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.

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 C-3 (0)3 0.ItloEvill

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 ___ ___ ssessment results.
- **Does it work?** Each depar___ ___ different succes___ ___ing the results of assessment of learning outco___ ___y are in the ___ of using past information to transform the assessment proc___ ___evise cou___ ___ngs, program structures, and student evaluation considering t___ ___nd o___ that shape the programs.

Standard: III-2a
Evidence Name: Suggested Protocol for Facult___ ___ould this be for 2b?)
- **Do we have it?** This document was cr___ ___2 and is available in the resources for department chairs on the Provost of___ ___Hub page.
- **Do we use it?** The document has ___ ___t by ___ ___ department chairs when the department is about to begin a ___ ___give gu___ ___for committee and department chairs for the hiring process i___ ___reating job ___ ___ons and advertising the p/TT1 bonda1 (be)-1 (de N___ ___e:)TJ/TT2 14.04___ ___11.275 0 /TT1
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- **Do we use it?** The Undergraduate Catalog is made available to undergraduate students to guide them through specific requirements of the program

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

Evidence Name:

Standard: III-2d

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

- **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. <mark>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 opportu (nd cE)-1 (ti)-1 (o(o)2 (fe)-1 (e(.)TJ0 Tw5 (y)-2 (e)-2 (v)tc</mark>

- **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)*

- **Does it work?** This is yet to be determined. Some departments are already using this

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

- **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 Stueues(x)-rrit?

- **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 cd(e)-2 (n)5 (e)-2 d1 (l)-1 (y)-22 (g)1 (r)4 (a)-1 (m)1 ((s)1 (to)2 (pr)-1 (o)2 (d i)-1 (n c)-2 (o)2 (o)2 (unt f (t

- **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:

Evidence Name: OCICU Provider Agreement
- <mark>Do we have it?</mark> T

- **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

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? APAC may use this Program Change Form g1 (d)1n62_0 1 Tf12 0 0 12 90 24TJ/TT0 1 Tf5.s k3.06m 0.00

- **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

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.
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- **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?** rk?   e rts-2 (30.002 0.001.8w 1.5 i-2 (-)2 (4r.)2 0 (k? MC Bdy 10 B0

- **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.

- **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.

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 Evpl srocv̶a̶p̶l̶a̶h̶r̶w̶u̶s̶a̶Q̶u̶a̶s̶e̶d̶s̶u̶Do w (i)1 (t)2 (w

- **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 of 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?**

- **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:

- **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.

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 t

- **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

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 <mark>Document is not available in the SharePoint folder</mark>
- **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.