Notre Dame of Maryland University
Self-Study Design

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Institutional Overview

Notre Dame of Maryland University (NDMU) was founded by the School Sisters of Notre Dame in 1895 as the first Catholic college for women in the nation to award the four-year baccalaureate degree. The School Sisters of Notre Dame (SSND), a global order of Catholic religious women with a widely respected legacy of service and educating underserved populations, continues to sponsor the University. True to our founders' principles, the University today promotes the advancement of women and provides a liberal education in the Catholic tradition. While NDMU has resisted the movement by many single-gender institutions to co-education and today features Maryland's only women's college, it has expanded its reach to serve three distinct populations: full-time undergraduate women, part-time undergraduate adults, and full- and part-time graduate students. This expansion is reflected in Notre Dame's becoming a University in 2011. The University today is comprised of four academic schools: Arts and Sciences, Education, Nursing, and Pharmacy. Guiding these programs and all of the University's endeavors is the University's Strategic Plan, a new and comprehensive plan for the future developed under the leadership of our new President, Dr. Marylou Yam.

The University's 2015 Strategic Plan, recently crafted by 90 volunteers working in six groups, identifies the following strategic themes and goals:

Overarching themes – Women and Globalization

1. To promote Catholic identity, SSND charism, and service;

2. To advance transformative education;

3. To enhance student engagement: create distinctive student opportunities;

4. To ensure institutional effectiveness: Enrollment, Finance, Facilities, IT, Sustainability, Advancement, Marketing, and Communications;

5. To expand community and global partnerships

The leadership teams and volunteers have identified sub-goals and strategic actions for each of the main goals listed. Assumptions at the outset of the planning cycle included the ideas that the plan will be consistent with mission, realistic, entrepreneurial, and inclusive, and that the plan will propel measurable change and focus on women while inspiring some calculated risks. Additional feedback from the University community was sought in spring 2015, with submission to the Board of Trustees in May 2015.

As noted here, the Strategic Plan will be consistent with the University's statement of Mission:

> Notre Dame of Maryland University educates leaders to transform the world. Embracing the vision of the founders, the School Sisters of Notre Dame, the University promotes the advancement of women and provides a liberal arts education in the Catholic tradition. Notre Dame challenges women and men to strive for intellectual and professional excellence, to build inclusive communities, to engage in service to others, and to promote social responsibility.

The University's Vision Statement builds on the Strategic Plan and the Mission Statement as it captures Notre Dame's aspirations:

> Notre Dame of Maryland will be recognized as a preeminent Catholic University for integrating innovative programs in the arts and sciences with professional programs, for inspiring students to learn and serve globally and for promoting the advancement of women.

On the academic side, the University pursues its mission and vision through programs housed within the four schools—Arts and Sciences, Education, Nursing, and Pharmacy—each of which is headed by a dean who reports to the Vice President for Academic Affairs. This structure, though new, has already proven successful. The School of Arts and Sciences (SOAS) is the historic academic foundation of Notre Dame of Maryland University. From physics to philosophy, business to biology, and music to mathematics, the SOAS includes baccalaureate

degree programs in the natural sciences, the social sciences, the fine arts, and the humanities. The School also provides a liberal arts curriculum that touches the lives of all Notre Dame undergraduates through a rigorous program of general education. The 70 full-time faculty members in the School of Arts and Sciences, as well as numerous associate faculty representing business and the professions, serve more than half the University's students in diverse programs of study. The School delivers approximately half the academic credit awarded by the University, including courses supporting students in the Schools of Education and Nursing. SOAS also offers graduate programs in contemporary communication, English, analytics in knowledge management, management, and nonprofit management.

The School of Education (SOE) offers its well-established bachelor's degree, 11 master's degree programs, two graduate certificates and the Ph.D. in Instructional Leadership for Changing Populations. The SOE became the first NCATE-approved private school program in Maryland to earn full accreditation in 2000 and has since been fully reaccredited in 2007 and 2013, with each of its 18 areas of certification also recognized in Maryland and nationally. The SOE has continued to evolve and thrive in order to meet the needs of an ever-expanding, diverse population and to respond to the demands of the employment market. For example, the SOE became the first education preparation program in Maryland to offer certification in Gifted and Talented Education; likewise, the SOE is the only authorized program that offers a degree in mathematics instructional leadership for both elementary and middle school educators, and is the first to be granted approval to offer an endorsement in STEM education. Through the SOE, Notre Dame is the largest private provider of educator certification (and the second largest among both public and private overall) in the state of Maryland.

The School of Nursing was established in 2011 as part of NDMU's transition to a University and is accredited by the Accreditation Commission for Education in Nursing and approved by the Maryland Board of Nursing. The School's mission is *to educate women and men to transform nursing and healthcare; to build inclusive, caring communities; to engage in service to others; and to promote social responsibility.* True to the SSNDs founding principles, the School has maintained a distinctive focus on caring connections with patients, students, colleagues, and the discipline of nursing, as well as a commitment to improving health outcomes for the region's most vulnerable residents through outreach and service. The School has three degree-granting programs: an accelerated RN-to-BSN program; an MSN program in Nursing Education and Nursing Administration; and a traditional, "2 + 2" BSN program that launched in fall 2013 with the first class of 45 junior-level nursing majors. Since the Department of Nursing was established at the College of Notre Dame of Maryland in 1982, more than 2,000 graduates have earned their baccalaureate and master's degrees in nursing through its respected programs. Notre Dame of Maryland University will graduate its first class of entry-level nurses in the spring of 2015.

The School of Pharmacy (SOP) awarded its first Pharm.D degrees to 52 graduates in 2013 and received full accreditation by the Accreditation Council for Pharmacy Education in the same year. The SOP reaches out to the surrounding community in a number of ways, including through the service-learning program called "AdvoCaring," which assigns students to one of twelve non-profit agencies in the area for a period of four years. Throughout this period students and their faculty advisor not only learn about cultural competence and psychosocial issues related to practice but also provide health-related services to these agencies. Since its inception, the SOP has provided over 9,000 hours of service to residents of Baltimore City. Students in the

SOP are already receiving national recognition on several fronts: included in the class that will graduate in 2015 are 22 students who have been matched to highly competitive residencies throughout the country; and two students were named Schweitzer Fellows in 2013-14 for their project at the Esperanza Center.

NDMU strives to advance its mission of educating students as leaders to transform the world by expanding access to a postsecondary education for underserved populations while remaining true to its academic focus and rigor. Academic programs offer instruction that leads to Bachelor of Arts degrees in 28 majors; Bachelor of Science majors in Nursing and Radiological Sciences; and a dual-degree Engineering program in partnership with Columbia University, Johns Hopkins University, and the University of Maryland. Recently developed offerings include the Master of Science in Nursing, a Master of Arts in English, the Doctorate in Pharmacy, and the Doctorate in Instructional Leadership for Changing Populations. The University's values-centered education emphasizes the student's total development: intellectual, professional, social and spiritual. Notre Dame students and faculty come from a variety of backgrounds, bringing diverse perspectives to the academic community. Hallmarks of the academic program include emphasis on values, integration of the arts and sciences, global perspectives, critical thinking and communication skills. The Notre Dame faculty encourages and assists students with their academic development. The 12:1 student/faculty ratio supports this personal attention.

While two of the schools represent new directions taken by Notre Dame, each of the four builds on the strengths, values, and traditions of the University which it serves. Another new program for the University is the Trailblazers Scholars Program, now in its fifth year of operation. The Trailblazers initiative represents the first comprehensive effort of the University to address the needs of its first-generation student population. The program was established with

grant funding through the Walmart Foundation/Council of Independent Colleges College Success Awards program, followed by two years of grant funding from the Maryland Higher Education Commission through the Maryland College Access Challenge Grant program. (At the conclusion of this grant funding, the University assumed the cost of the salary of the Director into its annual budget.) The program was launched in the fall of 2010 to support 33 first-year students in the Women's College whose parents had not attained a degree by immersing students in a supportive peer and faculty community and offering individual advising and workshops to connect them with college resources and integrate them into college life. In fall 2014, the Trailblazers roster at NDMU swelled to 135 students within the traditional-age Women's College, representing more than a quarter of the College's 500 students. A review of data and outcomes shows that Trailblazers are academically successful and are retained at higher rates than their first-generation peers at the University who chose not to be part of the program.

The Trailblazers program is one example of how the University meets the needs of the changing populations it serves. In fact, NDMU educates a diverse student body of about 3,000 women and men of all races, creeds, and socioeconomic backgrounds who are enrolled in degree and certificate programs at its 58-acre campus in north Baltimore City and at satellite centers throughout the state. The English Language Institute (ELI), which opened in 1983, offers English as a second language and American culture classes and brings an international dimension to campus. The Renaissance Institute, a noncredit membership program for students age 50 and older, rounds out the University's educational offerings.

In 2013, *U.S. News & World Report*'s annual "Great Schools, Great Prices" ranked NDMU 10th in schools offering high quality academic programs for significant value.

With a solid international focus, Notre Dame has formal exchange agreements with more than a dozen international colleges and universities, including Japan and Australia. Many students choose to study abroad for a semester or year, or enroll in a short January term, in one of 36 programs in 27 countries. Recent short-term experiences include travel to Guatemala, China, Paris, and London. On campus, leadership opportunities abound for students in academic, athletic and student life areas. Notre Dame's strong internship program provides students with opportunities to test different areas of interest, gain valuable experience, and make important contacts in the professional world. Service-learning projects within courses enable students to work directly with local organizations utilizing information and skills while assisting worthwhile programs. Community service is a prominent value at Notre Dame, with the Career Center and the Office of Campus Ministry linking students to service enterprises throughout the area. For example, the University's first-year students engage in Project Homeless in Baltimore as part of the NDMU 100 orientation course. This program has students assist those in need of help to connect with resources that will help them better their daily lives.

The surrounding community is invited to campus for musical performances, readings by authors, drama presentations and educational lectures. The Gormley Gallery exhibits the work of student, faculty and guest artists. Notre Dame fields eight NCAA Division III teams: basketball, field hockey, lacrosse, soccer, softball, swimming, tennis and volleyball. The Gators are part of the Colonial States Athletic Conference (CSAC). The University's 21,000 alumnae and alumni have become leaders in a full range of professional fields and have made important contributions to family and community life throughout the country and the world.

Support for the University, its programs, and its mission continues to grow. The Campaign for Notre Dame of Maryland University has reached 79% of the $42 million campaign

goal, with commitments totaling $30.2 million. The current focus of the Campaign is named *Eternally Gibbons*, a targeted fundraising campaign to raise $4 million for the restoration of Gibbons Hall, the central building on our campus. A timeline has been developed with a Public Launch scheduled for April 2015 in conjunction with the inauguration of President Marylou Yam, Ph.D. Solicitations of corporate, foundation and major individual donors have recently begun and will continue through completion of the campaign in December 2016. Notre Dame of Maryland University continues to be awarded significant grant funding to support University programs and capital projects that advance its mission, strategic plan, and faculty and student scholarship. Since the last report to Middle States, federal grants have included awards from the National Endowment for the Humanities, the National Science Foundation, and the Health Resources and Services Administration. A $452,000 NSF grant in 2011 provides scholarships to Women's College students who are seeking degrees in STEM fields. The School of Nursing has been the greatest beneficiary of grant funding during this period. The Health Services Cost Review Commission and the Maryland Higher Education Commission (MHEC) have jointly awarded grants totaling $3.3 million to expand NDMU's capacity and programming to educate nurses and support faculty fellowships. The Maryland Hospital Association has provided grant support to launch the entry-level Bachelor of Science in Nursing program. Other significant external funding has included several Race to the Top grants from the Maryland State Department of Education to the School of Education, a sub-award from HRSA to the School of Pharmacy, and Lumina Foundation support to improve the quality of online courses in the School of Arts and Sciences.

The Gibbons Hall restoration represents the most recent renovation/building initiative among the many projects undertaken since the last Middle States report in 2007. Recent projects

include the completion (in 2008) of the Loyola-Notre Dame Library renovation, resulting in a new state of the art facility that serves the two campuses. Other recent renovations include the "new" dining facility in Doyle Hall, the Merrick Tower (the landmark tower atop Gibbons Hall), LeClerc Auditorium, Theresa Hall (the new home of Human Resources and offices for the School of Education), and the gymnasium floor (with our new University logo). The campus also has new buildings supporting its planned growth and the several new directions that the University is taking. Most notably, the School of Pharmacy now has its new home in Bunting Hall, which was built with a combination of gift money and state funding. (Pharmacy also utilizes renovated space in the adjoining Knott Science Center.) Likewise, the University Academic Building (UAB) is now home to the recently formed School of Nursing and was built for a total cost of $17 million, including $4 million from the state of Maryland and funding from the Knott Foundation and the Middendorf Foundation, among other sources. This new building includes impressive sim labs used by our nursing students, while other parts of the UAB are regularly used by many non-nursing constituencies of the University. Our Morrissy Honors Program in the Women's College is now housed in the Otenasak House, a cottage built to match its neighbor and containing office, classroom, and social space. Notre Dame of Maryland University recently purchased and renovated a beautiful home at 100 St. Alban's Way, one short block from campus, which serves as the President's home and the site of social gatherings, classes, fundraising for scholarships, donor cultivation, receptions for Trailblazer Scholars, senior week activities, and other special events. The house is a short walk from the new softball practice field and the recently re-surfaced tennis courts.

Many other projects—from elevator replacements and a new commuter lounge to new art galleries and a new fitness center—have been initiated and completed since 2007 as part of the

University's Master Plan. (The Plan, created by the architectural firm of A. M. Stern, was reviewed and reaffirmed by Ayers Saint Gross in 2010.) The University's Board of Trustees, the President, the Plant Committee, and the Vice President for Financial Affairs oversee the progress of projects identified in the Master Plan. NDMU employs a traditional governance structure overseen by a Board of Trustees responsible for the business, properties, and affairs of the institution. The Board includes five corporate members, selected by the provincial leader of the SSND congregation, who have reserve powers related to the Mission Statement; the selection of trustees; and the purchase, sale, or lease of property. Fourteen NDMU graduates currently sit on the Board of Trustees. With a $47 million annual operating budget, Standard and Poor's rates NDMU's financial position as BBB+.

Accreditation entities include the Middle States Commission on Higher Education, the Maryland Higher Education Commission, the National League of Nursing Accrediting Commission, the Maryland Board of Nursing, and the National Council for Accreditation of Teacher Education.

With a new University president in place, a new Strategic Plan, and several new academic programs now under way, Notre Dame of Maryland University is well prepared to undertake this comprehensive study. Members of the University community welcome the opportunity afforded by the MSCHE self-study to explore fully Notre Dame's current status, its successes, and its preparations for the challenges that lie ahead.

Organization of the Self-Study

The institution has selected a comprehensive design for its 2017 self-study report. This design requires the institution to review and respond to each of the fourteen Criteria for Excellence. NDMU believes that the comprehensive design will provide the most effective

platform for a thorough review and analysis of the institution's strengths, weaknesses, and opportunities for improvement.

To begin the self-study process, President Marylou Yam appointed sixteen representatives from the campus community to the Self-Study Steering Committee – two co-chairs plus fourteen additional members. The Committee's co-chairs were selected to represent both the NDMU community and the School Sisters of Notre Dame (NDMU's founding order), embodying both the mission of the institution and the charism of the SSND. The Vice President for Academic Affairs, the Associate Vice President for Academic Affairs and Assessment, and the Steering Committee co-chairs recommended an organizational structure of individual work groups, with each to be chaired by a member of the Committee and aligned to one of the fourteen Criteria for Excellence.

Following appointment of the Steering Committee, the committee received nominations for work group membership, suggested others, and recruited 6-10 individuals for each group. The resulting membership represents a broad cross-section of the campus community and also includes undergraduate and graduate students. The scope of these groups, which touch every area on campus, ensures transparency and ample lines of communication across and among units, departments and programs within the institution. Student members joined the work groups beginning in Spring 2015.

To facilitate ease of access and collaboration, SharePoint was selected as the online document management and storage system for the work of the self-study. An online library was established to hold common-use documents, and each work group was assigned individual workspace in which to research and write their segments of the self-study design and report. All

work group members were trained in the use and function of SharePoint, and an administrative assistant from among university staff was assigned to each group to provide office support.

The self-study process was launched and introduced at NDMU's January 2015 Faculty Institute, and the Steering Committee and work group members spent that afternoon working on their research questions and document list. The committee meets monthly and the work groups, in general, meet every two weeks. It is anticipated that the bulk of the research and review will take place within the fourteen groups.

Self-Study Outcomes

1. To demonstrate through self-study and self-review that the university possesses the characteristics of excellence outlined in the 14 MSCHE accreditation Standards, meeting and exceeding the fundamental elements of each Standard.

2. To create and complete a meaningful, substantive self-study process that ensures compliance with accreditation Standards and also supports open and transparent community-based dialog and exploration of strengths and challenges. This process will center on institutional self-reflection and self-analysis, and lead to institutional improvement, innovation, and growth.

3. To identify and celebrate excellence, and to acknowledge and close gaps in all areas of the university, with the ultimate purpose of the self-study to identify where we are as an institution, where we need to go, and how we can get there.

4. To use, through self-study, a review of and reflection on the Standards for accreditation to demonstrate and embody a shared vision of the institution's future as framed by the SSND charism, the university mission, the NDMU strategic plan, and the Catholic intellectual tradition.

5. To fully utilize and apply results from the assessment of student learning and institutional effectiveness through a comprehensive review of the university's practices, processes, policies, and positions that is guided by the Standards for accreditation, informed by the university's mission and strategic plan, and focused on intuitional improvement and renewal.

Charge to the MSCHE Self-Study Steering Committee

The MSCHE Self-Study Steering Committee and Work Groups were selected and appointed by President Marylou Yam based on individual expertise in each area, knowledge of higher education, and commitment to Notre Dame. This Steering Committee was appointed in Fall 2014 and the Self-Study was launched at the Faculty Institute in January 2015 through the appointment and introduction of fourteen Work Groups, each assigned to one Standard and charged to lead and produce NDMU's decennial self-study report by December 2016 as part of the MSCHE requirements for reaccreditation, and to be the hosts and the ambassadors for the Middle States examiners when they visit in spring, 2017.

As part of her charge to the self-study team, Dr. Yam reminded Steering Committee and Work Group members that self-study is not a shallow activity and not for the faint of heart, and asked them to approach this process with professionalism, courage, integrity, and perseverance—to commit to this process wholeheartedly—or not at all. Team members were called on to remember that the next 2½ years will involve hard work, hard questions, and sometimes painful institutional introspection as we work to uncover the excellence that guides our university, the strengths that propel us through challenges, and the opportunities for improvement that will ensure NDMU success as we navigate changing times and changing expectations within a global community.

Dr. Yam also reiterated to the University community that successful reaccreditation is a priority, and NDMU needs dedication from team, sharp inquiry, and an ability to think beyond what "was" and what "is" -- to what "could be" and what "should be." Working as a team, and with the entire NDMU family, members will see this process through to successful self-reflection and reaccreditation. To accomplish this, Steering Committee and Work Group member was charged to:

- Make their role in this process a professional priority

- Attend meetings and complete work assignments within assigned group

- Respect timelines and deadlines

- Ask tough, but fair questions, and seek answers until found or developed

- Stay the course through the entire process

- Do your part with 100% commitment to success

- Shake off discouragement, and push through barriers and roadblocks

- Ask for help when needed

- Spread the "good news" of self-reflection and self-study with those outside the team

- Ensure that "Middle States" and "Self-Study" become common words and shared experience across campus

To accomplish the charge of the self-study, Steering Committee and Work Group members were asked to develop research questions to examine NDMU's compliance with each accreditation Standard. These research questions, along with Dr. Yam's specific charge to each Work Group, follows in the next sections of this document.

Work Group Charge and Research Questions

<u>Standard 1 University Mission and Goals</u>
The institution's mission clearly defines its purpose within the context of higher education and indicates whom the institution serves and what it intends to accomplish. Work Group 1 is charged with reviewing the institution's stated goals, confirming that these goals are consistent with the aspirations and expectations of higher education. This Work Group will engage in deliberations to determine the strength of the connections between the Notre Dame mission and the work of the University, and will evaluate how effectively the institution lives out the mission in responding to the needs of this time in higher education, given Notre Dame's new reality as a University serving a broader, more diverse student population.

Consistency in Living the Mission
1. How is the Mission Statement consistent with the historic mission and goals of the University and with the spirit of the SSND founders? How is the NDMU mission distinctive from that of other Catholic colleges? Other private institutions? How has the University planned for the sustainability of the Office of Mission?

2. Explain the synergy between the University Vision Statement, the Mission Statement, and the Strategic Plan.

3. To what extent are institutional goals well aligned with the mission of the University? To what extent are new programs systematically developed with mission and these strategic goals in mind?

Processes for Monitoring Mission Effectiveness
1. How does the mission guide planning, decision-making, and resource allocation for University curricular and co-curricular programming? If a program is not aligned with the University's mission and strategic goals, what process is in place to address that inconsistency? What mission audit process is in place for new and ongoing programs?

2. How does NDMU systematically review understandings of the mission among its constituencies and respond to their lived experience?

Communication about Mission to University Constituencies
1. How effectively are the University's mission and strategic goals conveyed to internal and external constituencies? What evidence demonstrates the effectiveness of mission education for new and continuing members of the University Board of Trustees, faculty, staff and student body?

2. With the expansion of the University in the Greater Baltimore region, including Maryland higher education centers and health care locations, how are new non-traditional student constituencies educated about the mission?

Standard 2 Planning, Resource Allocation, and Institutional Renewal
Notre Dame of Maryland University engages in coordinated planning at the board, executive, and unit levels to guide implementation of the University's mission and to achieve University goals, allocating available resources to address priorities based on the Strategic Plan and changes in the educational environment. Work Group 2 is charged with researching how assessment and subsequent adjustments for continuous improvement ensure institutional renewal at NDMU, and how that renewal is evidenced in part by such things as student retention, overall enrollment, clear policies, and various means of communication with University constituents.

Planning and Communication
1. How is the University Strategic Plan developed and updated and by whom?
    a. How does the University ensure accountability at the University and unit levels?
    b. How are the processes communicated to University constituents?
    c. What policies and governance structures support institutional planning?

Planning and Resource Allocation
2. How can the conceptual and procedural relationships between the Strategic Plan and the budget development process be strengthened so that these relationships are well understood and effectively implemented? Budget here includes both operations and the capital budget.
    a. How are the operational and capital budgets guided by the Strategic Plan?
    b. What is/are the process(es) by which human, financial, and physical resources are allocated?
    c. How does planning in University divisions and smaller units, such as through the University Committee on Academic Planning and academic units, tie into University-wide strategic planning?

Institutional Renewal
3. How does the University evaluate how effectively it implements its mission and goals with respect to planning?
    a. What assessments has the University used to evaluate its effectiveness? What assessments should it use going forward, especially with a new Strategic Plan, and on what schedule?
    b. What significant changes over the past 5-10 years demonstrate institutional renewal?

Standard 3 Institutional Resources
The work and life of a university is dependent on human, financial, technical, facilities and other resources, without which the campus community would come to a halt, and the mission and goals of the institution would not be achieved. Work Group 3 is charged to review NDMU's commitment to the effective and efficient use of institutional resources, data-driven decision-making, and ongoing assessment of the use and impact of its resources; to determine areas for improvement; and to identify next steps moving forward to most fully meet this Standard.

Human Resources
1. What are the most significant challenges facing NDMU now and over the next five years with respect to human resources?
   a. What is NDMU doing or what should it be doing to address these challenges?
   b. How do NDMU's resources compare with peer institutions? Are there appropriate reasons for any significant differences?

Facilities Resources
1. What are the most significant challenges facing NDMU over the next five years with respect to facilities resources?
   a. What is NDMU doing or shat should it be doing to address these challenges?
   b. How do NDMU's resources compare with peer institutions? Are there appropriate reasons for any significant differences?

Financial Resources
1. What are the most significant challenges facing NDMU now and over the next five years with respect to financial resources?
   a. What is NDMU doing or what should it be doing to address these challenges?
   b. How do NDMU's resources compare with peer institutions? Are there appropriate reasons for any significant differences?

Standard 4 Leadership & Governance
The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. Work Group 4 is charged to research how NDMU's governance structure ensures an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution,. Work Group 4 is also asked to confirm that NDMU has a system of governance that effectively includes the Board of Trustees, senior administrators, and faculty senate, with each governing group assigned its own role and responsibilities that are clearly articulated to insure the University's ability to achieve its mission.

Board of Trustees Governance
1. What role does the Board of Trustees have in governing NDMU and how does it fulfill its responsibilities of policy and resource development?
   a. What is the relationship between the University Board of Trustees and the SSND Board and how does it influence governance of the University?
   b. What policies and procedures of the Board of Trustees insure all members understand the mission, organization and academic environment of NDMU?
   c. How does the Board of Trustees fulfill its responsibilities to insure and be accountable for the academic quality, fiscal and academic integrity, academic planning, strategic planning and financial health of NDMU?

Transition of Key Leadership Positions
2. Since the last Middle States evaluation, the University transitioned from a College to a University with four schools. During this time, there has also been transition of key leadership positions.
    a. How was the transition in leadership communicated to all constituencies?
    b. What has been the impact of these transitions on the campus community?
    c. What measures were taken to insure a clear delineation of roles and responsibilities of the senior leadership team from that of the Board of Trustees?

Faculty Governance
3. A new faculty senate structure was developed in the transition to University status and the formation of four schools.
    a. How does the current faculty senate structure insure shared governance at NDMU?
    b. What new policies and procedures were developed to accommodate the autonomy of the four schools while connecting all four schools as a University?
    c. How does communication occur between faculty, administration and Board of Trustees to insure all three constituencies are all working toward the same goals?

Additional items to address:
    Address student perspective and opportunities for input where appropriate for each of the three issues

Standard 5 Administration
In *Characteristics of Excellence in Higher Education,* Standard Five is defined as follows:

"The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance."

In light of the new organizational structure of University, Work Group 5 is charged with establishing whether or not the administrative structure has assumed a more intense role of research/scholarship support and encouragement. The Work Group is further charged with establishing whether or not the assessment of the administrative culture and the assessment of the influence of leadership on the culture of NDMU continue to motivate the institution to greater success.

Policies and Procedures
    1. What is the process used by the Leadership Team for decision-making?
    2. How is the administrative structure evaluated?
    3. How are administrators (President, VPs, Deans and Directors) evaluated?

Communication – Internal and External
    1. How credible do all stakeholders perceive institutional performance indicators to be?
    2. How confident do all stakeholders feel that they can access the information they need about NDMU?

Leadership and Culture of NDMU
1. How do administrators perceive the amount of time and support resources available to make effective decisions?
2. In what ways has the new administrative structure impacted the culture of and support for research and scholarship, especially in sciences where research may require start-up funds?
3. How does the administrative structure foster quality improvement through Professional Development for faculty and staff?

Standard 6 Integrity
Within the vision and values of NDMU, and the charism of the SSNDs, integrity holds a position only equal to excellence and rigor in the student experience. Work Group 6 is charged with exploring ways in which this standard plays out across all areas, in all divisions, programs, departments, and offices. The Work Group is further charged with establishing how the NDMU experience demonstrates an awareness of and commitment to ethical standards, consistent and equitable policies and practices, and support for the mission of the institution. Finally, Work Group 6 is charged with assessing the institution's climate of intellectual/academic freedom and respect for individuals from diverse perspectives, beliefs, and cultures.

Policies and Procedures
1. Do the University's written policies, practices, and culture regarding the treatment of faculty and staff reflect reasonable Standards of fairness, transparency, and honesty?
   a. Equity/parity: salaries, workloads, benefits (tuition exchange etc.), hiring and termination policies and procedures
   b. Resources: do we have the resources that people need to meet the requirements of their position and succeed in their jobs? Are allocations equitable across offices, divisions and Schools?
   c. Responsibilities: are jobs well defined and contained? Are people respected and treated as important members of the community? How do we understand/explain the widespread transient nature of employment at Notre Dame?

Communication – Internal and External
2. Does the University adequately, fairly, and realistically address the academic and other needs of our current student profile?
   a. Preparation for the college experience? Acclimation to college culture.
   b. Support: academic
   c. Support: other (financial aid, counseling etc.)

Leadership and Culture of NDMU
3. As a University, by what means and to what extent do the founding principles of the School Sisters of Notre Dame continue to inform and affect the identity and the lived expression of the University's mission and vision statements?
   a. Educating women
   b. Service, social justice
   c. Who are we? Are we who we say we are? In what ways are we fulfilling our mission of educating students to transform the world? What are our proof points?

Standard 7 Institutional Assessment
Work Group 7 is charged to research the ways in which NDMU has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation Standards.

Process of Assessment and Evaluation
1. How does the university describe and verify an evidence-based, organized, and sustained assessment process to evaluate and improve the total range of programs and services; achievement of institutional mission, goals; and compliance with accreditation Standards?
    a. Which units, academic and non-academic, should be assessed?
    b. How are we assessing these units?
    c. To what extent is data being used for unit improvement? How are we using data for improvement?

Use of Assessment Results for Budgeting and Resource Allocation
2. How does the University share, discuss and use assessment results to improve efficiency and effectiveness; to make decisions impacting the University; and to allocate resources? How are assessment results tied to the budget request and allocation process?
    a. How and with whom do we share assessment information both internally and externally?
    b. What ensures that the process of budget requests and resource allocation is meaningful and transparent?
    c. What evidence exists of data-driven results that have influenced budget allocation?

Use of Assessment Results for Planning
3. How do the past and current/new strategic plans reflect attention to and use of assessment results and the assessment process? Is assessment embedded in the strategic plan?

    a. To what extent does the new Strategic Plan include performance indicators?
    b. How did we assess the old strategic plan? How do we demonstrate results?
    c. What did we learn from assessing our old strategic plan that we have incorporated into the new Strategic Plan?

Standard 8 Student Admissions and Retention
Work Group 8 is charged to review and confirm that Notre Dame of Maryland University admits students in all programs whose interest, goals and abilities are aligned with the NDMU mission. The Work Group was also charged to confirm the effectiveness with which the University assists and retains students to allow them to reach their educational goals.

Recruitment and Admissions
1. What are the deciding factors for students to attend Notre Dame in the various programs offered – undergraduate and graduate?

a. What are the admissions policies, procedures, academic programs and services offered at NDMU and how are they communicated to students in order for them to make an informed decision about their enrollment at the University?
b. How is the student profile developed for each area (Women's College, College of Adult Undergraduate Studies, College of Graduate Studies, Pharmacy) and how is this information used to influence future enrollment planning?
c. How well does the University integrate academic and enrollment planning processes with external needs, data and mission?

Retention and Graduation
2. How is Notre Dame using retention data and analysis to provide resources and services that will assist in students' persistence and completion rates in undergraduate and graduate programs?
a. Why do students choose NOT to attend Notre Dame and what factors are involved in students leaving before completion?
b. How effective are the current retention programs and services?
c. How is NDMU addressing the continuing/changing needs of students across all programs?

Marketing
3. How does Notre Dame of Maryland University present itself to the public and prospective students to affect positive enrollment outcomes?
a. What methods are used to analyze the enrollment and marketing plans?
b. How is the University developing an enrollment "culture" to create an atmosphere of collaboration among enrollment professionals, faculty, staff, alums and friends of the University for recruitment, retention and enrollment needs?
c. How do partnerships (current/future, domestic/international, articulation/business) impact the University and enhance the student's experience?

Standard 9   Student Support Services

Work Group 9 is charged to research the ways in which NDMU provides student support services that enable each student to achieve the institution's goals for its students; assesses and improves these services to most effectively support student success; and links work in these areas to fulfillment of mission and strategic priorities.

Programs and Services
1. How do we identify, describe and evaluate the programs and services offered to support the comprehensive development of enrolled students?
a. What services are offered to support the academic, personal, and social development of students?
b. How effective are the programs and services that support academic, personal, and social development of students?

  c. How do Notre Dame's programs and services compare to those at our peer institutions?

Special Populations
  2. How do we identify, describe, and evaluate how Notre Dame provides support to diverse student populations?
    a. What types of support services are provided to diverse populations?
    b. How effective is the support provided to diverse populations?
    c. How do Notre Dame's services for diverse student populations compare to those at our peer institutions?

Co-Curricular Impact
  3. How do we identify, describe and evaluate how co-curricular opportunities are consistent with, and actively supportive, of Notre Dame's mission and goals.
    a. What types of athletic and wellness, student involvement, and service opportunities are available at Notre Dame?
    b. How do athletic and wellness, student involvement, and service opportunities contribute to the academic success, physical and emotional well-being, and social development of students?
    c. How do Notre Dame's co-curricular opportunities compare to those at our peer institutions?

Standard 10 Faculty
NDMU believes faculty are at the core of the institution. In this context, Work Group 10 is charged with researching and identifying how NDMU's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals committed to the mission and strategic priorities of the university within an environment that celebrates free thought, service to others, and scholarly and professional development.

Change in University Structure

  1. How has the role of faculty changed with the new University structure?
    a. How has faculty governance structure evolved to reflect the new structure?
    b. How has the school structure impacted the role of faculty on campus?
    c. Have there being changes in the promotion and tenure process reflected in the change to university status?

Change in University Demographics

  2. How has the role of faculty changed as the University demographics have changed?
    a. What has been the trend in faculty demographics over the past ten years?
    b. Are the changing demographics of the student population reflected in the demographics of the faculty?
    c. Is the campus responsive to the changing demographics of both faculty and students?

Change in Context and Framework

       3. How has the role of faculty changed as university policies, procedures, expectations and resources have changed?

            a. What has been the impact of the changing role of faculty on university resources?

            b. How has the workload of faculty, chairs and deans changed with the change in university structure?

            c. How has the need and/or availability of faculty support staff changed with the change in role and workload?

Standard 11 Related Educational Experiences

The related educational experiences of NDMU undergraduate and graduate students are reflected in the context of university mission, vision, and strategic priorities, in an environment through which the university ensures that these experiences are fully supported by adequate institutional resources, measured through consistent outcomes, and support student learning and achievement in a 21st century global society. Work Group 11 is charged with researching how the related education experiences at NDMU contribute to ensuring student success and fulfilling the mission and strategic priorities of the university.

Learning Outcomes

1. Since the transition from college to university, have institutional level learning outcomes been developed that link the programmatic offerings of the four schools? How do these institutional level learning outcomes support Notre Dame's mission? What evidence is there to suggest that these learning outcomes are being achieved across the four schools?

    a. What percentage of programs, departments and majors have defined and published learning outcomes? Are these programmatic/major outcomes mapped to specific courses within their respective curricula and are they linked directly to institutional level learning outcomes?

    b. What percentage of students across campus are aware of programmatic/major learning outcomes within their discipline of study? How are achievement of these outcomes being assessed and reported to students, faculty and administrators?

    c. What evidence exists to demonstrate that the curricula for majors and programs across campus are designed to help students achieve learning outcomes for that major or program?

Information and Technology Literacy

2. How is information and technology literacy addressed in programs and majors across campus?

    a. What evidence is there that programs and majors have specific learning outcomes that address information and technology literacy? Are their course offerings available to support the learning outcomes for information and technology literacy?

    b. Has the infrastructure to support information and technology literacy on campus developed over the last 10 years to ensure that adequate resources and training are available to faculty, staff and students across campus to support teaching and learning activities in different programs/majors?

Institutional Resources
3. Have institutional resources developed over the last 10 years to adequately support all programs/majors at the University.
    a. Are their sufficient numbers of full time faculty with enough breadth of disciplinary expertise to 1) effectively deliver majors and programs and 2) to provide a rich and diverse educational experience for students?
    b. Are courses readily available to students when they need them to complete programmatic/major requirements? If not, why?
    c. Does the University have appropriate financial resources to support and sustain both existing and new majors and programs?

Standard 12 General Education

Standard 12 provides the opportunity to demonstrate how Notre Dame's general education program expresses the core values of our mission, helping students develop their potential for intellectual excellence, social responsibility, and transformative leadership within the context of the Catholic tradition. Work Group 12 is charged to research how NDMU delivers a richly integrated curriculum, in which essential skills, knowledge, and values are connected to each other, to students' major programs of study, and to Notre Dame's educational philosophy. This group will also look for evidence of deep and broad community-wide commitment to general education, in the form of genuine faculty ownership, meaningful student engagement, and effective assessment.

Key General Education Proficiencies
1. How do we ensure that general education constitutes an engaging and rigorous program of study that reflects our mission?
    a. How does the general education program develop students'
        1) understanding of values and ethics
        2) awareness of, and sensitivity to, diverse perspectives and global/cross-cultural contexts
        3) oral and written communication proficiency
        4) critical, scientific, and quantitative reasoning capacities
        5) technological competency
        6) information literacy?
    b. What are the main strengths and needs for improvement in these areas?
    c. How clearly and accurately does Notre Dame explain the general education program in a way that ensures students and faculty understand the requirements, the rationale supporting them, and their connection to institutional mission?

General Education and the Major
2. How is the program of general education integrated with major programs of study to ensure a coherent educational trajectory for students?
    a. How do programs ensure that the skills and abilities developed in general education are applied in the major?

b. What are the main strengths and areas for improvement in connecting general education to major programs of study?
c. How effectively do courses that meet both general education and major requirements serve the needs of majors and non-majors?

Assessment
3. How is the assessment of general education integrated within the institution's overall plan for assessing student learning in ways that promote curricular improvement?
    a. How does Notre Dame articulate expectations of student learning outcomes for its general education requirements?
    b. How does Notre Dame connect the assessment of general education outcomes to the overall plan for assessment of student learning?
    c. How does Notre Dame use assessment results to improve curricula?

Standard 13 Student Support Services
Standard 13 requires that *"The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate Standards."* Work Group 13 is charged with examining the ways in which, at Notre Dame of Maryland University, related educational activities are characterized as programs or activities that constitute a particular content, focus or mode of delivery (off-site locations). This group will also examine how NDMU evaluates that these special programs meet appropriate standards, are in alignment with the university mission, and can be assessed for efficacy and academic rigor.

Special Populations
1. What are NDMU's tests or measures used to place students in support courses and services? How do we measure or track student progress through these programs?

Special Programs
1. How are NDMU's Special Programs evaluated and developed, and how do they relate to existing academic programs? Areas focused on are certificate programs, camps, experiential learning programs, English Language Institute, Renaissance Institute, A Childs Place preschool, and non-credit courses.
    a. How are special programs integrated into the Notre Dame community?
    b. How does NDMU ensure that program goals are clearly articulated?
2. What assessment measures are used? How is the consistency of the evaluation process monitored?
3. Are these programs consistent with the University's mission and goals? Are the requirements for completion and student learning periodically evaluated?

Mode or Location of Delivery
1. What quality and consistency measures are used to ensure that off-site instructional locations (i.e. Heat Center, AACC etc.) are of the same academic rigor and quality as main campus programs?
    a. What support services are offered to students taking these off-site courses?
    b. What reports exist to show the quality and rigor of these programs? Are technology-based resources being utilized for these programs?

     c.   What contracts exist with affiliated providers, and who is responsible for the oversight of these contractual relationships?

Standard 14 Assessment of Student Learning Outcomes

Standard 14 asks an institution to assess student learning in order to demonstrate that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals. Work Group 14 is charged with researching how the assessment processes at NDMU are used to assess and improve student learning. The group will also examine how assessment results are linked to decision-making and curricular reform, and confirm how the institution improves student success through assessment and evaluation of the student experience.

Processes to Assessment of Student Learning
1. How effective is the process for conducting periodic evaluation of the effectiveness, comprehensiveness, and consistency of the student learning in undergraduate and graduate programs?
   a. How are administration, faculty, staff, students, and community stakeholders engaged in overall assessment of student learning?
   b. How are administration, faculty, staff, students, and community stakeholders informed of the process of periodic evaluation of student learning?
   c. How do programs document the method, measurement, and outcomes of assessment of student learning?

Ways To Assess Student Learning Outcomes
2. How effective are programs within the University at measuring their learning outcomes/program objectives for all students in undergraduate and graduate programs?
   a. How does the measurement determine consistent student learning outcomes across platforms and constituencies?
   b. What direct measures of student learning outcomes are being used?
   c. What indirect measures of student learning outcomes are being used?

Data Collection and Use of Results
3. To what extent have assessment results informed decision-making?
   a. To what degree have assessment results informed decisions about pedagogy and curriculum planning?
   b. To what degree have assessment results informed decisions about resource allocation (budgeting)?
   c. How does the college's assessment processes enhance academic excellence and improve the complete student experience?

Steering Committee and Work Group Members

<u>Steering Committee</u>
Co-Chairs:
Sister Margaret Ellen Mahoney, Professor and Chair, English Department
Sister Sharon Slear, Dean, School of Education

Administrative Support: Donna Jenkins
Members:
- Debra Franklin, Dean, School of Arts and Sciences, and Chair, Standard 1 Work Group
- Candace Caraco, Chief of Staff, Office of the President, and Chair, Standard 2 Work Group
- Deborah Asbury, Vice President, Finance and Administration, and Chair, Standard 3 Work Group
- Anne Lin, Dean, School of Pharmacy, and Chair, Standard 4 Work Group
- Sister Mary Fitzgerald, Assistant Professor, School of Education, and Chair, Standard 5 Work Group
- Susan Repko, Director of Marketing Communications, and Chair, Standard 6 Work Group
- Kathy Corley, Assistant Professor, School of Education, and Chair, Standard 7 Work Group
- Sharon Bogdan, Associate Vice President, Enrollment Management, and Chair, Standard 8 Work Group
- Natalie Gillard, Director of Student Leadership and Involvement, and Chair, Standard 9 Work Group
- Deb Calhoun, Associate Professor and Chair, Business Department, and Jeana DelRosso, Professor, English Department, and Director, Morrissy Honors Program; Co-Chairs, Standard 10 Work Group
- James Culhane, Professor, and Chair, Pharmaceutical Sciences, Chair, Standard 11 Work Group
- Anne Henderson, Associate Professor and Chair, History, International Studies, Latin American Studies, Political Science, Women's Studies, and Chair, Standard 12 Work Group
- Erin Foley, Director of Athletics, Division of Student Life, and Chair, Standard 13 Work Group
- Sabita Persaud, Assistant Professor, School of Nursing, and Chair, Standard 14 Work Group
- Sister Christine De Vinne, Vice President, Academic Affairs
- Kathryn Doherty, Associate Vice President, Academic Affairs and Assessment
- Emily Schreiber, Undergraduate Student Representative
- Heather Woodbridge, Graduate Student Representative

<u>Standard 1: Mission and Goals</u>
Chair: Deb Franklin – Dean of School of Arts and Sciences
Administrative Support: Theresa Peddicord

Members:
- Angela Baumler- Director of Admissions
- Pat Bosse- Vice President for Institutional Advancement
- Melissa Lees- Director Campus Ministry
- Sister Sharon Kanis- Department Chair/Professor, Religious Studies
- Sister Theresa Lamy- Department Chair/Associate Professor, Modern Foreign Languages
- Emilia Poitier- Director of Alumnae and Alumni Relations
- Peggy Koenig – Graduate Student, School of Education

Standard 2: Planning, Resource Allocation, and Institutional Renewal
Chair: Candace Caraco - Special Assistant to the President, Presidents' office
Administrative Support: Laura Beattie-Hoang
Members:
- Jill Eigenbrode- Associate Registrar
- Nick Firmani –Professor, Art Department
- Charmaine Hood- Student Accounts Assist., Business Office
- Mary Preibe – Student Accounts Assist., Business Office
- Jeanette Quinn - Academic Advisor, College of Adult Undergraduate Studies
- Angela Sherman- Department Chair/Associate Professor, Chemistry
- Warren Szelistowski- Director of Information Systems and Technology
- Colin Valkenet – Graduate Student, School of Arts and Sciences
- Charlie Yoe- Professor, Business/ Economics

Standard 3: Institutional Resources
Chair: Debbie Asbury- Vice President for Finance & Administration, Finance and Administration
Administrative Support: Arlene Lawson
Members:
- Ademar Bechtold – Associate Professor, Business/ Economics
- Simon Briggs – Graduate Student, School of Education
- Alex Chaillou- Department Chair/Associate Professor, Mathematics/Physics/Computer Studies
- Geoff Delanoy- Department Chair/Associate Professor, Art and Music
- Audrey Brooks-Director of Financial Aid, Financial Aid
- Barbara Morris- Director of Financial Services
- Cleo Margetas - Academic Records Specialist II, Registrar's Office
- Joan Wisner-Carlson- Director of Corporate, Foundations and Government Relations
- Ryan Schaaf- Assistant Professor, School of Education

Standard 4: Leadership and Governance
Chair: Anne Lin – Dean of Pharmacy, Office of the Dean, School of Pharmacy
Administrative Support: Devin Laramie
Members:
- Susan Barber- Associate Professor, History and Political Science

- Min So Kwon- Assistant Professor, Clinical and Admin. Sciences, School of Pharmacy
- Geri Larson- Director of Human Resources
- Jocelyn McKeon- Associate Professor, Chemistry
- Jim Mitchell- Executive Director Risk Management & Public Safety
- Donna Murphy – Graduate Student, School of Education
- Heidi Fletcher- Vice President for Enrollment Management, Admissions/Enrollment Management

Standard 5: Administration
Chair: Sister Mary Fitzgerald – Instructor, School of Education
Administrative Support: Chris Rhodovi
Members:
- Terri Arnove- Associate Director of Human Resources
- Mark Fenster- Associate Professor, School of Education
- Maria Mouratidis- Department Chair/ Associate Professor, Psychology
- Barbara Paul- Curriculum Specialist, College of Adult Undergraduate Studies
- Barbara Preece- Director Loyola – Notre Dame of Maryland University Library
- Ann Solomon – Graduate Student, School of Education

Standard 6: Integrity
Chair: Susan Repko - Director of Marketing Communications, Marketing
Administrative Support: Alexis Mack
Members:
- Brian Berry- Professor, Religious Studies
- Kelly Boyd – Graduate Student, School of Arts and Sciences
- Bill Davis- Professor, English
- Desiree Melton- Associate Professor, Philosophy
- Amy Provan- Director of Counseling Center
- John Rivera- Director of University Communications
- Rebecca Sawyer- Vice President for Student Life, Student Life

Standard 7: Institutional Assessment
Chair: Kathy Corley- Faculty, School of Education
Administrative Support: Chris Rhodovi
Members:
- Larry Beyer- Faculty, Business/Economics
- Patricia Dwyer – Professor, School of Education
- Valerie Hogue- Associate Dean, Associate Dean's Office, School of Pharmacy
- Keith Lorenz – Graduate Student, School of Education
- Madeline Mask – Undergraduate Student, School of Arts and Sciences
- Maeve O'Donovan- Department Chair, Professor, Philosophy
- Mary Packard- Department Chair, Associate Professor, School of Nursing
- Randy Scott- Staff Accountant, Business Office

Standard 8: Student Admissions and Retention
Chair: Sharon Bogdan- Associate Vice President for Enrollment, Admissions/ Enrollment Mgt
Administrative Support: Christine Baumgarten
Members:
- Gilda Anroman- Assistant Dean for Student Affairs, School of Pharmacy
- Kathy Brave – Graduate Student, School of Education
- Sister Christine DeVinne - Vice President for Academic Affairs/Dean of Faculty, Academic Affairs
- Jackie DiMaggio- Assistant Director of Admissions, Graduate programs, Graduate Admissions
- Laura Janicki- Academic Records Specialist I, Registrar's Office
- Ken Sossa - Assistant Professor, Biology
- Evelyn Spratt- Faculty, School of Education
- Diamond White- Assistant Director of Financial Aid, Financial aid

Standard 9: Student Support Services
Chair: Natalie Gillard- Director of Student Activities and Orientation, Student Development
Administrative Support: Ally Keaton
Members:
- Anne Davis- Tutor Coordinator, Academic Affairs, Academic support
- Lillian Doyle – Undergraduate Student, School of Arts and Sciences
- Beth Green- Director of the Trailblazers Program, Academic Affairs
- Janice Greene- Lab Manager & Software Specialist, Information Technology
- Kris Kirk- Professor, Chemistry
- Jessie Sell- Director of Academic Support, Academic Affairs
- Laura Mathabel - Director of Disability Support Services, Disability Support Services
- Elizabeth Scott- Assistant Director of Counseling Center, Counseling Center
- Ammad Sheikh- Director of Career Center, Career Center

Standard 10: Faculty
Co-Chair: Deborah Calhoun –Chair, Business and Economics Department, Business/Economics
and Jeana Del Rosso - Professor, English
Administrative Support: Theresa Peddicord
Members:
- Jane Balkam- Assistant Professor, School of Nursing
- Danea Farley- Faculty, Education
- Crissa Holder Smith- Multimedia Specialist, Director of FRC, Academic Affairs
- Paul Huey-Burns – Graduate Student, School of Arts and Sciences
- James Lee- Assistant Professor, School of Pharmacy

Standard 11: Educational Offerings
Chair: James Culhane - Department Chair, Professor, Pharmaceutical Sciences, School of Pharmacy
Administrative Support: Scott Glass

Members:
- Payal Agarwal- Assistant Professor, Pharmaceutical Sciences, School of Pharmacy
- Megan Bowen- Enrollment Manager, School of Education, Graduate Admissions
- Erica Brinkley- Assistant professor, School of Nursing
- Elizabeth Schachterle – Undergraduate Student, School of Arts and Sciences
- Angela Simmons- Director of Project Operation Teach, Education
- Mischelle Van Brakle- Department Chair, Assistant Professor, Criminology/Sociology
- Meredith Walsh- Assistant Director of Admissions

Standard 12: General Education
Chair: Anne Henderson – Department Chair/History and Political Science
Administrative Support: Theresa Peddicord
Members:
- Janice Bonner- Professor, Biology
- Barbara Mento- Associate Professor, Mathematics/Physics/Computer Studies
- Eleftherios Michael - Associate Dean for International Education, International Education
- Margaret Pedersen – Undergraduate Student, School of Arts and Sciences
- Stacey Peterson- Faculty, Chair of the Communication Arts Department, Communication Arts
- Kate Bossert- Faculty, English
- S. Carmen D'Adamio- Advisor, School of Education

Standard 13: Related Educational Activities
Chair: Erin Foley - Director of Athletics, Athletics
Administrative Support: Ally Keaton
Members:
- Mary Burch Harmon- Associate faculty, English Language Institute
- Nicole Culhane- Director of Experiential Education, Experiential Education, School of Pharmacy
- Lynne Eccleston- Assistant Director of Admissions, College of Adult Undergraduate Studies
- Elizabeth Jones- Assistant Professor, Business/Economics
- Sister Catherine Sarther- Assistant Dean For Advising, School of Education
- Justin Schaefer - Enrollment Manager, College of Adult Undergraduate Studies
- Lauren Romagnano – Undergraduate Student, School of Arts and Sciences
- Jeff Warner- Director of Renaissance Institute, Renaissance Institute
- Mona Weber - Director of Admissions, College of Adult Undergraduate Studies

Standard 14: Assessment of Student Learning
Chair: Sabita Persaud – Associate Professor, School of Nursing
Administrative Support: Amy Rohrs
Members:
- Cleaya Antes– Undergraduate Student, School of Arts and Sciences
- Erin DaSilva- Assistant Director of Athletics/Head Soccer Coach, Athletics
- Michelle Evans- Student Life Program Manager, Student Life

- Beth Jones - Assistant Professor, Business/Economics
- Margaret Sullivan- Associate Professor, Mathematics/Physics/Computer Studies
- Lisa Pallet – Assistant Professor, School of Education

Inventory of Assessment and Support Documents

The Inventory of Support and Assessment documents has been compiled by members from each of the fourteen Work Groups in preparation for their work on the self-study report. The Inventory lists surveys and data gathered by various campus constituencies as well as support documents such as catalogs, handbooks, minutes and statistics from data books. All materials will be available online through Sharepoint.

Standard 1
- Record and rationale for all changes in the Mission statement since 2007
- Mission statements for all units of the University
- Strategic Plan outcomes as related to Mission initiatives since 2007
- SSND sponsorship reports since 207 (2 reports)
- Sustainability report (due Nov. 2015) prepared for SSND Provincial Council
- Records of Mission Orientation programs, including program design
- Records on programming and evaluation of signature events (Partners in Mission, Community Day, Notre Dame Day)
- Alumnae accomplishments (external recognitions)
- Global initiatives records, including NGO work with SSND and service abroad
- Reports on service learning
- Documentation on hiring for mission, evaluation of faculty and staff
- Possible assessments of Honor Board functioning
- SSND sponsorship reports since 2007
- Assessments of leadership programming for students

Standard 2
- 2012-2016 President's power points from open forums
- Organizational charts
- New strategic plan
- Budget committee membership
- Agenda and related documents from past president planning retreats
- 2012-2016 Community Conversation documents
- 2012-2016 dashboard strategic indicators
- Master plan for the 21st century and summary of results
- BOT 2010 planning charts for facilities
- BOT 2010 Ayers Saint Gross PowerPoint
- 2008-2013 Strategic Plan spreadsheet – evaluation summary
- BOT bylaws
- BOT membership and committees
- Faculty Handbook
- UAC charge and related information

- Documents on the creation and implementation of UCAP and reporting lines
- Council for Faculty Research and Development charge and description
- Standard and Poor ratings reviews/recommends 2007-2017
- 2012-2016 survey data
- 2012-2016 Major Field Test results
- 2012-2016 records of service learning
- 2014 task force reports from the schools, athletics, and special populations
- School business plans
- 2008 Women's College task force report
- CREDO consultant report on University status
- 2010 Consultant report on part time adult programs
- 2012-2016 enrollment consultant reports
- Dashboard data

Standard 3

- Department staffing data
- Peer salary and staffing data
- Compensation study
- Student FTE data
- Strategic plan documents
- Capital assets list
- CIC benchmarking reports
- Fixed asset inventory list
- Capitalization and fixed asset policies
- 2012-2016 fundraising dollars and averages
- Endowment data
- Restricted vs. unrestricted funding reports
- Peer institution data on endowment and fundraising
- Plant Committee minutes
- Budget Committee minutes
- Budget reports
- Actual vs. budget reports and trend analysis reports
- Capital budget reports and analysis reports
- Enrollment estimates
- Finance Committee minutes
- Grant data
- Investment Committee minutes

Standard 4
- Board bylaw, handbook, committee charge, orientation packet, conflict of interest policy, etc
- Faculty vs. administrative role definitions
- Faculty handbook
- Faculty senate self assessment
- Faculty standing committee agenda and minutes

- School curriculum committee agenda and minutes
- Senior administrator search process policy
- Senior administrator job descriptions
- School bylaws

Standard 5
- Faculty Handbook
- Staff Handbook
- Student Handbook
- Catalogs
- Associate Faculty Guide
- Website
- Human Resource Policies
- SWAT data and analysis
- Emergency procedures
- 2012-2016 Board Agenda and Minutes
- Board committees and membership
- Board minutes, 2010-2015
- Job description template
- Sample of job descriptions
- School of Education handbook
- School of Nursing handbook faculty/staff
- School of Nursing handbook students
- School of Pharmacy handbook
- Samples of hiring documents
- Samples of Associate Faculty contracts
- Information on benchmark schools

Standard 6
- Carnegie Standards
- Reports on benchmark institutions
- NDMU faculty and staff salary reports by rank, unit, years of service
- Workload, course load, and committee service data for all schools /benchmark schools
- Faculty handbook
- Associate faculty handbook
- Staff handbook
- Human resources policy manual
- Sample NDMU job descriptions (faculty and staff)
- 2012-2016 NDMU faculty/staff retention reports
- 2012-2016 Partners in Mission data
- Information on other faculty and staff recognition ceremonies/events
- 2012-2016 issues of the *Bulletin*
- Promotion and tenure policies and procedures
- 2012-2016 P & T data
- 2012-2016 faculty and staff performance evaluations

- 2012-2016 HR exit interview data
- Termination and downsizing policies
- 2012-2016 national data on faculty, staff and administration longevity
- Writing and tutoring center reports
- English 101L data and retention reports
- NDMU academic advising protocols
- Academic performance policies for all schools
- Academic progress plans for all schools
- 2012-2016 academic support services workshops information
- 2012-2016 Career Center workshop info
- 2012-2016 Student Life Annual Reports
- 2012-2016 Trailblazers Annual reports
- Anchor program reports
- First Impressions reports
- Counseling Center reports
- Academic Support Services workshop information
- 2012-2016 enrollment reports
- State and national reports on high school students preparedness for college
- 2012-2016 CIRP data
- 2012-2016 Admitted Student Questionnaire
- 2012-2016 Internship data
- 2012-2016 Financial Aid data
- 2012-2016 Mission Training sessions
- 2012-2016 SSND awards for faculty and staff
- SSND web pages
- 2012-2016 SSND Foundation Day
- Examples of leadership focus on teaching and learning
- Examples of gender equality in coursework, workshops, and special events
- 2012-2016 Busta lecture promotional items from last 5 years
- 2012-2016 NDMU service hours
- Criteria for logging in service hours
- 2012-2016 service awards
- List of service partners and description
- 2012-2016 Davis Project for Peace recipients
- Documentation for Peace and Justice Studies minor
- Information on service seniority
- Documentation for Catholic Studies minor information
- Daily Mass details
- 2012-2016 frequency of chapel use for Catholic events
- 2012-2016 Mission training documents
- 2012-2016 annual report on campus ministries
- 2012-2016 number of SSNDs on faculty and staff
- 2012-2016 number of SSNDs active in ministry on campus
- Outcomes on tri-university meeting of professors of religious studies

- Documentation of evidence of SSND and Catholic identity on campus
- 2012-2016 percentage of liberal arts courses offered
- 2012-2016 details about the Common Read
- 2012-2016 internal and external events celebrating the value of the liberal arts
- NDMU value statements
- NDMU website
- NDMU student testimonials

Standard 7
- 2012-2016 meeting notes and annual summaries from the 4 school assessment committees
- 2012-2016 meeting notes and annual summaries from the general education committee
- 2012-2016 annual reports for all non-academic units and programs
- NDMU strategic plan (old)
- Draft and guiding documents for current/new strategic plan
- 2012-2016 meeting notes and annual summary from University Assessment Committee
- Description of budget request and allocation process
- All accreditation reports
- Mission and values statement
- Program outcomes for all programs and units
- 2012-2016 survey results
- Division/unit strategic plans
- Institutional report cards (dashboards?)
- External audit reports
- 2007 and 2012 Middle States self-study

Standard 8
- Enrollment, marketing and retention plans (current and previous)
- Admission funnel info (inquiry to enrolled) for each area
- 2012-2016 Admission policies
- Student demographic profile
- External and competitor data and how used
- Learning outcomes for programs/majors
- Admissions event data and feedback
- Accepted student information
- 2012-2016 Retention data
- Retention process, services, and programs
- 2012-2016 student satisfaction surveys
- NSSE Data, CLA Data
- SOP, SON, SOE accreditation reports
- WOM placement tests results and analysis on retention
- Academic-Enrollment connections and collaborative work
- Strategic plan, past and current

- External marketing data and feedback reports
- Updated listing and report of current and future partnerships

Standard 9
- Definitions for special populations, diverse populations, students of concern
- 2014 Task Force Report on Special Populations
- MICUA Cultural Diversity Survey
- Special Populations mission and philosophy
- Diverse Populations mission and philosophy
- Peer institution reports with information on all academic and student support services
- Peer institution reports with all information on diverse student programs and offices
- Peer institution reports with all information on athletics and student involvement opportunities
- 2012-2016 service learning and community service statistics
- UPC data and findings
- Student records maintenance policies
- 2012-2016 student services annual reports
- Student records release policy
- Evaluation and assessment reports for academic programs and support services
- Policies, procedures and number of staff for all student support services and student life
- 2012-2016 student life handbook
- 2012-2016 residence life handbook
- 2012-2016 Clery Act reports
- 2012-2019 Title IX reports
- Case management committee annual reports

Standard 10
- Faculty handbook

- P and T policy
- Faculty governance structure
- Faculty Evaluation process
- Course Evaluation process
- Faculty salary structure
- Associate faculty handbook
- New faculty orientation materials
- New faculty mission orientation
- Faculty hiring guidelines
- Faculty senate and committees
- Faculty development and scholarship
- Awards and recognitions
- Faculty and associate faculty listings

- 2012-2016 faculty data and demographics

Standard 11
- NDMU Periodic Review Report 2012

- NDMU 2007 Self-Study Report
- Graduate course catalog
- Undergraduate course catalog
- Graduate course syllabi
- Undergraduate course syllabi
- Graduate course descriptions
- Undergraduate course descriptions
- Degree program documents listing learning outcomes/objectives
- Majors documents listing learning outcomes/objectives
- Curriculum maps
- Syllabi template for the four schools.
- IT strategic plan
- IT annual reports
- Library strategic plan
- Library annual reports
- NDMU strategic plan
- Program assessment plans
- Annual program assessment reports
- University mission statement
- Department and/or program mission statements
- Course cancellation documentation
- Department and/or Program Mission Statements
- Program vacancies list
- List of academic advisors
- List of associate faculty
- List of full time faculty
- Department budgets
- University Budget
- University fundraising reports
- Grant reports

Standard 12
- 2012-16 Assessment conference,
- workshop info
- 2012-16 Budget line item data
- 2012-16 Collegiate Learning Assessment
- 2012-16 Gen Ed Committee minutes
- 2012-16 SOAS Curriculum Committee Gen Ed forms
- 2012-16 Course Syllabi
- 2012-16 Curriculum Committee minutes
- 2012-16 Department self-studies

- 2012-16 Gen Ed enrollment data
- 2012-16 Gen Ed evaluation rubrics
- 2012-16 Gen Ed sample assignments
- 2012-16 Gen Ed assessment report feedback
- 2012-16 Gen Ed Curriculum Action Forms
- 2012-16 Gen Ed Course Evaluations
- 2012-16 Gen Ed Assessment Reports and Results
- 2012-16 Gen Ed Course Distribution Checklist
- 2012-16 Gen Ed grant data
- 2012-16 NSSE Results
- 2012-16 Professional development and training information
- 2012-16 Requirements for senior portfolios, projects, or seminars
- 2012-16 Testing data (MFT, Praxis, etc.)
- 2012-16 Undergraduate Catalogs
- 2015 Department narratives (TBD)
- 2015 Faculty data
- 2015 Gen Ed assessment plan
- 2012-16 Ethics Bowl narratives
- 2012-16 Service Learning narratives
- 2015 Focus group interview data
- Departmental self-study template
- Gen Ed Course Matrix
- Gen Ed descriptions, distribution, and outcomes
- Program assessment template
- University Assessment Plan

Standard 13	
	- List of all off-site instructional locations
	- 2014 Task Force Report on Special Populations at NDMU
	- Philosophy or mission statement on how we integrate special populations at NDMU
	- Definition and data for Special Populations
	- List of off-site locations (are internship and clinical sites considered off-site?)
	- Contracts and MOU's for clinical and off-site locations
	- Academic catalog information for certificate programs.
	- Academic catalog information about experiential learning programs
	- Evaluations and reports from off-site instructional locations
	- Technology-based resource list for off-site instructional locations
	- List of adaptive technologies available for off-site instructional locations
	- List of contracts/agreements/personnel for advising students at off-site learning locations
	- Operation Teach (School of Education) evaluation process and assessment
	- Academy for Catholic Teacher Education (School of Education) evaluation

process
- Renaissance Institute evaluation and assessment procedures/documents
- English Language Institute evaluation and assessment procedures/documents
- A Childs Place accreditation and licensing documents and mission statement.
- For-credit internship evaluation and assessment procedures for the Women's College
- List of tests or measures used to place students in support courses and services, and how NDMU tracks the success of these support courses.
- List of all summer camps NDMU offers plus assessment and evaluation results.

Standard 14
- 2012-16 University Assessment Committee agenda and minutes

- 2012-16 UAC Subcommittee agenda and minutes
- 2012-2016 Department Assessment reports
- 2012-2016 UAC Annual Assessment report
- 2012-2016 Department Self-Study evaluation reports
- 2012-2016 School accreditation reports
- 2012-2016 UCAP minutes
- 2012-2016 Program Evaluation Plans
- 2012-2016 School accreditation reports

Editorial Style and Format for All Reports

A total of 14 work groups will contribute the main substance of what will become the Notre Dame of Maryland University 2017 Middle States report. In order to ensure some consistency in presentation, please observe the following guidelines. All work groups will submit reports BOTH as e-mail attachments and in hard copy. Work groups will keep records of all sources consulted and submit documentation as to use of those sources in the final report. The Steering Committee will assign a recommended length for the report of each team. The following guidelines require particular attention in preparation of the team reports to be incorporated into chapters of the Notre Dame Self-Study document.

Format

1. Write all text in Word and type double-spaced in 12-point Times New Roman font.

2. Submit charts as Excel Spreadsheets in portrait orientation whenever possible. Use Ariel font. Only essential charts should be incorporated into the text. Supporting material can often be included with appendices.

3. Minimize special formatting (frequent use of tabs, indents, underlines, all caps) in order for text to be imported more easily into the master document. Avoid use of headers and footers.

4. Use tab (once) when beginning a new paragraph.

Style

1. The official name of the institution is Notre Dame of Maryland University. Approved shortened references to the name of the University are: NDMU and Notre Dame.

2. Write in the active voice.

3. Write in the third person.

4. Capitalize "Uni." when used as a shortened reference to the institution. Capitalize "Mission" and "Mission Statement" when referring to the Notre Dame document. Capitalize "Strategic Plan" when referring to the Notre Dame document. Capitalize (and hyphenate) Self-Study when referring to Notre Dame document. Capitalize titles before a name. Use lowercase for titles appearing after a name. Capitalize names of academic departments and administrative units. Use lowercase references to disciplines unless proper nouns (e.g., English).

5. Refer to all people by their first and last names. Identify a member of the School Sisters of Notre Dame by including the acronym for the order at the end of her name: e.g., Sharon Kanis, SSND

6. Unless an exception is required, use Arabic numerals. Within text, write out all numbers under 10 and use numerals for 10 and above.

7. Use the following spellings: Web site, online, e-mail.

8. To emphasize or highlight a particular word use bold type as opposed to underlining. Underlining makes words difficult to read. In Web text, it indicates a link to another page.

   - Do not bold *and* underline a word or phrase, even as a section header.
   - Titles of major works that would have previously been underlined should be italicized.

9. Use the following guidelines for dashes.

   - En dashes [-] denote a range [pages 40-48].
   - Em dashes [--] may be used for material that amplifies, explains or digresses. Commas often may be used for the same purpose.
   - Do not use spaces around em dashes: *The three professors—Ritter , Di Rienzi and Storey –were joined by several students.*

10. For lists or bulleted copy, follow these guidelines:

    - Maintain parallel construction in listed items.
    - If a bulleted item is a complete sentence, treat it as such [put a period at the end and capitalize the first word.]
    - If a bulleted item is not a complete sentence, lowercase the first word [unless it is a proper noun] and use no punctuation.
    - If there MUST be a mixture of sentences and non-sentences, defer to lowercase and no punctuation on all items.

11. Alphabetize or put listed items in some other logical order.

12. To indent or align items, use tabs rather than spaces. Tab once for left indent.

13. Use one font throughout the document. Times New Roman 12

14. Do not type headings or blocks of texts in all capital letters.

Outline for the Self-Study

NDMU has selected a comprehensive self-study to provide a platform for an overarching review of all areas of the institution, including mission, goals, educational outcomes, resources, structures, governances, services, programs, processes, and roles. We have selected to organize the self-study report around two main categories: Institutional Context (Standards 1-7) and Educational Effectiveness (Standards 8-14). NDMU believes that the comprehensive model for self-study will allow for self-reflection and analysis leading to institutional renewal and improvement, as well as the opportunity to most effectively link and connect units, programs, services, and people to the short and long term mission and goals, as well as institutional and program-based outcomes.

The following outline presents the organization structure of the Self-Study document:

Executive Summary
Section I: Institutional Context
      Chapter 1 Mission and Goals
           Overview
           Review of and response to Self-Study questions
           Findings
           Suggestions and recommendations
      Chapter 2 Planning, Resource Allocation, and Institutional Renewal
           Overview
           Review of and response to Self-Study questions
           Findings
           Suggestions and recommendations

Chapter 3 Institutional Resources
            Overview
            Review of and response to Self-Study questions
            Findings
            Suggestions and recommendations
    Chapter 4 Leadership and Governance
            Overview
            Review of and response to Self-Study questions
            Findings
            Suggestions and recommendations
    Chapter 5 Administration
            Overview
            Review of and response to Self-Study questions
            Findings
            Suggestions and recommendations
    Chapter 6 Integrity
            Overview
            Review of and response to Self-Study questions
            Suggestions and recommendations
    Chapter 7 Institutional Assessment
            Overview
            Review of and response to Self-Study questions
            Suggestions and recommendations
Section II: Educational Effectiveness
    Chapter 8 Student Admissions and Retention
            Overview
            Review of and response to Self-Study questions
            Findings
            Suggestions and recommendations
    Chapter 9 Student Support Services
            Overview
            Review of and response to Self-Study questions
            Findings
            Suggestions and recommendations
    Chapter 10 Faculty
            Overview
            Review of and response to Self-Study questions
            Findings
            Suggestions and recommendations

Profile of the Evaluation Team

NDMU's ideal visiting team would bring diverse experience embedded within an innate sense of the forces that drive the work of a faith-based institution in a global higher education community. The chairperson for the visiting team should have the following characteristics:

- Experience with small, liberal arts colleges

- Awareness of the role of women's colleges in higher education

- Familiarity with the Catholic intellectual tradition and faith-based institutions

- Understanding of the challenges of private institutions that offer diverse programs and serve diverse populations

The chairperson would be accompanied by a strong team of higher education professionals who would each bring expertise in key areas such as academics, finance, student life, and assessment. Members of the team should have the following characteristics in addition to their area of expertise:

- Knowledge of traditional liberal arts programs and the role of women's education

- Exposure to the needs and expectations of adult and graduate learners

- Awareness of the resource challenges faced by tuition-dependent institutions

- Familiarity with professional programs

- Appreciation for international programs and students

- Understanding of the challenges that face an institution that recently transitioned from college to university status

Timeline for the Self-Study

NDMU has made a multi-year commitment to the self-study process, which will inform and weave within all of the work of the institution over the next two years. This commitment has been made in recognition of the importance of this process, the guidance of the Middle States Commission, and the realization that good work takes time. The following table outlines the major blocks of time allocated to this project by semester/term, beginning with a review in 2013 of systems and processes in terms of the findings form the 2007 self-study report and in anticipation of the upcoming 2017 document. NDMU is currently midway through this timeline, coming up to full engagement with a January 2015 launch and with the development and submission of the self-study design in preparation for the MSCHE Liaison visit in May 2015.

January – December, 2013	January – December, 2014	January – December, 2015	January – December 2016	January – August, 2017
Review systems and processes in terms of MSCHE Criteria	Revise and modify improvements	Convene Self-Study Steering Committee and establish webpage	Establish document room and continue Steering Committee and subgroups	Prepare for site visit Host site visit
Identify areas for improvement	Implement revisions and modifications	Host workshops and development activities for members	Identify author and editor, and write Self-Study report with recommendations	Review and respond to site visit report
Develop steps and timeline for improvement	Review implementation and impact of improvements	Collect information via subgroups	Submit to Deans, Cabinet, ELT, and BOT for feedback	Wait for MSCHE decision
Implement improvements	Maintain improvements	Generate subgroup reports and findings	Revise and post draft to Self-Study webpage for NDM community review and feedback	Respond to MSCHE decision
Review implementation and impact of improvements	Identify Self-Study Steering Committee Identify format for Self-Study, timeline, tasks, and subgroups Identify Writer/Editor	Review reports in Steering Committee, identify and fill gaps, and prepare to submit in one voice	Revise draft and submit final to MSCHE	