessment office.

- **Do we use it?** At the end of each year departments assess their progress in achieving the appropriate level of proficiency in each learning outcome for the students. This report is then sent to the Assessment office. The goals are also used by many departments for second year/sophomore review and senior exit interviews. Revisions to programs are done based on the assessment results.
- **Does it work?** Each department has different success in applying the results of assessment of learning outcomes. Many are in the process of using past information to transform the assessment process and revise course offerings, program structures, and student evaluation considering the goals and outcomes that shape the programs.

Standard: III-2a

Evidence Name: Suggested Protocol for Faculty Hiring (should this be for 2b?)

- **Do we have it?** This document was created in 2012 and is available in the resources for department chairs on the Provost office's University Hub page.
- **Do we use it?** The document has been sent by deans to department chairs when the department is about to begin a search to give guidelines for committee and department chairs for the hiring process including creating job descriptions and advertising the position in the most appropriate places.
- **Does it work?** Using this guide for creating job descriptions and advertising open positions, several departments have had successful searches for candidates well-qualified for the positions available.

Standard: III-2a

Evidence Name: Syllabus Repository

- **Do we have it?** A repository of all course syllabi for each semester is available on the University Hub.
- **Do we use it?** The syllabi housed in the repository all contain the learning outcomes for the specific course as well as for the department/program outcomes. All faculty in the department can see specific course outcomes as they relate to the program outcomes. It is used occasionally for new faculty to help them develop new courses, although the extent to which a faculty member must conform to a pre-existing model depends on the program and course.
- **Does it work?** It is a valuable resource for departments to be able to review the extent of experiential learning opportunities and individual course outcomes. It is also valuable for new faculty not only for review of the course content but also to ensure any specific university or program prescribed requirements are provided for new faculty.

Standard: III-2a

Evidence Name: University-wide Learning Outcomes

- **Do we have it?** There are five University-wide learning outcomes available through the Office of Institutional Effectiveness. These were developed in AY 2016-16.

- **Do we use it?** Data has been gathered on some but not all University-wide outcomes. Some of that data is still being assessed. In other places it has been used to make changes to the way knowledge and skills are developed in students.
- **Does it work?** The university-wide learning outcomes guide the creation of courses that are shared across the undergraduate students (iMU, BTG, Capstone Ethics). Further application of them to the larger University curriculum is still in process.

Standard: III-2b

Evidence Name: Currently there is no evidence listed.

- **Do we have it?** Evidence we would expect to see for this criterion would be job descriptions for all full- and part-time faculty positions, including specific qualifications. There should also be specific qualifications for adjunct courses and iMU, including those taught by staff and administrators. Further, CVs/resumes for all faculty, staff, and administrators providing education content or classroom experiences should be collected. All this information should exist in the Human Resources office. Specific faculty teaching in various programs and their qualifications are also listed in the graduate and undergraduate catalogues.
- **Do we use it?** Currently it is unclear. Going forward we recommend that job descriptions and CVs/Resumes be compared to make sure people providing instructional content have the necessary qualifications.
- **Does it work?** Until it is verified if these documents exist in an HR database and are used by HR, this question cannot be answered.

Standard: III-2c

Evidence Name: 2019-2020 Graduate Catalog

- **Do we have it?** The Graduate Catalog is located on the Mercyhurst website under Academics as well as on the University Hub through the registrar's page.
- **Do we use it?** The Graduate Catalog is made available to graduate students to guide them through specific requirements of the program as well as contains course descriptions for all core and elective course offerings. The individual programs list all their program faculty by their faculty rank, terminal degrees, and institutions where they received their degrees. It is updated annually.
- **Does it work?** Readers can review the number and breath of the course offerings as well as the number of faculty in the program and their corresponding credentials. The detail provided on each program includes all requirements for academic excellence and completion of degrees.

Standard: III-2c

Evidence Name: 2019-2020 Undergraduate Catalog

- **Do we have it?** The Undergraduate catalog is located on the Mercyhurst website under Academics as well as on the University Hub through the registrar's page.

- **Do we use it?** The Undergraduate Catalog is made available to undergraduate students to guide them through specific requirements of the program as well as contains course descriptions for all core and elective course offerings. The individual programs list all their program faculty by their faculty rank, terminal degrees, and institutions where they received their degrees. It is updated annually. The Undergraduate catalog is made available to students to guide them through specific requirements of the program. It is updated annually.
- **Does it work?** Readers can review the number and breath of the course offerings as well as the number of faculty in the program and their corresponding credentials. The detail provided on each program includes all requirements for academic excellence and completion of degrees.

Standard: III-2c

Evidence Name: 2020-2021 Scheduling Guidelines (Didn't we have another document like this before the consolidation? Should we list that here too?)

- **Do we have it?** Guidelines were created specifically to address the upcoming consolidation of the Erie and North East campuses. The guidelines are available through the Provost's office.
- **Do we use it?** These were sent to department chairs in preparation for the upcoming year's scheduling. Schedules were then reviewed by deans to ensure departments were adhering to the guidelines and adjustments made where necessary.
- **Does it work?** The document seeks to make courses required both within programs and across the REACH curriculum available at a wide variety of times to meet student schedules. This ensures access to a wide variety of students in order to meet their graduation requirements in a timely fashion.

Standard: III-2c

Evidence Name: REACH Curriculum The SharePoint document does not match the document available through the Registrar and the Website.

- **Do we have it?** The REACH curriculum is available in the Office of Institutional Effectiveness, on the University website and on the Registrar's page of the Hub. It is also included in the undergraduate catalog. There are two REACH formulations, one for the Bachelor degree programs and one for the Associate degree programs.
- **Do we use it?** The REACH curriculum is a requirement for all undergraduate degree students with variations for associate degree students. It is used by both academic advisors and academic counselors to guide students in choosing courses to meet the requirements.
- **Does it work?** The REACH curriculum provides a student learning experience that is designed, delivered, and assessed by faculty to provide breadth of knowledge and skills that supports and enhances the students' primary programs of study and the university learning outcomes inside and beyond the classroom. Evidence of the assessment of the REACH curriculum is available through the OIE REACH assessment data. Perhaps specific data collected should be a separate piece of evidence.

Standard: III-2d

Evidence Name: Center for Teaching Excellence (CTE) Programming

- **Do we have it?** CTE programming documents available on CTE blackboard page.
- **Do we use it?** CTE programming is attended regularly by faculty and is often faculty led. CTE programming begins with faculty development days in the fall and provides weekly and monthly programs as well as daily support for faculty. It addresses course development, innovation, classroom management, and assessment.
- **Does it work?** CTE programming has been instrumental in assisting the growth and innovation of faculty in the classroom, providing both mentoring and feedback that faculty have successfully applies in order to improve the quality of the classroom experience and thereby enhance student development.

Standard: III-2d

Evidence Name: Employee Handbook **It seems this should be the Faculty Handbook, not the Employee Handbook.**

- **Do we have it?** The Employee Handbook is available on the University Hub under Human Resources.
- **Do we use it?** The Employee Handbook outlines the expectations for employees and policies/procedures as necessary for employment and is made available when new employees are hired.
- **Does it work?** The Employee Handbook adequately establishes the relationship between the institution and the employee and requirements for excellence in performing duties. It does not, however, address employees' work within the classroom environment.

Standard: III-2d

- **Evidence Name:** Faculty Handbook **Not currently listed as evidence here, but seems more appropriate to the standard than the employee handbook.**
- **Do we have it?** The Faculty Handbook is available on the University Hub under Human Resources.
- **Do we use it?** The Faculty Handbook outlines the expectations for faculty regarding excellence in teaching, scholarship, and service. Some general standards are provided. The Faculty Handbook also provides parameters for faculty research including grants and course releases in order to promote engagement in the field. It is used by faculty to understand their role, supervisors for evaluation, and Rank and Tenure for recommendations at pre-tenure review, tenure, and promotion.
- **Does it work?** Yes. The faculty handbook is consulted regularly for evaluation purposes and as the guidelines for compensating innovation in both scholarship and the classroom.

Standard: III-2d

Evidence Name: Faculty Development Days Agendas

- **Do we have it?** Faculty Development Days agendas are developed through the combined work of the Provost's office, the Faculty Development Committee, and the CTE. These are created annually.
- **Do we use it?** The agendas themselves are made available well in advance of the event for people to plan the programs they intend to participate in. A survey is conducted at the end to determine how well the programs were received and to plan for the following year.
- **Does it work?** Faculty Development Days work in conjunction with CTE programming to provide assistance for faculty in developing, managing, and innovating in their courses. The data from the surveys have been used to adapt and modify the type of programs offered and the length of the development days workshops.

Standard: III-2d

Evidence Name: Faculty Development Funding Request Form **Not available on the SharePoint File**

- **Do we have it?** This document is available through the college deans.
- **Do we use it?** The Hafenmaier College of Humanities, Arts, and Social Sciences uses this form for all faculty in the college to apply for Faculty Development Funds. The form is sent to a committee that includes the dean and associate dean as well as representatives from the three areas of the college. They review the information in order to grant travel funds for conferences. In the Ridge College of Intelligence Studies and Applied Sciences the form is given directly to the dean.
- **Does it work?** Hafenmaier College successfully uses these forms to as fairly as possible distribute development funds to all faculty in the college. Projects that do not meet the criteria for these funds but that are deemed necessary for a faculty member's continued development may be supported through a separate fund available to the Dean that also uses this form for evaluation.

Standard: III-2d

Evidence Name: Sabbatical Policies and Procedures (from Handbook)

- **Do we have it?** In the Faculty Handbook section V part G.
- **Do we use it?** This section in the Handbook was used by the Provost's office to create an application for sabbatical and to provide criteria for evaluation of those applications. The sabbatical applications are distributed to a sabbatical committee who reviews and ranks the applications. Recommendations for faculty sabbaticals are made to the Provost for approval.
- **Does it work?** Faculty have successfully applied for sabbaticals and provided documentation of completion of the sabbatical projects both in terms of scholarship and the application of these scholarly pursuits to the classroom or service to the university and larger Erie community.

Standard: III-2d

Evidence Name: Tuition Exchange Program Documentation Policy and Application listed as separate documents in SharePoint folder

- **Do we have it?** Located on the Human Resources website
- **Do we use it?** The documentation comes in two documents, a policy and an application. The policy describes the process and the application is used by employees to seek tuition exchange for self and dependents. Is there a document/survey/report that indicates faculty and staff who also teach using this benefit to advance their own professional development and learning opportunities—see the 2 d criterion.
- **Does it work?** Human Resources would have the information regarding success of these applications. Successful applications and program completion information would be additional evidence of whether it works to support instructor development.

Standard: III-2e

Evidence Name: Academic Evaluation Process (in Faculty Handbook)

- **Do we have it?** The academic evaluation process is described in detail in the faculty handbook, which is reviewed each year by the faculty senate and the Provost's office.
- **Do we use it?** The process outlined in the Faculty Handbook includes annual self-evaluation, academic evaluation by supervisors, classroom observation by supervisors, pre-tenure review, and applications for promotion in rank. The required forms for these processes are completed and put on file in the Provost's office. The forms are revised when needed and used on a regular schedule for formative development of faculty and by the Rank and Tenure committee for recommendations.
- **Does it work?** Based on information from the Rank and Tenure committee, improvement is seen from pre-tenure review to the tenure application where faculty note taking all the evaluative documents into consideration in their teaching, scholarship, and service.

Standard: III-2e

Evidence Name: Classroom Observation Form

- **Do we have it?** The Classroom Observation Form is available through the Provost Office page on the University Hub.
- **Do we use it?** The form is used for every classroom observation by department chairs, deans/associate deans, provost's office representatives, and mentoring colleagues. Untenured faculty are observed twice annually. Post-tenure, faculty are observed twice every three years. The completed form is then filed in the faculty member's permanent file in the Provost's office. It is then used by supervisors for annual reviews, by the faculty member for annual self-evaluation, and by supervisors and the Rank and Tenure committee for recommendations at pre-tenure review, tenure, and promotion. It is used by supervisors and the Provost's office for non-tenure track faculty

- **Does it work?** It provides valuable insight into the quality of the classroom experience, giving faculty members guidance for improvement and providing supervisors key information for recommending promotion.

Standard: III-2e

Evidence Name: Third Year Review – Rank and Tenure Process (from Faculty Handbook)

- **Do we have it?** The third-year review process is outlined in the faculty handbook.
- **Do we use it?** Applications for third year review are a portfolio that outlines the teaching, scholarship, and service accomplishments of the faculty member in their first two years of teaching. These applications are provided to the Rank and Tenure Committee and the Provost’s office, who do separate analysis of the application to make recommendations regarding the faculty member’s progress toward tenure. This is used for tenure track faculty only.
- **Does it work?** This process provides early evaluation in order to provide formative feedback to faculty regarding their progress toward tenure. The Rank and Tenure Committee and Provost’s office create separate reports and have separate meetings with the candidate in order to discuss their recommendations.

Criteria III-3 academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion;

Standard: III-3

Evidence Name: 2019-2020 Graduate Catalog

- **Do we have it?** The Graduate Catalog is updated annually and can be found on the website under the Academics tab, and on the Hub under Academics and Registrar tabs.
- **Do we use it?** The catalog is used as a resource by students, faculty, and staff as a guide for many university policies, program curricula and degree requirements. Faculty advisors and academic support staff reference the catalog to address student questions.
- **Does it work?** The catalog provides students with a comprehensive overview of program degree requirements and time to completion.

Standard: III-3

Evidence Name: 2019-2020 Undergraduate Catalog

- **Do we have it?** The Undergraduate Catalog is updated annually and can be found on the website under the Academics tab, and on the Hub under Academics and Registrar tabs.
- **Do we use it?** The catalog is used as a resource by students, faculty, and staff as a guide for many university policies, program curricula and degree requirements. Faculty advisors and academic support staff reference the catalog to address student questions
- **Does it work?** The catalog provides students with a comprehensive overview of program degree requirements and time to completion.

Standard: III-3

Evidence Name: 2019 Orientation Schedule

- **Do we have it?** The Orientation Schedule is provided to students and families at orientation sessions.
- **Do we use it?** The schedule provides students and their family members a snapshot of what the orientation session includes. Of particular relevance to Standard III, Criterion 3 is the Faculty Advising appointment. This is an opportunity to meet with a faculty advisor from their program of study to ensure that students schedules are appropriate and will get them on track for their degree.
- **Does it work?** The Faculty Advising appointment during Orientation sessions are helpful to address student questions or concerns regarding schedules, program sequencing, and degree requirements.

Standard: III-3

Evidence Name: Admissions Hot Sheets

- **Do we have it?** Program Hot Sheets are maintained by the Admission Department and are updated as needed with program changes. The documents provide program highlights including, admission requirements, and contact information.
- **Do we use it?** Program Hot Sheets are distributed at Admission events, including Open Houses held on campus, and recruiting events off campus.
- **Does it work?** Hot Sheets provide general information about the program, but do not include the degree requirements/curriculum sequence.

Standard: III-3

Evidence Name: Day-In Events **Document is not in the SharePoint folder.**

- **Do we have it?** Day-In events are coordinated with individual departments, collective departments, and whole colleges by the Office of Admissions.
- **Do we use it?** These events happen throughout the school year to give prospective students personalized interaction with the programs that interest them and to answer any questions these students might have about program requirements, length of program, and degree requirements.
- **Does it work?** The success of these programs is evaluated by the Admissions office in terms of number of applications made, number of student acceptances, and number of students confirmed from the students who have attended these events.

Standard: III-3

Evidence Name: Organizational Chart for Academics **This does not seem to be relevant evidence for III-3.**

- **Do we have it?** *(write a few sentences here about the document, noting anything important such as where it is housed, whether it is complete, outdated, etc.)*

- **Do we use it?** *(write a few sentences here about the extent to which the document is used, implemented, etc.)*
- **Does it work?** *(write a few sentences here about whether the document adequately provides evidence that speaks to the standard)*

Suggest including the 15 to Finish Academic Support campaign here for expected time to completion as an additional piece of evidence

Criteria III-4 sufficient learning opportunities and resources to support both the institution's programs of study and student's academic progress;

Standard: III-4

Evidence Name: 2019 Orientation Schedule **This does not seem to be relevant evidence for III-4**

- **Do we have it?** The Orientation Schedule is updated each year through the Office of Campus Involvement to reflect the day's informational sessions for families and incoming students.
- **Do we use it?** The Orientation Schedule is provided to families and incoming students on New Student Orientation days. The schedule directs guests to the various campus and academic resources/informational sessions, such as Your Academic Success, Encouraging Student Success, and University Partnerships Working for You.
- **Does it work?** The Orientation Schedule includes an overview of many campus and academic resources available to students. The Orientation Schedule outlines the opportunities for students to learn more about campus services and understand the university's liberal arts education and informs students about faculty advising sessions and fall course review.

Standard: III-4

Evidence Name: Advising Day Reminder Letter

- **Do we have it?** An electronic letter in the Academic Support office.
- **Do we use it?** It is sent every semester prior to advising day to remind faculty of the upcoming advising day and of the basic information they need to make sure to remind students in order to graduate in four years. It includes specific reminders for students at different points in their programs of courses that must be taken in the first, second, third, and fourth years.
- **Does it work?** In so far as faculty read their emails and remember they have this information, it is very useful. It is particularly helpful for Exploratory students and students in the first two years of their programs until they have fully settled into their majors.

Standard: III-4

Evidence Name: Capstone Assessment Form Responses August 2019

- **Do we have it?** Collected data from form filled out by department chairs regarding the capstone course for each program, maintained the Office of Institutional Effectiveness (OIE).
- **Do we use it?** Currently the data is still being collected by departments as some departments had not yet implemented capstone experiences for their programs. Once all data has been collected a report will be forthcoming from the OIE.

- **Does it work?** This is yet to be determined. Some departments are already using this information in assessment of their programs to make any necessary revisions. But the process is incomplete.

Standard: III-4

Evidence Name: Center for Teaching Excellence Programming

- **Do we have it?** Annual programming developed, provided, and marketed to faculty through the Center for Teaching Excellence.
- **Do we use it?** The center holds both weekly and special programs for faculty, some led by other faculty, others that involve outside programming for faculty development.
- **Does it work?** Individual faculty and departments gain useful information for development and support of their programs to more effectively achieve the learning outcomes of each program. The result is increased student success, determined through program assessment.

Standard: III-4

Evidence Name: Departmental Sophomore Review Processes **No document on SharePoint**

- **Do we have it?** The assessment process requires all departments to provide a description of their sophomore review process to the OIE. Many departments are in the process of moving sophomore review to Chalk and Wire.
- **Do we use it?** Departments with clearly sequenced programs use sophomore review to recommend students either continue in their program or seek a program more suited for them. Departments with students who tend to declare a major or minor as a secondary program and later in their college careers are forced to use a modified second year review to review a student's progress that often comes in the junior year.
- **Does it work?** Students who are not making sufficient progress in their majors are identified early, giving them time to redirect to a more suitable major while still making progress toward timely graduation.

Standard: III-4

Evidence Name: Faculty Development Days Agendas **Does not seem to be relevant evidence for III-4**

- **Do we have it?** Available as an electronic document through the OIE and created in conjunction with the Faculty Development Committee and Center for Teaching Excellence.
- **Do we use it?** Sent to faculty prior to Faculty Development Days at the beginning of the semester indicating workshops on technology, classroom management, classroom innovation, course development, etc.
- **Does it work?** Yes. A survey completed at the end of Faculty Development Days is sent by OIE to receive both faculty feedback on the effectiveness of the workshops that were run and suggestions for future workshops.

Standard: III-4

- **Evidence Name:** Fleet Services Policies and Procedures
- **Do we have it?** Maintained by manager of Fleet Services. Information located in the Employee Hub, Under Services, Fleet Services
- **Do we use it?** Faculty and staff that utilize a vehicle within the University fleet need to complete the proper screening paperwork (license check) and complete drivers training course. All those that utilize fleet services reviews the policy with the Director of Fleet Operations
- **Does it work?** The policy and procedures for utilizing a university vehicle have been revised over the last two years. The procedure as it stands does work and provides additional safeguards (such as driver training). (Do we have a report on the usage of vehicles for class purposes?)

Standard: III-4

Evidence Name: Orientation Family Guide [SharePoint document is titled, 2019-2020_Family Guide](#)

- **Do we have it?** The Orientation Family Guide is updated annually as a resource provided to families of incoming students at New Student Orientation sessions. The document is coordinated out of the Office of Campus Involvement and includes overview information on academic policies, programs, and available support services.
- **Do we use it?** The Orientation Family Guide provides incoming families a resource of university academic policies and available academic support services. The guide is given to each family upon arriving at New Student Orientation and referred to throughout the orientation session.
- **Does it work?** The Orientation Family Guide contains information about the university's academic policies, REACH curriculum, academic support services, and co-curricular opportunities; demonstrating sufficient learning opportunities and resources for student success.

Standard: III-4

- **Evidence Name:** REACH Curriculum [The SharePoint document does not match the document available through the Registrar and the Website.](#)
- **Do we have it?** The REACH curriculum is available in the Office of Institutional Effectiveness, on the University website. and on the Registrar's page of the Hub and is included in the undergraduate catalog. There are two REACH formulations, one for the Bachelor degree programs and one for the Associate degree programs.
- **Do we use it?** It is used by academic advisors and academic counselors to help students plan courses each semester to fulfill graduation requirements. The wide variety of courses that fulfill these requirements allow students to tailor REACH course selection to best support major fields of study. The curriculum also provides shared classes in the freshman year experience, writing and research, and capstone ethics.

- **Does it work?** Departments participating in the REACH curriculum are able to offer variety that simultaneously fulfill REACH requirements for any student and provide diversity for majors and minors in the departments. Student evaluations of these courses often indicate the value students have found in taking these courses outside their major/minor.

Standard: III-4

Evidence Name: Tutoring Center Data

- **Do we have it?** Tutoring Center Data is available in the Tutoring Center office shared drive. There are several pieces of Tutoring Center Data documents included. Documents are not formatted consistently, and summaries are not included for every document.
- **Do we use it?** Tutoring Center Data is used by the Tutoring Center staff each term to inform future semesters' peer tutoring offerings. The data is used to highlight most used courses, least used courses, and inform budget decisions.
- **Does it work?** Tutoring Center Data provides adequate evidence that Mercyhurst offers additional course support through peer tutoring services. Students have access to peer tutoring services as evidence by the multiple tutoring center data documents highlighting student usage.

Usage of the Writing Center, Career Development Center, Academic Support Counselor, Service Learning Office, Blackboard, Chalk & Wire, Software that departments use, studio space, lab equipment are additional pieces of evidence that may be relevant for II-4.

Criteria III-5 at institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:

- Offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;*
- Offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives;*

Standard: III-5a

Evidence Name: Capstone Assessment Form Responses August 2019

- **Do we have it?** This assessment is housed in the Office of Institutional Effectiveness. It was completed by capstone faculty members and dated August 2019.
- **Do we use it?** Data is still being gathered as some departments are still developing capstone experiences for their programs. When all data is collected it will be reviewed by OIE to provide guidance for programs regarding their program learning outcomes and to be used in assessment of University-wide learning outcomes.

- **Does it work?** When completed it will provide insight into how programs are encouraging reasoning within their fields as well as the extent to which programs are engaging cultural and global awareness and cultural sensitivity in conjunction with the University-wide learning outcomes.

Standard: III-5a

Evidence Name: FSAT Handout – 20-21 Programs (Do we have a report on the number of students who complete study abroad? Is there a survey about the experience? In the past students have done a post-travel reflection paper on Chalk and Wire.)

- **Do we have it?** The Office of Global Programs houses and manages the FSATs (Faculty-led Study Abroad Trips) Program and the associated 2020-2021 Handout.
- **Do we use it?** The document is shared widely with all students and employees on an annual basis in the Spring semester of the year preceding the trips.
- **Does it work?** The process of learning about and applying for study abroad trip experiences is facilitated by the FSAT Handout by connecting students to the programs. Through these programs students actively engage in cultural and global awareness as well as cultural sensitivity. Some courses fulfill REACH requirements that connect a global perspective to reasoning within and beyond the student's major program of study.

Standard: III-5a

- **Evidence Name:** REACH Curriculum The SharePoint document does not match the document available through the Registrar and the Website.
- **Do we have it?** The REACH curriculum is available in the Office of Institutional Effectiveness, on the University website, and on the Registrar's page of the Hub and is included in the undergraduate catalog. There are two REACH formulations, one for the Bachelor degree programs and one for the Associate degree programs.
- **Do we use it?** The REACH Curriculum is the foundation for core liberal arts curriculum of the university and is required of all undergraduate students.
- **Does it work?** The document sufficiently and succinctly describes the broad domains of the liberal arts curriculum via the acronym (i.e. R-E-A-C-H). Taking courses across the REACH curriculum necessitates students taking courses outside their primary discipline, allowing them to develop their reasoning skills as well as culturally diverse and global perspectives that expand beyond the primary field. The curriculum also requires writing and research, service, and capstone ethics. Assessment of the University-wide learning outcomes provides greater information on the effectiveness of the curriculum.

Standard: III-5a

Evidence Name: University-wide Learning Outcomes

- **Do we have it?** The document is current and maintained by the Office of the Provost within the Office of Institutional Effectiveness.
- **Do we use it?** This outcomes document is the foundational support for the entire REACH curriculum and all student learning activities across the university.

- **Does it work?** Guided by the university mission, the university-wide learning outcomes are incorporated into and aligned with REACH, discipline, and course specific learning as well as guiding the learning that takes place outside of the traditional classroom. The University-wide Learning Outcomes bridge the goals of specific programs with the larger University educational mission.

For 5a do we have an internship flyer/report/surveys to show the number of students who complete them

Add the Majors/ Minor Fair flyer

Would BTG count for 5a too? Or anything else from the Service Learning Office?

Standard: III-5b

Evidence Name: Capstone Assessment Form Responses August 2019

- **Do we have it?** This assessment is housed in the Office of Institutional Effectiveness.
- **Do we use it?** The document is the collection of data from specific programs to provide OIE with a snapshot of the ways in which departments and faculty members implement distinct capstone projects. It also entails feedback for how the process can continually be improved for both students and faculty/departments.
- **Does it work?** Data is still being collected. Upon analysis the OIE will be able to work with individual programs to use the capstone course to the greatest advantage for enhancing the reasoning of students within programs that also align with University-wide learning outcomes.

Standard: III-5b

Evidence Name: FSAT Application 2020-2021 (report on number of Study Abroad students/trips as additional evidence)

- **Do we have it?** The Office of Global Programs houses and manages the FSATs (Faculty-led Study Abroad Trips) Program and the associated 2020-2021 Application.
- **Do we use it?** The document is shared widely with all students and employees on an annual basis in the Spring semester of the year preceding the trips.
- **Does it work?** This is the official process students use to apply for study abroad trip experiences. Participation in these programs increases global awareness, critical and creative thinking, and are often aligned with ethical reasoning and the core value of developing ambassadors of service.

Standard: III-5b

- **Evidence Name:** The SharePoint document does not match the document available through the Registrar and the Website.
- **Do we have it?** The REACH curriculum is available in the Office of Institutional Effectiveness, on the University website. and on the Registrar's page of the Hub and is included in the undergraduate catalog. There are two REACH formulations, one for the Bachelor degree programs and one for the Associate degree programs.

- **Do we use it?** The REACH Curriculum is required of all undergraduate students. The five liberal arts categories are combined with the first year requirements and OutREACH, thereby aligning the entire general education curriculum with the mission, core values, and learning outcomes of the University.
- **Does it work?** The REACH curriculum addresses cultural and global awareness, cultural sensitivity, creative and critical thinking, and quantitative and analytical reasoning. Proscribed courses include the freshman year experience, service, and capstone ethics that address the mission, core values, and University-wide learning outcomes.

Standard: III-5b

Evidence Name: University Wide Learning Outcomes

- **Do we have it?** The document is in the Office of Institutional Effectiveness and available on the University Hub page under the Assessment office.
- **Do we use it?** This outcomes document is the foundational support for the entire REACH curriculum and all student learning activities across the university.
- **Does it work?** Guided by the university mission, the university-wide learning outcomes are incorporated into the students' overall education as well as their discipline and course specific learning. It also carries the mission to educational activities outside of the traditional classroom.

Criteria III-6 in institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and /or other professionals with credentials appropriate to graduate-level curricula;

Standard: III-6

Evidence Name: Capstone Assessment Form Responses August 2019

- **Do we have it?** This assessment is housed in the Office of Institutional Effectiveness under the direction of the Assoc. Provost for I.E. It was completed by capstone faculty members and dated August 2019.
- **Do we use it?** Although the form is designed for undergraduate capstone course assessment information, a few graduate directors have submitted capstone assessments.
- **Does it work?** The form itself requests important assessment information that can be used more widely by graduate directors and program faculty to evaluate the capstone course/thesis outcomes. Assessment of graduate capstone courses could be included in the department's individual assessment documents and used for department analysis.

Standard: III-6

Evidence Name: CITI Report Academic Year 2019-20

- **Do we have it?** The report is generated by the chair of the IRB committee to compile data on the number of CITI registrations, course modules completed, and pass rates. The president of the faculty senate retains the report.
- **Do we use it?** It is not known if the IRB committee uses the document as evidence for grant funding for evaluation research for studies with human subjects. Is it used as an external validation of IRB knowledge to guard the university in lawsuits for research with human participants? Is it required by faculty for requirements of the course and to conduct research? A number of graduate students are listed on the report as registered users of CITI.
- **Does it work?** Unknown.

Standard: III-6

Evidence Name: Illuminations Student Scholarship Programs

- **Do we have it?** The document is produced by the Student Research Committee of the Faculty Senate. The document does not delineate the student status (undergraduate or graduate) of the presenters.
- **Do we use it?** The program may be open to both undergraduate and graduate students, however, if it is open to both, then student type should be delineated in the program. The program is used to showcase student scholarship among other students, faculty, administrators, and staff. It is used to recognize student scholarship and to promote continued scholarship.
- **Does it work?** Maybe. The program should be open to both undergraduate and graduate students. If open to both, then then student type should be delineated. **How does this program represent students in fully online programs? Is there a virtual scholarship program/event?**

Standard: III-6

Evidence Name: Research Methods Course Syllabi

- **Do we have it?** These documents are housed in the Syllabus Repository
- **Do we use it?** These documents identify outcomes and competencies for how the research methods courses prepare students to conduct original research and/or present research.
- **Does it work?** The research methods courses require students to present/communicate their work. The assessment of these courses would provide support if they work.

Criteria III-7 adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers;

Standard: III-7

Evidence Name: Associate College Articulation Agreements

- **Do we have it?** On the Mercyhurst website footer, under Policies and Compliance, there is a link to a site page for Articulation Agreements.

- **Do we use it?** Articulation Agreements are an educational partnership where a university agrees to accept certain credits that were earned at a different educational institution. Sharing this type of agreement with potential, or current, students identifies potential opportunities for continuing education at partner institutions once Mercyhurst degree requirements are met.
- **Does it work?** The Associate College Articulation Agreement document adequately establishes in writing a commitment that strongly supports the concept of seamless student transfer. Relevant details are provided that go into detail regarding guaranteed admission, transfer credits, scholarships, and academic and course requirements.

Standard: III-7

Evidence Name: Baccalaureate College Articulation Agreements

- **Do we have it? Do we have it?** On the Mercyhurst website footer, under Policies and Compliance, there is a link to a site page for Articulation Agreements.
- **Do we use it?** Articulation Agreements are an educational partnership where a university agrees to accept certain credits that were earned at a different educational institution. Sharing this type of agreement with potential, or current, students identifies potential opportunities for continuing education at partner institutions once Mercyhurst degree requirements are met.
- **Does it work?** The Baccalaureate College Articulation Agreement document adequately establishes in writing a commitment that strongly supports the concept of seamless student transfer. Relevant details are provided that go into detail regarding guaranteed admission, transfer credits, scholarships, and academic and course requirements.

**NOTE: The Graduate College Articulation Agreement was not originally included but can be found on the same site page as Associate and Baccalaureate College Articulation Agreements, so it is included below.*

Standard: III-7

Evidence Name: Graduate College Articulation Agreements

- **Do we have it?** On the Mercyhurst website footer, under Policies and Compliance, there is a link to a site page for Articulation Agreements.
- **Do we use it?** Articulation Agreements are an educational partnership where a university agrees to accept certain credits that were earned at a different educational institution. Sharing this type of agreement with potential, or current, students identifies potential opportunities for continuing education at partner institutions once Mercyhurst degree requirements are met.
- **Does it work?** The Graduate College Articulation Agreement document adequately establishes in writing a commitment that strongly supports the concept of seamless student transfer. Relevant details are provided that go into detail regarding guaranteed admission, transfer credits, scholarships, and academic and course requirements.

Standard: III-7

Evidence Name: OCICU Provider Agreement

- **Do we have it?** The OCICU Provider Agreement is housed with the Office of Distance Learning under the direction of the Office for Institutional Effectiveness.
- **Do we use it?** The Consortium Provider Agreement outlines the obligations of a consortium provider and associated fees, in addition to consortium terms and intellectual property.
- **Does it work?** The OCICU Provider Agreement document adequately establishes the responsibilities of OCICU and Provider Institutions, while also holding each party accountable.

Criteria III-8 periodic assessment of the effectiveness of programs providing student learning opportunities.

Standard: III-8

Evidence Name: Action Plan Form

- **Do we have it?** This form is available through the Office of Institutional Effectiveness (OIE).
- **Do we use it?** When academic departments submit the Annual Assessment Report for their programs they are required to also submit the action plan that indicates how they will use the results of the assessment to make necessary adjustments in their programs in order to meet their set standards for their learning outcomes.
- **Does it work?** Departments are required to follow through on their action plan as recorded with the OIE and provide a follow up report on the success of that implementation.

Standard: III-8

Evidence Name: Assessment Handbook

- **Do we have it?** This document is available through the Assessment page of the University Hub
- **Do we use it?** The document is made available to department chairs and assessment coordinators during Faculty Development Days, which includes the Assessment Institute. It is used by these department members to help in the planning, implementation, and revision of the student learning outcomes and assessment structure for each program.
- **Does it work?** Departments and programs have been streamlining their assessment process over the last few years. With the aid of this document and the University Assessment Coordinator, several departments are revising their assessment process to move it to Chalk and Wire.

Standard: III-8

Evidence Name: Assessment Institute Schedules

- **Do we have it?** Available through the OIE.

- **Do we use it?** Distributed to faculty during Faculty Development Days by the OIE.
- **Does it work?** It provides an overview of both the Assessment Institute and Faculty Development Days to assist faculty in annual program assessment and provide additional tools for program improvement in order to achieve assessment goals.

Standard: III-8

Evidence Name: Campus Climate Survey

- **Do we have it?** This survey was sent out to students and made possible through a grant in partnership with the Federal Office of Violence Against Women and the Pennsylvania “It’s On Us” initiative.
- **Do we use it?** The survey was sent, and data was collected. It is unknown how the information from this survey has been used.
- **Does it work?** Unknown. However, if the survey results are analyzed and a report created for the university, this could impact program across the University from Residential Life and Athletics to Academics.

Standard: III-8

Evidence Name: Center for Teaching Excellence Programming

- **Do we have it?** A list of annual programming is maintained in the Center for Teaching Excellence and on the CTE Blackboard page.
- **Do we use it?** Programs have been provided for faculty that focus on the assessment process in general, the use of chalk and wire, the development of student learning outcomes, and training in how to collect and use data that comes from the assessment process.
- **Does it work?** The effectiveness of this training can be seen in the increased assessment ability of academic programs and the improvements made to various programs in light of the assessment process. Moreover, the effectiveness of Chalk and Wire to streamline assessment and allow departments with small numbers of majors to collect data over longer periods of time in order to more accurately evaluate their programs has been tremendously helpful.

Standard: III-8

Evidence Name: Departmental Sophomore Review Processes **No SharePoint document for this item**

- **Do we have it?** Sophomore Review Processes are housed in and maintained by each individual program. Some departments have students who do not declare a major until they are sophomores or juniors, so they may have a modified “second year review” process.
- **Do we use it?** Departments with majors use the sophomore review process to evaluate the progress of individual students and recommend whether or not students should continue in the program. Second year review processes function in similar ways. Some

departments also use this information as a part of the general assessment of the program.

- **Does it work?** It provides not only information on the student's progress, but as some sophomore/second year review processes are moved to Chalk and Wire they can also be used for general program assessment where data is being collected on a regular basis and from every student over a period several years.

Standard: III-8

Evidence Name: IDEA Diagnostic Instrument

- **Do we have it?** The IDEA diagnostic instrument is maintained by the OIE.
- **Do we use it?** Every semester faculty use the IDEA survey in every class. When the data is made available, that information is accessible to the individual faculty member as well as the department chair. Summaries of the IDEA reports are made available to deans, the provost's office, and the Rank and Tenure Committee.
- **Does it work?** Yet to be determined. This process is new to the University. Not enough data has yet been collected to make significant evaluations based upon it. Programs are still fine-tuning the instrument for their specific needs.

Standard: III-8

Evidence Name: NSSE 2019 Survey Results

- **Do we have it?** Located in the OIE.
- **Do we use it?** Yes. Consult with OIE regarding the use of this document for institutional assessment.
- **Does it work?** Unknown

Standard: III-8

Evidence Name: Program Change Form Titled Program Change Form in SharePoint folder

- **Do we have it?** It is available through the OIE. Possibly also available from the Academic Programs and Assessment Committee (APAC) of the Faculty Senate.
- **Do we use it?** When programs are being changed the form must be completed by the department or program chair and sent to the college dean. From there if it is approved it goes onto the OIE. If the changes are substantive it will also be sent to APAC. It then goes to the Provost for final approval.
- **Does it work?** The form provides a detailed assessment driven rationale for program changes. It requires clear details about the changes, how they will be assessed by the department/program, and approval through the OIE to ensure the program changes continue to meet the requirements for programs of that type. This process ensures the larger vision of the university and assessment are being taken into consideration with any program change.

Standard: III-8

Evidence Name: Programmatic Accreditation Chart

- **Do we have it?** Available in the OIE and on the HUB under Academics, Assessment & Accreditation tabs.
- **Do we use it?** It maintains the detailed list of all program accreditations including contact information and hyper-links to the websites to the accrediting bodies. It is used to track all accreditations for programs throughout the university.
- **Does it work?** As a strictly informational document, it does not serve a specific purpose. But it functions well as a directory of accreditations, which are maintained by the identified programs in conjunction with the OIE. It provides evidence of continuous program review.

Standard: III-8

Evidence Name: Welcome Week Guide - 2019

- **Do we have it?** The guide is distributed by the Office of Campus Involvement and can be viewed on the student hub, under orientation
- **Do we use it?** The guide is used to provide students, faculty, staff and parents with needed resources as students prepare for their academic and extracurricular career at MU.
- **Does it work?** The guide does work as it illustrates for students and stakeholders the programs and resources available. It serves as an introduction to those resources.

Standard: III-8 -

Evidence Name: Welcome Week Guide for Transfers

- **Do we have it?** The guide is distributed by the Office of Campus Involvement and can be viewed on the student hub.
- **Do we use it?** The guide is used to provide transfer students, faculty and staff with needed resources as students prepare for the academic and extracurricular career at MU.
- **Does it work?** The guide does work as it illustrates for students and stakeholders the programs and resources available. It serves as an introduction to those resources.

Requirements of Affiliation connected to Standard III

Requirement 4: The institution's representatives communicate with the Commission in English, both orally and in writing.

ROA: 4

Evidence Name: Board Committee Charters

- **Do we have it?** Maintained in the President's office.
- **Do we use it?** It is all in English and guides all activity of the board and its subcommittees as well as communication with offices writing MSCHE reports.
- **Does it work?** All business is conducted in English

ROA: 4

Evidence Name: MSCHE Reports

- **Do we have it?** Multiple documents maintained by the OIE and the President's office.
- **Do we use it?** All reports are written and submitted in English.
- **Does it work?** All business is conducted in English

ROA: 4

Evidence Name: University Bylaws May 2019

- **Do we have it?** Unsure where this information is located. Assume President or Provost's office
- **Do we use it?** The document is in English and guides the work of the university, including communication with MSCHE.
- **Does it work?** All business is conducted in English.

Requirement 6: The institution complies with all applicable government (usually Federal and state) laws and regulations.

ROA: 6

Evidence Name: Associate College Articulation Agreements

- **Do we have it?** These agreements are maintained, and documentation stored in the Office of Institutional Effectiveness (OIE).
- **Do we use it?** These agreements set the standard for the University's programs to be able to align with the outside organization.
- **Does it work?** These agreements continue to be active, which suggests we are meeting the standards and regulations required of them.

ROA: 6

Evidence Name: Baccalaureate College Articulation Agreements

- **Do we have it?** These agreements are maintained, and documentation stored in the Office of Institutional Effectiveness (OIE).
- **Do we use it?** These agreements set the standard for the University's programs to be able to align with the outside organization.
- **Does it work?** These agreements continue to be active, which suggests we are meeting the standards and regulations required of them.

ROA: 6

Evidence Name: PDE Higher Education Reports

- **Do we have it?** Evidence piece is an email indicating a report has been filed. Unclear if the report comes from the OIE or the General Council's office.
- **Do we use it?** Email indicates the report was filed indicating compliance with PDE requirements.
- **Does it work?** We are, according to the report, currently in compliance.

Requirement 7: The institution has a mission statement and related goals, approved by its governing board, that defines its purposes within the context of higher education.

ROA: 7

Evidence Name: Student Handbook

- **Do we have it?** The Student Handbook is updated annually by the Office of Residence Life & Student Conduct.
- **Do we use it?** The Student Handbook provides a resource for students as it relates to academic and financial policies, as well as student behavioral expectations and campus living procedures. Student Handbook is located on the Student Hub: https://lakersmercyhurst.sharepoint.com/sites/SPO_STU_ResidenceLife
- **Does it work?** The vision, mission, and core values of the institution are on page 7 of the student handbook. What follows in terms of policies for students is meant to reflect those initial three elements. For example, the Title IX policy explained in the handbook reflects the core value of being socially merciful and reflectively aware.

ROA: 7

Evidence Name: Board of Trustees Meeting Minutes Winter 2018-Winter 2020

- **Do we have it?** Available through the President's office, minutes are taken at every board meeting, which is done three times a year.
- **Do we use it?** While all aspects of the university should reflect the mission and core values, it is of particular note that there is a sub-committee of the board dedicated specifically to the mission.
- **Does it work?** The minutes contain the summary reports of all aspects of the University, which can then be compared to the mission and core values that drive the institution.

ROA: 7

Evidence Name: Diversity Task Force Meeting Minutes **The D&I posters, buttons, and hot sheets, lunch and learns, and presidential remarks are all included in what follows**

- **Do we have it?** The Diversity Task Force was in place for AY 2017-2018. Minutes of meetings as well as an internal marketing campaign to promote understanding of diversity and inclusion that developed out of the task force are available.
- **Do we use it?** What came out of the task force was a campus wide marketing campaign promoting diversity and inclusion, a faculty training session on DACA, and formal remarks on diversity and inclusion by the president.
- **Does it work?** Three speakers were brought to campus, a Kent Stole ceremony was implemented, non-Christian religious and cultural celebrations were announced through internal campus communications, increased the representation of domestic students of color in the Ambassador program, lunch and learn and a formal statement by the president in support of DACA were created, Human Resources updated the website to encourage more diverse candidates, process put in place to refer to students by preferred names and pronouns, Diversity University added to new student orientation/Welcome Week events, student government developed an "Activism"

speaker series, increased the role of the Multicultural Council, and additional training on diversity and inclusion was made available to student leaders. A campus climate survey was planned. Results of that survey are not yet available.

ROA: 7

Evidence Name: Emissary (student) Program

- **Do we have it?** Recently established, a new cohort of student emissaries begins training each fall. The program is run through the Office of Mission Integration.
- **Do we use it?** Students are actively recruited for the program through the Office of Mission Integration.
- **Does it work?** It is actively engaging the students in not only learning more about the Mercy Charism, the Sisters of Mercy, and the University, but also engaging in spiritual practice.

ROA: 7

Evidence Name: Emissary documents (multiple)

- **Do we have it?** The program was created in 2015 and runs annually with a new cohort of faculty and staff.
- **Do we use it?** Each new cohort spends a year in training, the first semester dedicated to the Mercy Charism, and the second semester dedicated to Catholic higher education. The Emissaries in training meet monthly culminating in a retreat.
- **Does it work?** Upon completion of the program, emissaries become a part of a growing number of faculty and staff on campus that engage in maintaining the mission and vision of the Sisters of Mercy on campus. A recent survey of participants indicates a high degree of satisfaction with the program.

ROA: 7

Evidence Name: Employee Handbook

- **Do we have it?** The Employee Handbook is available on the University Hub under Human Resources.
- **Do we use it?** The Employee Handbook outlines the expectations for employees and policies/procedures as necessary for employment and is made available when new employees are hired.
- **Does it work?** The University vision, mission, and core values are available on page two of the handbook and are meant to guide the policies that follow. The handbook describes the policies and procedures of the university and its relationship to employees.

ROA: 7

Evidence Name: Laker Leaders (multiple)

- **Do we have it?** The Laker Leader program is comprised of several components, mainly involving Summer Orientation, Welcome Week, and the mandatory iMU course. The iMU course is for all first-year students, and a Laker Leader works directly with one

section. Laker Leaders also may be asked to assist with a handful of events throughout the academic year. Detailed information is available through the Campus Involvement office.

- **Do we use it?** Laker Leaders are required to assist with up to 2 summer orientation sessions, return to Mercyhurst before fall semester begins for Laker Leader training and Welcome Week activities, and support the iMU course throughout the Fall and Spring semesters.
- **Does it work?** The Laker Leaders serve as a point of contact for incoming freshmen students; especially as it relates to the Laker Leader role as a facilitator with faculty within the iMU program. Surveys completed at the end of iMU courses may contain questions specifically relating to the value of the Laker Leaders. Their purpose is in part to orient new students throughout their first year to the University culture.

ROA: 7

Evidence Name: Mission Presentation (student, faculty, and staff)

- **Do we have it?** The mission of the institution is presented to students, faculty and staff in orientation. Students also review the mission in the introduction to Mercyhurst University freshmen introduction course and in the Senior Capstone Ethics course.
- **Do we use it?** The mission is presented to students, faculty and staff as guidelines to the overall goals of the institution.
- **Does it work?** The mission does define the university goals as an institution of higher learning that incorporates the values of Mercy throughout the institution.

ROA: 7

Evidence Name: Mission, Vision, and Core Values

- **Do we have it?** The mission, vision and core values of the institution are available through the university's main website page:
<https://www.mercyhurst.edu/about/mission>
- **Do we use it?** The mission, vision and core values are enforced throughout the university through initial orientation sessions and is intertwined in academic and extracurricular programs.
- **Does it work?** The mission does define the university goals as an institution of higher learning that incorporates the values a Mercy education throughout the institution.

ROA: 7

Evidence Name: Strategic Plan 2018-2020

- **Do we have it?** The strategic plan can be found on the main university website:
<https://www.mercyhurst.edu/about-mu/assessment-and-planning/strategic-planningthe>
- **Do we use it?** The strategic plan document was used to identify essential goals to further the mission of the institution.

- **Does it work?** The 2018-2020 strategic plan provided a developmental plan that initiated development of new academic programs and campus improvements that aligned with the mission of the institution.

ROA: 7

Evidence Name: Strategic Plan Update 2.14.20

- **Do we have it?** The new strategic planning process and information is available through the Strategic Plan page on the University Hub site.
- **Do we use it?** The strategic plan update was used as a bridge to update the strategic planning process.
- **Does it work?** The Strategic Plan Update 2.14.20 outlines the status of the 2018-2020 strategic plan and provides direction for the university's continued planning process as it relates to the mission of the institution.

ROA: 7

Evidence Name: University website

- **Do we have it?** The main university website can be found at www.mercyhurst.edu
- **Do we use it?** The website is used to provide information and resources to faculty, staff, students, prospective students, and families.
- **Does it work?** The website reiterates the mission, values, and vision of the institution as it relates to the Mercy mission of higher education.

Requirement 8: The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.

ROA: 8

Evidence Name: 2019-2020 Graduate Catalog

- **Do we have it?** The 2019-2020 Graduate Catalog is available electronically in the Academic section of the Mercyhurst public webpage. The document is maintained by the Registrar's Office and updated annually in conjunction with the graduate, academic, financial, and other support departments.
- **Do we use it?** The 2019-2020 Graduate Catalog is used as the set of policies and academic requirements for students entering graduate programs for that specific academic year. Updates and revisions to the catalog are applicable to the cohort of graduate students entering after updates/revisions are published.
- **Does it work?** It is a publicly published document with academic requirements outlined along with university policies and standards, however the document itself does not directly demonstrate the university's systematic evaluation of programs.

ROA: 8

Evidence Name: 2019-2020 Undergraduate Catalog

- **Do we have it?** The 2019-2020 undergraduate Catalog is available electronically in the Academic section of the Mercyhurst public webpage. The document is maintained by

the Registrar's Office and updated annually in conjunction with academic, financial, and other support departments.

- **Do we use it?** The 2019-2020 undergraduate Catalog is used as the set of policies and academic requirements for students entering undergraduate programs for that specific academic year. Updates and revisions to the catalog are applicable to the cohort of undergraduate students entering after updates/revisions are published.
- **Does it work?** It is a publicly published document with academic requirements outlined along with university policies and standards, however the document itself does not directly demonstrate the university's systematic evaluation of programs.

ROA: 8

Evidence Name: Annual Report on Campus Ministry to Diocese of Erie

- **Do we have it?** The report is completed by members of Campus Ministry. The report is submitted annually to the Vicar for Education of the Diocese of Erie. Although the Diocese receives the report, it is unclear if the document is supposed to be available for public review.
- **Do we use it?** The report contains a brief analysis of the Campus Ministry operation and includes specific goals for the upcoming year. The goals for the upcoming year were set to address weaknesses identified in the current and/or past years of operation.
- **Does it work?** The document describes an annual evaluation of Campus Ministry that is shared with the Diocese of Erie, an outside agency as a way systematically and annually to evaluate the Campus Ministry programs.

ROA: 8

Evidence Name: Assessment Handbook

- **Do we have it?** The Assessment Handbook is maintained by the Office for Institutional Effectiveness (OIE). The current handbook was updated in Fall 2020. It is available through the Assessment page of the University Hub.
- **Do we use it?** The handbook is available to guide departments through annual assessment measures and the five-year self-study. The document is made available through assessment institutes as well as college and department meetings with members of OIE.
- **Does it work?** As a guide for departments in annual assessment, development of programs and assessment tools within them, and for five-year self-studies, the handbook is an indispensable tool for departments.

ROA: 8

Evidence Name: IPEDS Webpage

- **Do we have it?** The data from IPEDS Webpage was made available as a pdf document. Individuals responsible for updating student data in IPEDS would have access to the live webpage.

- **Do we use it?** The information available from IPEDS Webpage is past data on the University that can be used to compare with previous years' data. The extent to which the document is used would be best described by the Director of Institutional Research.
- **Does it work?** Data from the IPEDS Webpage is used annually to inform the public about campus safety and security, specifically crime prevention and crime statistics.

ROA: 8

Evidence Name: IT Support System

- **Do we have it?** The IT Support System is available to internal users on the Employee Hub site. The IT Support System provides Mercyhurst employees the opportunity to request data, among other tasks.
- **Do we use it?** The IT Support System is used daily for data requests and IT assistance. The support system provides trackable requests and outcomes. The extent to which the support system is used/implemented would be best described by staff in OIE and IT.
- **Does it work?** The effectiveness of the system regarding systematic evaluation of University programs is found in its use in the assessment process. Data generated by support system tracking may or may not be shared publicly and/or used to evaluate programs. Data provided through the, "Institutional Effectiveness Data" request may be used by programs to evaluate and inform public constituents.

ROA: 8

Evidence Name: Maintenance Ticketing System

- **Do we have it?** The Maintenance Ticketing System is available to internal users on the Employee Hub site. The ticketing system provides Mercyhurst employees the opportunity to submit a service request.
- **Do we use it?** The Maintenance Ticketing System is used frequently to inform the Maintenance Department of service repairs. The ticketing system provides trackable requests and outcomes.
- **Does it work?** The effectiveness of the Maintenance Ticketing System for university evaluation is unknown. Maintenance of buildings and equipment is essential for all University programs to function properly and this system is the primary method for getting building and equipment problems resolved.

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ROA: 8

Evidence Name: Marketing Reports (specific documents/reports not found in SharePoint folder)

- **Do we have it?**
- **Do we use it?**
- **Does it work?**

ROA: 8

Evidence Name: Marketing Upload News Stories; Mercyhurst News Stories

- **Do we have it?** Marketing Upload News Stories and Mercyhurst News Stories are available on the public Mercyhurst webpage and are maintained by Media Relations.
- **Do we use it?** Marketing and Mercyhurst News Stories are shared publicly to highlight initiatives, new programs, excelling faculty and students, athletic and other university accomplishments.
- **Does it work?** The documents included in Marketing Upload News Stories and Mercyhurst News Stories demonstrate evidence of making university accomplishments public.

ROA: 8

Evidence Name: Mercyhurst Magazine

- **Do we have it?** The Mercyhurst Magazine is typically produced bi-annually and distributed in print to Mercyhurst alumni, faculty and staff, and additional university affiliates. The magazine is also available electronically on the public Mercyhurst webpage <https://www.mercyhurst.edu/mercyhurst-magazine>.
- **Do we use it?** The Mercyhurst Magazine provides updates to the university community and highlights alumni, faculty, and staff accomplishments.
- **Does it work?** Without the Mercyhurst Magazine, student, faculty, staff, and alumni accomplishments and program highlights would not be as readily available to the public.

ROA: 8

Evidence Name: Mercyhurst Public Website

- **Do we have it?** The Mercyhurst Public Website is available to all public for viewing. The website is accessible at <https://www.mercyhurst.edu/>. Marketing is primarily responsible for updating the content on the Mercyhurst Public Website.
- **Do we use it?** The Mercyhurst Public Website is a centralized location for all educational and other programs and all university operations.
- **Does it work?** The Mercyhurst Public Website is one of the most critical pieces of evidence that demonstrates the university is evaluating programs and publicly shares outcomes; graduation rates, program requirements, university mission, and core values.

ROA: 8

Evidence Name: Program Learning Goals and Outcomes (not found in SharePoint folder)

- **Do we have it?** Each program in the University is required to have specific learning goals and outcomes that are the benchmarks for determining the success of the program.
- **Do we use it?** The learning goals and outcomes form the foundation of the systematic evaluation of every program at the University.
- **Does it work?** The annual assessment institute provides each program an opportunity for regular and systematic evaluation. That evaluation may lead to changes in the program in order to more consistently reach the programs benchmarks for goals and outcomes. They also provide parameters for each program in their five-year self-studies for the purposes of long-term planning for the program.

Requirement 9: The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.

ROA: 9

Evidence Name: 2020 Mission Survey Results

- **Do we have it?** The Office of Mission concluded a "2020 Employee Mission Survey" on January 24, 2020 with the questions and results documented.
- **Do we use it?** The results of the survey have been analyzed. At this time it is not clear if this information has been made available outside the Mission office or how the information will be used by that office.
- **Does it work?** Unclear at this time. More information on use is needed from the Office of Mission Integration.

ROA: 9

Evidence Name: Academic Evaluation Process (in Handbook)

- **Do we have it?** The academic evaluation process is described in detail in the faculty handbook, which is reviewed each year by the faculty senate and the Provost's office.
- **Do we use it?** The academic evaluation process is annual for all untenured faculty and every three years for tenured faculty. It includes classroom observations, student evaluations, faculty self-evaluation, and department chair evaluation.
- **Does it work?** The process requires each faculty member to engage in self-evaluation regarding their rigor and success in teaching, scholarship, and service. Faculty members who are struggling can receive assistance from supervisors and the CTE based on the evaluation process.

ROA: 9

Evidence Name: Assessment Handbook

- **Do we have it?** This document is available through the Assessment page of the University Hub
- **Do we use it?** The handbook is available to guide departments through annual assessment measures and the five-year self-study. The document is made available through assessment institutes as well as college and department meetings with members of OIE.
- **Does it work?** It provides the essential tools for determining rigor, coherence, and pathways for assessing student achievement in every program in the university.

ROA: 9

Evidence Name: Assessment Institute Schedules

- **Do we have it?** Available through the OIE.

- **Do we use it?** Distributed to faculty during Faculty Development Days by the OIE. The program highlights professional development opportunities for faculty as well as the process for the annual assessment institute.
- **Does it work?** The Faculty Development days assessment institute is time set aside for every program to complete their annual program assessment under the guidance of the Assessment Coordinator. Through this process programs are able to evaluate their progress in achieving their benchmarks for student success based on assessment of their learning outcomes.

ROA: 9

Evidence Name: Cease Enrollment Surveys Two documents are available in the SharePoint folder: directions and form. No survey is available there.

- **Do we have it?** The directions and form for cease enrollment are both available through Academic Support.
- **Do we use it?** The form is used whenever a student cease enrolls to give the university information for the withdrawal. It is unclear where this data is processed, but presumable it goes through Academic Support and the Registrar's office to the OIE to generate a report.
- **Does it work?** Unclear.

ROA: 9

Evidence Name: Classroom Observation Form

- **Do we have it?** The Classroom Observation Form is available through the Provost Office page on the University Hub.
- **Do we use it?** The form is used for every classroom observation by department chairs, deans/associate deans, provost's office representatives, and mentoring colleagues. Untenured faculty are observed twice annually. Post-tenure, faculty are observed twice every three years. The completed form is then filed in the faculty member's permanent file in the Provost's office. It is then used by supervisors for annual reviews, by the faculty member for annual self-evaluation, and by supervisors and the Rank and Tenure committee or Rank and Promotion committee for recommendations at pre-tenure review, tenure, and promotion. It is used by supervisors and the Provost's office for non-tenure track faculty
- **Does it work?** These observations are reviewed by the faculty member who then has an opportunity to respond. They are used in regular evaluation of the faculty member and by the faculty member themselves to evaluate rigor in the classroom.

ROA: 9

Evidence Name: Course Change Form

- **Do we have it?** The form is available to programs through the Registrar's office.
- **Do we use it?** Any time a course requires a name, number, or description change, this course is used. It then goes through an approval process from the department chair, dean, and provost before the change can be officially made.

- **Does it work?** The purpose of the form keeps information in the course catalog and in Self-Service accurate as departments update their program. It also requires departments to provide a specific rationale for the change and indicate if the REACH curriculum or other departments will be affected by the change. These changes are often the result of departmental evaluation.

ROA: 9

Evidence Name: Course Equivalency Guide

- **Do we have it?** A detailed description for course equivalencies in a variety of instructional formats is provided on the Provost page of the University Hub site in the documents section.
- **Do we use it?** This guide is used for determining how to cover courses if a faculty member will be away as well as to determine the requirements for distance learning, and blended classes. The form provides parameters for meeting PDE and MSCHE standards for instruction.
- **Does it work?** The guide is clear and easy to follow, providing a rationale for developing the equivalencies, assumptions about time it takes to complete various tasks in a course, and then providing a variety of alternatives for class meetings and work that will still meet accreditation guidelines.

ROA: 9

Evidence Name: First Destination Survey

- **Do we have it?** Survey provided by Career Development Services.
- **Do we use it?** Unclear. Appears to be a survey for graduates after obtaining their first job. It seems to be a standard form that has additional Mercyhurst specific questions added at the end.
- **Does it work?** Unclear. Career Development office will have to answer this question.

ROA: 9

Evidence Name: IDEA Diagnostic Instrument

- **Do we have it?** The IDEA diagnostic instrument is maintained by the OIE.
- **Do we use it?** Every semester faculty use the IDEA survey in every class. When the data is made available, that information is accessible to the individual faculty member as well as the department chair. Summaries of the IDEA reports are made available to deans, the provost's office, and the Rank and Tenure Committee.
- **Does it work?** This is a new student evaluation process for the university. Data is still being collected in order to refine the tool and make it more effective for each program.

ROA: 9

Evidence Name: IDEA Global Learning Outcomes with Mercyhurst LOs

- **Do we have it?** When the University adopted the IDEA tool, the OIE created a document that connects the IDEA LOs to the Mercyhurst LOs, indicating where there is

overlap in the University-wide LOs and where some of the IDEA Global LOs are dependent on particular departments and programs.

- **Do we use it?** Because IDEA is a new tool, these overlaps are still being evaluated.
- **Does it work?** Data is still be collected to determine this.

ROA: 9

Evidence Name: Mid-Career Employment Survey

- **Do we have it?** Provided to Mercyhurst graduates through the Career Development office.
- **Do we use it?** Unclear the frequency with which this is used.
- **Does it work?** Unclear how the data is used by the University.

ROA: 9

Evidence Name: Modified USE Survey – Student Satisfaction

- **Do we have it?** The USE Survey is housed within OIE.
- **Do we use it?** USE is used annually to offer a snapshot of student satisfaction with a variety of departments and venues across campus.
- **Does it work?** It is unclear if the information on academics from this survey is provided to academic programs, so its effectiveness cannot be determined.

ROA: 9

Evidence Name: New Program Application

- **Do we have it?** The Provost's Office houses this application (last revised in 2018).
- **Do we use it?** Any faculty member can initiate a conversation and use the provided application and associated pre-application procedure.
- **Does it work?** Unclear.

ROA: 9

Evidence Name: ODL Guide for Developing and Teaching Distance Learning Courses

- **Do we have it?** This guide is available along with a variety of information on distance learning through the University Hub.
- **Do we use it?** The guide is provided to all faculty looking to create distance learning courses.
- **Does it work?** It is an invaluable tool for faculty new to distance learning to be able to draw on the collected wisdom of people who have worked in this instructional format before. It provides formal standards for quality online education that meets accessibility requirements.

ROA: 9

Evidence Name: Programmatic Accreditation Chart

- **Do we have it?** Available in the OIE and on the Hub under Academics, Assessment & Accreditation tabs.

- **Do we use it?** It maintains the detailed list of all program accreditations including contact information and hyper-links to the websites to the accrediting bodies. It is used to track all accreditations for programs throughout the university.
- **Does it work?** As a strictly informational document, it does not serve a specific purpose. But it functions well as a directory of accreditations, which are maintained by the identified programs in conjunction with the OIE. It provides evidence of continuous program review.

ROA: 9

Evidence Name: Strategic Plan 2018-2020

- **Do we have it?** The strategic plan can be found on the main university website: <https://www.mercyhurst.edu/about-mu/assessment-and-planning/strategic-planningthe>
- **Do we use it?** The strategic plan document was used to identify essential goals to further the mission of the institution.
- **Does it work?** This plan specifically indicates goals for academic rigor including: innovation, accessibility to students of all backgrounds including non-traditional students, further connecting the NE and Erie campuses, reinforcing a commitment to the liberal arts and experiential learning, and faculty development.

ROA: 9

Evidence Name: Syllabus Repository

- **Do we have it?** A repository of all course syllabi for each semester is available on the University Hub.
- **Do we use it?** The syllabi housed in the repository all contain the learning outcomes for the specific course as well as for the department/program outcomes. All faculty in the department can see specific course outcomes as they relate to the program outcomes. It is used occasionally for new faculty to help them develop new courses, although the extent to which a faculty member must conform to a pre-existing model depends on the program and course.
- **Does it work?** The use of this for evaluation of rigor and student achievement would be done on a department by department basis.

Requirement 10: Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

ROA: 10

Evidence Name: 2020 Mission Survey Results

- **Do we have it?** The Office of Mission concluded a “2020 Employee Mission Survey” on January 24, 2020 with the questions and results documented.

- **Do we use it?** On January 7, 2020, the VP for Mission shared the preliminary findings from the report publicly with employees during an annual Employee Professional Development in-house conference day. The full day of breakout sessions was inspired by and built around the notion of Mission as it is integral to every employee's work.
- **Does it work?** The survey illustrated the positive change from nearly a decade prior in terms of employees' perceptions about how Mission would be carried forward remaining in alignment with a Mercy Mission without full-time Sisters of Mercy employed by the institution. The survey also became a backdrop for dialogue during an open forum with the VP for Mission for all employees to participate as they wished to share publicly or privately.

ROA: 10

Evidence Name: Annual State of the University Address 2018-2019

- **Do we have it?** The 2018 and 2019 address is housed in the Office of Marketing and Public Relations.
- **Do we use it?** The speeches were delivered by the president of the university at the opening of the 2018 and 2019 academic years.
- **Does it work?** The messages were delivered to an annual gathering of employees from all campuses to share important future changes, report highlights from the previous year, introduce new faculty members, and provide an overall tone of gratitude for all workers participating in a common educational enterprise. Employees are encouraged to attend and are permitted to close offices temporarily in order to receive the in-person speech.

ROA: 10

Evidence Name: Assessment Handbook

- **Do we have it?** The (2019) handbook is kept and maintained by the OIE.
- **Do we use it?** All employees are encouraged to use the handbook. From student learning outcomes design to a template for the departmental 5-year self-study, the handbook offers an array of resources for immediate utility for faculty and staff.
- **Does it work?** Over the past decade, this updated and revised handbook has become the tool and the backbone for any assessment activity. The handbook is essentially a self-help guide for employees as well as a document that encourages a common language for assessment culture-building across the institution.

ROA: 10

Evidence Name: Assessment Institute Schedules

- **Do we have it?** The OIE houses the schedules from 2016 through the present (2019) with the institutes taking place each August.
- **Do we use it?** Faculty members and any invited administrator/staff presenters observe the schedules and content such as time of breakout sessions and brief summaries of each session.

- **Does it work?** The intensive all-day approach to annual faculty training creates opportunities for faculty-to-faculty interaction and team building, especially after the summer break. A wide variety of solicited breakout session topic options are available because of requests from faculty members and/or trends in student/classroom and/or faculty/employee surveys where further faculty (re)training may be warranted.

ROA: 10

Evidence Name: Budget Management Policies and Procedures

- **Do we have it?** The Finance Office posts policies and procedures via the Hub and in various emailed memo updates to budget directors. Employees with such responsibility access and manage their budgets through Self-Service. The Hub mentions (as of May 2020) that Finance Policies and Other Documents are coming soon.
- **Do we use it?** With changes in technology, requests from auditors, federal changes and/or new management practices, the policy and procedure updates are used by employees to remain current and compliant.
- **Does it work?** Without posted and/or emailed policies and procedural updates, the annual financial management at the university would be ineffective, inefficient, and pose a risk to the overall financial wellbeing of the university.

ROA: 10

Evidence Name: Employee Handbook

- **Do we have it?** The updated June 1, 2019 edition of the Employee Handbook is maintained by the HR department with editing/input from administration and designated handbook review committee members. It can be found on the Hub.
- **Do we use it?** New and long-time employees can each access the online handbook any time there are questions, requests for information, or a potential need to edit and update the handbook due to some change at the University or in society.
- **Does it work?** The handbook assists employees by setting work expectations, provides roadmaps for resolving issues, prepares workers for work and life balance, and generally maintains an order for all work to be effective and efficient while allowing for the document to be updated and refined over time to address any changes that arise.

ROA: 10

Evidence Name: Freshman Course Preference Survey

- **Do we have it?** The annual survey is maintained through the office of Academic Support with Provost Office oversight.
- **Do we use it?** The survey is used to efficiently and more effectively place incoming first-year students into classes with an attempt to offer courses that match student preferences and any needs for remedial course work to courses being offered.
- **Does it work?** Prior to a course preference survey where the courses would be pre-selected based on student input, the reality of planning for the start of Fall semester courses with an optimal environment for student and faculty satisfaction with smooth operations was much more complicated and challenging.

ROA: 10

Evidence Name: Fundraising Reports

- **Do we have it?** The Advancement Office tracks annual fundraising and produces reports as requested by Trustees or Finance, for example. The IRS Form 990 is an additional resource that annually and publicly reports on university fundraising.
- **Do we use it?** The fundraising reports provide an update to individuals, such as the Trustees, who have the authority and interest in tracking annual giving and fundraising efforts.
- **Does it work?** Without fundraising reports, the Advancement team and individuals assisting in the fundraising efforts of the University would neither have a common language nor a clear understanding of goals and outcomes. The reports offer an analysis of giving trends that support various and strategic goals associated with student learning and the overall student experience.

ROA: 10

Evidence Name: IDEA Diagnostic Instrument

- **Do we have it?** The instrument is maintained by the OIE.
- **Do we use it?** Faculty members can use the instrument for student feedback on teaching methods and content delivery success.
- **Does it work?** Having a quick and easy 7-question survey and data from a classroom of students assists both the faculty member and students in the learning process by identifying any challenges or successes with content delivery.

ROA: 10

Evidence Name: Information Technology Policies and Procedures

- **Do we have it?** The IT department maintains current policies and procedures for university IT services, resources, and access. These are found on the IT Hub page.
- **Do we use it?** Students and employees can refer to posted IT policies and follow procedures when using campus resources.
- **Does it work?** Having posted policies and procedures allows employees to know the guidelines associated with using various equipment or services provided by the university. These documents create an accountability between IT and individuals using the technology.

ROA: 10

Evidence Name: IT Initiatives

- **Do we have it?** The document is maintained by IT and details a March 2020 update across a three-year span.
- **Do we use it?** The document aligns with the strategic plan of the University all IT initiatives in a succinct manner.

- **Does it work?** The list of updates forms a roadmap that charts where IT upgrades and work has been strategically focused. The roadmap will be useful in the future to continue initiatives in progress and weave new initiatives with the new strategic plan.

ROA: 10

Evidence Name: IT Roadshow

- **Do we have it?** The IT department via the Hub posts the roadshow as a means of connecting employees needing training with IT personnel.
- **Do we use it?** Any employee or department can initiate the request using the simple form.
- **Does it work?** The roadshow is an additional mechanism to connect employees in need of technical help with knowledgeable professionals. The IT work order system is the first place for documenting issues or questions on an individual basis. The roadshow creates an additional layer of support for the whole department to receive training or answers to often bigger questions or complex issues.

ROA: 10

Evidence Name: MFA Setup Instructions and FAQs

- **Do we have it?** The IT department Hub page posts information about multi-factor authentication (MFA) and frequently asked questions (FAQ).
- **Do we use it?** Students and employees can access the page in order to properly set up devices.
- **Does it work?** The MFA adds a second layer of security to the standard username/password log in process. This security feature has become industry standard and protects important and highly sensitive and regulated information from being accessed by unauthorized users.

ROA: 10

Evidence Name: Modified USE Survey – Student Satisfaction

- **Do we have it?** The USE Survey is housed within OIE.
- **Do we use it?** USE is used annually to offer a snapshot of student satisfaction with a variety of departments and venues across campus.
- **Does it work?** The feedback data collected is shared with the departments to offer any data and comments about the services and programs offered by the department. Departments use the feedback to improve service delivery or offer staff training, for example.

ROA: 10

Evidence Name: New Program Application

- **Do we have it?** The Provost's Office houses this application (last revised in 2018).
- **Do we use it?** Any faculty member can initiate a conversation and use the provided application and associated pre-application procedure.

- **Does it work?** The document provides a check and balance approval approach with Chair, Dean, OIE, Faculty Senate, and Provost weighing in on the conversation and approval process for new academic programs. The application provides both a document and a process that engages critical discussion and various personnel to vet the new program with resources needed, associated learning outcomes, and opportunities for student enrollees.

ROA: 10

Evidence Name: Program Learning Goals and Outcomes

- **Do we have it?** These are located in the course catalog and found on the University website under academics.
- **Do we use it?** Prospective and current students/families and other interested parties can use this public information to learn about various academic programs offered by the institution.
- **Does it work?** The goals and associated outcomes are able to more transparently educate prospective students as they weigh the idea of investing their time, money, and energy into applying for and hopefully working through a university program with the greater potential for new career opportunities at the conclusion of the program.

ROA: 10

Evidence Name: Strategic Plan 2018-2020

- **Do we have it?** The 2018-2020 University Strategic Plan (“Renewal Through Mercy”) is housed on the Hub and the University’s strategic planning website for public view.
- **Do we use it?** Internal and external parties can view the plan and its goals and associated action steps.
- **Does it work?** The three-year plan, in conjunction with the University Mission and Core Values, forms the backdrop to forward progress of the institution in a well-orchestrated fashion. Departments/Programs and individual employees can see goals, strategies, and action steps and contribute to the overall implementation. Because plans change according to University need, this strategic plan evolved rather quickly, particularly Goal 4 (renewing the North East vision) during the 2019-2020 academic year and will feed into the next strategic plan.

ROA: 10

Evidence Name: Strategic Plan Steering Schedule 3.6.20

- **Do we have it?** The chief strategic planning officer maintains the schedule and timeline document. It is located on the Hub.
- **Do we use it?** The timeline provides a year one snapshot and roadmap for invested parties to understand the preparation, planning, and participating opportunities for the creation of the next strategic plan.
- **Does it work?** The transparency of the schedule allows for individuals to prioritize and plan for how and when to participate in the planning process. The March 2020 schedule

also shares activity updates with how many and what types of contributors helped to produce the ideas to be woven into the document.

ROA: 10

Evidence Name: Substantive Change for Closure of the North East Branch Campus **Document is not available in the SharePoint folder**

- **Do we have it?** Unknown
- **Do we use it?** Unknown
- **Does it work?** Unknown

ROA: 10

Evidence Name: Tutoring Center Data

- **Do we have it?** The 2020 tutoring center data is maintained by the Tutoring Center through the Office of Academic Support and Student Success.
- **Do we use it?** The data illustrates the requests for content area by course with corresponding consultant hours and student requestors.
- **Does it work?** Having the center data in a single workbook allows for follow-up conversations with departments and future consultants in terms of making informed decisions and adjustments to the budget and center programming for the future semester. It is worth noting the 2020 data is time-stamped and captures the center's programming continuity during the challenges of operating within the COVID-19 remote learning environment.

Requirement 15: The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.

ROA: 15

Evidence Name: Rank and Tenure Processes (from Handbook)

- **Do we have it?** The faculty rank and tenure process can be found in the faculty handbook located on the Employee Hub, Academics, Provost Office, Faculty Handbook.
- **Do we use it?** The tenure process highlights the contribution of faculty to the institution by providing faculty with regular feedback in their third year regarding their progress toward tenure.
- **Does it work?** The tenure and promotion process ensure a core of faculty that remain over time to provide continuity and coherence to both individual programs and the larger university curriculum. Those who achieve full professor status through this process have been on the full-time faculty for a minimum of 12 years, providing a significant level of institutional memory.