



MUHLENBERG COLLEGE
2022-2025 SELF-STUDY DESIGN

Prepared for the Middle States Commission on Higher Education by
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March 2023

Muhlenberg



Self-Study Design

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MUHLENBERG COLLEGE

THE ENTRANCE BUILDING
WAS BUILT IN 1867
AND IS A NATIONAL
HISTORIC LANDMARK

Institutional Overview

Muhlenberg College is an independent liberal arts institution located in Allentown, Pennsylvania, about 55 miles north of Philadelphia. Founded in 1848 as Allentown Seminary, the institution was renamed Muhlenberg College in 1867 and began providing a liberal arts education committed to the highest standards of academic integrity and excellence. With an undergraduate enrollment of approximately 1,900 students and graduate enrollment of approximately 80, Muhlenberg is dedicated to shaping creative, compassionate, collaborative citizens through rigorous academic programs in the arts, humanities, natural sciences and social sciences, as well as select preprofessional programs and graduate certificates and degrees.

The Muhlenberg curriculum provides opportunities for undergraduate and graduate students in all programs to participate in research, community engagement and internships providing critical experiences that prepare students for today's rapidly changing world. In addition, residential students also may choose to participate in study abroad. The outstanding quality of the Muhlenberg academic program has been recognized by Phi Beta Kappa and some 15 additional national honorary societies with established chapters at the College. Muhlenberg is distinctive among private colleges in offering programs in professional areas such as finance, accounting, business, education, public health and media & communication, in addition to traditional liberal arts majors. While the accelerated degree programs have been offered since the mid-1990s, the College recently began offering graduate degrees in applied analytics and organizational leadership. All accelerated and graduate programs include required culminating capstone projects.

The College is committed to providing an inclusive and equitable experience for all students leading to powerful outcomes. This includes offering an intentional set of academic, co-curricular and residential learning opportunities designed to develop students' critical thinking, deep learning and leadership; to support students' physical, mental and spiritual well-being; and to teach students about their identities and how those intersect in community with others. In addition, the Career Center and The Muhlenberg Network of alumni and parents help students and graduates benefit from their rewarding learning experience through internship and job placement programs. Muhlenberg graduates are prepared to meet their personal definitions of success while continuing to value service to others in ways both big and small.

Muhlenberg College Mission Statement

(Approved by the Board of Trustees October 28, 2019)

Muhlenberg College aims to develop independent critical thinkers who are intellectually agile, characterized by a zest for reasoned and civil debate, committed to understanding the diversity of the human experience, able to express ideas with clarity and grace, committed to lifelong learning, equipped with ethical and civic values and prepared for lives of leadership and service.

The College is committed to providing an intellectually rigorous education within the context of an inclusive and diverse campus; we strongly believe that diversity is essential to learning and to our success as a pluralistic community. Our curriculum integrates the traditional liberal arts with selected preprofessional studies. Our faculty are passionate about teaching, value close relationships with students and are committed to the pedagogical and intellectual importance of research.

All members of our community are committed to educating the whole person through experiences within and beyond the classroom. Honoring its historical heritage from the Lutheran Church and its continuing connection with the Evangelical Lutheran Church in America, Muhlenberg encourages, welcomes and celebrates a variety of faith traditions and spiritual perspectives.

Muhlenberg College Statement on Diversity, Equity, Inclusion and Belonging

(Approved by the Board of Trustees January 28, 2023)

Muhlenberg College's mission to prepare individuals to be thoughtful leaders and serve meaningfully in a pluralistic and increasingly globalized world requires both individual and collective responsibility toward achieving the goals of diversity, equity, inclusion and belonging.

Muhlenberg College recognizes and values intersecting identities including, but not limited to, race, ethnicity, religion, gender, sexuality, ability, age, socioeconomic class, nationality, language and citizenship status that are integral to who we are and how we experience the world and each other. This diversity enriches our campus community, is fundamental to who we aspire to be and calls for each of us to engage with one another in ways that demonstrate awareness of and respect for these identities. Together we must continually strive toward building a campus where differences are welcomed, respected and celebrated and each individual feels a sense of inclusion and belonging.

Our community seeks to support individuals from historically marginalized groups, acknowledging that some identities have been and continue to be advantaged by power and privilege at the costs of others, by creating access to opportunities that will enable them to thrive personally and professionally. In parallel, we strive to understand, acknowledge and redress the harm and injustice resulting from these inequalities whenever they occur within our community. The success of our institution is inextricable from the success of every individual, and to achieve this we must persistently, vigorously and collectively work toward diversity, equity, inclusion and belonging.

To this end, we commit to:

- » Build and retain an increasingly diverse body of faculty, staff, students and trustees.
- » Intentionally work to build relationships and a sense of community across diverse identities and perspectives.
- » Identify the different needs of individuals and meet them in an effective, equitable, accessible and timely manner in order to ensure that everyone on campus is able to succeed and thrive.

- » Make visible all work that faculty, staff, students and alumni do to enrich and uplift a diverse campus life.
- » Challenge and confront any and all forms of identity-based bias and discrimination.
- » Develop and implement inclusive and anti-racist curricular and co-curricular programming that foregrounds human diversity and the experience and perspectives of historically marginalized groups.
- » Support and uplift the work of affinity groups that seek to create empowering spaces for people from marginalized groups.
- » Recognize the knowledge and experience that exists within diverse Allentown communities and intentionally work together toward common goals.
- » Continuously build our cultural awareness, skills and capacity to engage in this work and provide sufficient support to do so.
- » Assess and report progress, build regular strategic plans in collaboration with and based on feedback from the Muhlenberg community and hold ourselves accountable for this work.

These commitments guide the actions of each individual at Muhlenberg and our collective strategies for creating a more just community. We recognize that this work is often difficult and ever-evolving and that meaningful transformation requires that each of us be committed to working toward these goals.

College Governance

The College operates under a charter granted it by the Commonwealth of Pennsylvania and under bylaws adopted by the Board of Trustees as amended from time to time. Kathleen E. Harring, Ph.D., was named president by the College's Board of Trustees on June 26, 2020. President Harring previously had been named to a two-year interim term in December 2019 and had served as interim president of Muhlenberg College since June 19, 2019. She reports to the Board of Trustees, currently chaired by Dr. Lance Bruck '89, who assumed leadership of the board July 1, 2022.

Recent Developments

In the years since Muhlenberg College's reaccreditation in 2016, the College has seen significant changes in the senior leadership, the reorganization of College Life, the continued evolution of the curriculum and the expansion and remodeling of the physical plant.

Updates to President's Senior Leadership

Since the last Self-Study, the College has welcomed a new president, experienced transitions in other senior leadership roles and added three new positions to the president's senior leadership team. Nine members of the leadership team report directly to the president. Additionally, the reporting line for the College chaplain was adjusted in 2021 from a direct report to the president to a direct report to the vice president for college life. Current members of President's Senior Leadership Team include the following:

- » **President Dr. Kathleen Harring** (*appointed in 2020*)
With the departure of John I. Williams Jr. in 2019, President Harring served as interim president for one year prior to appointment as the 13th president in 2020.
- » **Provost Dr. Laura Lowe Furge** (*appointed in 2021*)
Prior to the appointment of Furge, Dr. Kathleen Harring served as interim provost from 2015 to 2016, then was appointed provost, serving from 2016 to 2019. When Harring was named interim president, Dr. Bruce Anderson served as interim provost from 2019 to 2021.

- » **Chief Business Officer and Treasurer Kent Dyer**
Dyer has served in this role since 2002 and has announced his retirement in July 2023. A search is underway for his successor, who is expected to be named by the end of the Spring 2023 semester.
- » **Vice President for Advancement Rebekkah Brown '99**
Brown has served in this role since 2011.
- » **Vice President for College Life and Dean of Students Allison Williams**
Williams served as vice president for student affairs and dean of students from 2016 through 2020. Serving in the same capacity and reflecting structural changes within the division, in 2021 her title was modified to vice president for college life and dean of students.
- » **Vice President for Enrollment Management Megan Ryan** (*appointed in 2021*)
Ryan was appointed in 2021 following the departure of Robert Springall, who served in this role from 2017 through 2020. Melissa Falk served as interim vice president for enrollment management and dean of admission for the 2020-2021 academic year. At the time of the last Self-Study, Chris Hooker-Haring was the longstanding vice president for enrollment and dean of admission, retiring in 2017.
- » **Chief Diversity Officer and Associate Provost for Equity and Inclusion Dr. S. Brooke Vick** (*appointed in 2022*)
Previously serving as the College's associate provost for faculty and diversity initiatives beginning in 2018, Vick was appointed as the inaugural chief diversity officer in 2022.
- » **Chief Information Officer José Dieudonné**
Arriving just as the College shifted to remote learning due to the pandemic, Dieudonné was appointed to this role in 2019. He was preceded in this role by Allan Chen, the College's inaugural CIO, who served from 2015 through 2019.
- » **Vice President for Communications and Marketing Todd Lineburger** (*appointed in 2023*)
Recently appointed, Lineburger joined the College following the departures of Brian Speer (2018 through 2022) and Michael Bruckner, who retired in 2017.
- » **Vice President and Executive Director of Graduate and Continuing Education Dr. AJ Lemheney**
This position was created in 2018 to support the expansion of Muhlenberg's adult learning programs. Lemheney has served in this inaugural role from its inception. This position reports to the provost.
- » **Vice President for Human Resources Jill Walsh, Esq.**
Walsh is the successor to Anne Speck, longtime vice president for human resources who retired in 2019. This position reports to the chief business officer.
- » **Chief of Staff Sonya Conrad '06** (*appointed in 2021*)
Serving as the executive assistant to the president and Board of Trustees beginning in 2017, Ms. Conrad was named the inaugural chief of staff and executive assistant to the Board of Trustees in 2021.

Academic Programs and Curriculum Review

After a year in development and faculty discussion, the faculty approved a new General Academic Requirement (GAR) with a focus on Race and Power (R&P) in Fall 2022; students matriculating in Fall 2024 will be required to complete one R&P designated course prior to graduation. In Spring 2023, faculty approved a modification of an existing GAR on Global Perspectives. Currently faculty are undertaking a review and possible revision of the other 18 GARs for the traditional undergraduate bachelor's degree. The Academic Policies Committee has

been in discussion for the past year about reshaping the GARs and aligning them with a stronger academic narrative that is connected to major programs; in November 2022 they called for the provost to charge the faculty to begin this work. A task force of eight elected faculty representing all divisions as well as two faculty representatives from elected committees are leading this work. This work began in earnest in January 2023 and is targeted for completion by May 2023. Alongside the curriculum work, we have expanded offerings in graduate and continuing education including the addition of two master's degree programs, post-baccalaureate certificate programs and accelerated degree programs.

Graduate and Continuing Education

Muhlenberg College has invested in the expansion of the School of Continuing Education, formerly known as Wescoe School, now renamed the Muhlenberg College Division of Graduate and Continuing Education (GCE). In January 2020 the Middle States Commission on Higher Education approved the College's addition of two new credential levels and several new programs. Along with these changes a new organizational structure has been put in place creating a new vice president and executive director of the Division of Graduate and Continuing Education. A new dean of graduate studies and graduate program director also have been added to create the foundation of the School of Graduate Studies. The School of Graduate Studies offered its first master's degree courses in Fall 2020. Our graduate programs are taught in a hybrid format that combines meaningful on-campus experiences with distance learning strategies. Master's degrees in organizational leadership (MOL) and applied analytics for organizations (MAA) can be completed in two years. Graduate certificates in organizational leadership; applied analytics; and diversity, equity and inclusion are designed as standalone programs that also can serve as stepping stones toward the corresponding master's degrees. In the 2022-2023 academic year, two additional graduate degrees were approved: a Master of Medical Leadership and a Master of Arts in Teaching.

Deepening of the College's Commitment to DEIB

In 2014 the Board of Trustees approved the first institutional statement on diversity. Since then, Muhlenberg has taken several major steps forward in our commitment to creating a more diverse, equitable and inclusive campus where all College community members have a sense of belonging. New positions have been created for an inaugural chief diversity officer and for a faculty fellow for DEI (both positions began in Fall 2022). After more than a year of community discussions and collection of campus feedback, a newly revised diversity, equity, inclusion and belonging (DEIB) statement was drafted, vetted by campus stakeholders and approved by the Board of Trustees (January 2023). Muhlenberg joined the American Talent Initiative (ATI) in 2018, with President Harring serving on the ATI National Steering Committee; currently 21 percent of the College's students are Pell-eligible. In the summer of 2021 Muhlenberg began an Indigenous land research project and is working toward a land acknowledgment statement that is jointly developed by campus stakeholders and leaders of the Delaware Nation. Through the generous support of an alumnus in 2022, we are currently expanding our successful Emerging Leaders Program for historically underrepresented students from a two-year to a four-year program and adding a third cohort of 15 students. In 2022-2023, the Student Government Association also prioritized the inventory of campus accessibility devices and campus infrastructures that may need to be improved or repaired to be ADA compliant.

Transformation of College Life Student Services

In response to changes in student needs and expectations, Health and Counseling Services and Campus Safety, both of which are housed under College Life, have undergone extensive external reviews conducted by national experts. Both of these comprehensive processes resulted in reorganizations, as well as an overhaul of services, policies and student experiences. Health and Counseling Services merged into one more holistic unit, and staff were shifted to allow for a new case manager at the College to support a newly created CARE team in support of student behavioral health. Staff across academic and student life now work collaboratively with the Dean of Students and case manager to meet the needs of students when they are struggling. This was coupled with a four-year partnership with and grant from the JED Foundation to specifically address

severe mental health concerns of students at risk of self-harm and suicidality. In addition, College Life assessed financial hardship practices and policies and developed a collaborative five-year strategic plan for better supporting students from under-resourced backgrounds. What began as a campus-wide book-reading and training visit by author and researcher Dr. Anthony Jack has culminated in a number of major initiatives. These include the opening of a campus food pantry; the creation of experiential learning grants; the establishment of emergency grants; a meal donation program; and better support for students facing housing insecurity during breaks when the College is closed. Most recently, in Fall 2022, College Life began developing a new College Life curriculum and partnership with Career Services focused on student growth in five learning domains: sense of belonging, holistic well-being, career and self-development, restorative community, and transformative justice and active community participation. With these as the foundation, College Life is now developing and implementing new educational priorities, many of which will roll out for the first time with the entering class in Fall 2023.

Physical Plant and Sustainability

As part of its commitment to sustainability, the College participates in the Association for Advancement of Sustainability in Higher Education (AASHE), a self-reporting framework for colleges and universities to measure sustainability performance in a pluralistic and inclusive way, encompassing human and ecological health, social justice, secure livelihoods and a better world for all generations. In December 2022, construction was completed on The Fahy Commons for Public Engagement and Innovation, Muhlenberg's newest academic building and among the most ambitious sustainable building projects of its kind. It is expected to be one of the first buildings in the world to achieve the Living Building Challenge Core Green Building Certification, a rigorous sustainability standard by the International Living Future Institute, and is LEED Gold certified. Home to the Schools of Graduate and Continuing Studies, the Office of Community Engagement, the Muhlenberg Institute of Public Opinion and the Innovation & Entrepreneurship Program, plus art studio spaces, Fahy Commons intentionally brings together programs designed to deepen engagement with the public and build opportunities for interdisciplinary innovation.

Boundless: The Campaign for Muhlenberg

In 2018, the College started the quiet phase of the comprehensive gift campaign Boundless with a goal of \$111 million. The public phase of the campaign was launched in November 2021. As of February 2023, the College has received \$87.5 million in gifts and commitments, which amounts to 79 percent of the goal. Campaign priorities include financial aid and endowed professorships; new construction, including Fahy Commons, which was completed in 2022; the expansion of The J. Conrad & Hazel J. Seegers Union, to begin in 2025; and experiential learning experiences for all students. The Boundless campaign is expected to conclude in 2025.

Impact of COVID-19

With the onset of the COVID-19 pandemic and the movement of classes and campus life to an online setting in March 2020, the College initiated new online processes that expanded digital technology for instruction and administrative purposes. The College's Digital Learning Center expanded to provide more training and support to faculty, resulting in the continued use of more robust digital tools and Open Educational Resources (OERs) as we returned to in-person instruction and contraction of the staffing in Digital Learning. A new student orientation team was formed to develop stronger summer online programs for incoming students aimed at reducing summer melt. Additionally, the administration of student advising files and application forms for everything from major declarations to study abroad has moved online. Community events and meetings are also now available in hybrid formats as we have increased opportunities for many staff to work in a hybrid mode. For students impacted by COVID-19 and unable to complete courses during the regular semester, the College created Muhlenberg Extended Learning (MXL) grants, enabling students to enroll in summer courses in order to maintain their class standing. These grants continue to assist students experiencing financial challenges. For students in the Class of 2024, who did not experience traditional first-year orientation activities

due to social distancing rules in place at that time, a “re-orientation” program was offered throughout the fall semester of their sophomore year (2021-22) to support their continued personal growth and acclimation to college life. Other institutional changes brought about in response to the pandemic include increased flexibility with new remote work policies; greater faculty and staff proficiency in the use of online technologies for instruction and for conducting College business; increased use of digital learning tools available on Canvas, the College’s new course management system, and through OERs; the transition of GCE courses to low residency/hybrid formats that better accommodate the commitments and responsibilities of adult learners; and the enhancement of on-campus mental health services for students.

Institutional Priorities to Be Addressed in the Self-Study

Following the MSCHE Self-Study Institute in October 2022, the Self-Study Core Planning Team — consisting of the two co-chairs, Provost Dr. Laura Furge and Dr. Jack Gambino, along with Dr. Michele Deegan, the director of institutional research, assessment and effectiveness, and Sonya Conrad, chief of staff and executive assistant to the Board of Trustees — began meeting to articulate Muhlenberg’s institutional priorities. We identified three institutional priorities that were forward-looking and aimed at advancing the College’s mission: Strengthening the Student Experience, Enhancing Student Enrollment and Retention and Maintaining Financial Health. These institutional priorities were developed based on discussions President Haring and senior staff held with all academic and administrative departments during the summer and fall of 2019. The Self-Study Core Planning Team consulted with the entire Steering Committee for discussion and comment (January 23) before presenting the institutional priorities as part of the Self-Study launch to the Board of Trustees (January 28), the Faculty (February 3), the Student Government Association (February 8) and the Administrative Staff (February 17). Since the three areas of focus were well understood in the context of previous campus discussions, there was general agreement that they should serve as the institutional priorities for the Self-Study. Below we present the institutional priorities in relation to the MSCHE Standards (Table 1) and to Muhlenberg’s mission (Table 2).

Table 1: Alignment of Institutional Priorities with MSCHE Standards

MSCHE Standard	Priority #1 Strengthening the Student Experience	Priority #2 Enhancing Student Enrollment and Retention	Priority #3 Maintaining Financial Health
I. Mission and Goals	X	X	X
II. Ethics and Integrity	X	X	
III. Design and Delivery of the Student Learning Experience	X	X	X
IV. Support of the Student Experience	X	X	X
V. Educational Effectiveness Assessment	X	X	
VI. Planning, Resources and Institutional Improvement	X	X	X
VII. Governance, Leadership and Administration	X	X	X

Table 2: Alignment of College Mission with Institutional Priorities

(PF = Primary Focus; SF = Secondary Focus)

Mission Area	Priority #1 Strengthening the Student Experience	Priority #2 Enhancing Student Enrollment and Retention	Priority #3 Maintaining Financial Health
Develop independent critical thinkers	PF	SF	SF
Promote reasoned/civil debate	PF	SF	SF
Understand the diversity of human experience	PF	SF	SF
Express ideas with clarity and grace	PF	SF	SF
Commitment to lifelong learning	PF	SF	SF
Ethical and civic values to prepare for leadership and service	PF	SF	SF
Create an inclusive and diverse campus	PF	PF	PF
Integrate preprofessional studies into liberal arts	PF	PF	SF
Faculty committed to teaching, mentorship and research	PF	PF	SF
Honor historical heritage of Lutheran Church while welcoming variety of faith traditions and spiritual perspectives	PF	PF	SF

Intended Outcomes of the Self-Study

Muhlenberg College will produce a data-driven, reflective and inclusive Self-Study Report that aims to achieve the following outcomes.

MSCHE-Required Outcomes:

- » Gain successful reaccreditation and meet requirements of affiliation
- » Make continuous improvement in attaining our mission and priorities
- » Engage the community in an inclusive and transparent self-appraisal process

Muhlenberg-Specific Outcomes:

- » Improve the holistic student experience — academic, social and emotional
- » Support development of a new institutional strategic plan with a focus on institutional priorities and incorporating DEIB initiatives
- » Serve as a catalyst for the ongoing review of the general curriculum
- » Focus financial support in order to prioritize programs and experiences that improve the student experience
- » Increase the profile of our institutional accomplishments and successes

Self-Study Approach

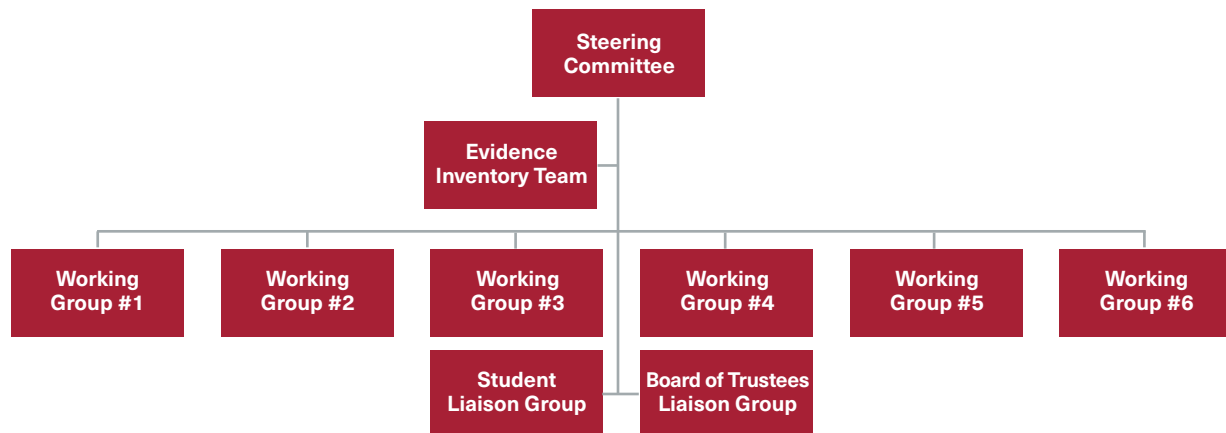
Muhlenberg College has chosen the standards-based approach to the Self-Study Report. The Steering Committee co-chairs recommended this approach based on information provided in the Self-Study Institute and a careful review of the approach taken in the College's 2016 Self-Study Report. The standards-based approach was affirmed by the Steering Committee and by the other campus constituencies. The standards-based approach facilitates the distribution of workload as each working group will be responsible for one standard (with the exception of Working Group #1, which will handle Standards I and II).

Organizational Structure of the Steering Committee and Working Groups

Muhlenberg College has designated Provost Laura Furge as Accreditation Liaison Officer (ALO). President Kathleen Haring then invited Provost Furge and Dr. Jack Gambino, professor of political science, to serve as Steering Committee co-chairs. A Core Planning Team was formed and includes the Steering Committee co-chairs; Dr. Michele Deegan, dean of institutional research, assessment and effectiveness, who also will chair the Evidence Inventory Team; Sonya Conrad, chief of staff, who will serve as the point person for planning and logistics; and Todd Lineburger, vice president for communications and marketing, who will coordinate the Self-Study communications strategy.

The Core Planning Team recommended a Self-Study organizational structure consisting of six working groups and an Evidence Inventory Team. To facilitate targeted discussions with trustees and students, a Board of Trustees Liaison Group and a Student Liaison Group will be formed. Such liaison groups, which were used effectively in Muhlenberg's 2013-2016 Self-Study, enable a larger number of students and trustees to participate in discussions over the entire range of MSCHE standards. The Core Planning Team's recommendation for the Self-Study organizational structure was approved by the full Steering Committee and the president.

Organizational Structure of 2022-2025 MSCHE Self-Study



The Core Planning Team selected key faculty and administration personnel to serve as the co-chairs and other members of six working groups and the Evidence Inventory Team. The recruitment process for the Self-Study team members was based on the following:

- » Broad institutional perspectives, not simply departments and disciplines
- » Balance between faculty and administration
- » Balance between veterans of 2016 Self-Study and new members
- » Knowledge of the institution and experience in leadership roles
- » Ability and willingness to work toward the timely completion of the Self-Study

STEERING COMMITTEE

Steering Committee Members: The Steering Committee was formed and included the Core Planning Team and the two co-chairs from each of the six working groups. The 17 members of the Steering Committee are listed below:

- » Laura Lowe Furge P'26, Co-Chair, Provost
- » Giacomo Gambino, Co-Chair, Professor of Political Science
- » Bruce Anderson, Professor and Acting Chair of Chemistry
- » Erika Bagley, Associate Professor of Psychology
- » Rebekkah Brown '99, Vice President for Advancement
- » Sonya Conrad '06, Chief of Staff, President's Office
- » Michele Deegan P'19 P'22, Dean for Institutional Research, Assessment and Effectiveness
- » Tina Hertel P'18, Director, Trexler Library
- » Christine Ingersoll, Professor of Chemistry
- » Todd Lineburger, Vice President for Communications and Marketing
- » Brian Mello, Professor and Chair of Political Science
- » Elizabeth McCain, Professor of Biology

- » Lindsey Nagy, Associate Professor of Economics
- » Mark Stein, Professor of History
- » S. Brooke Vick, Chief Diversity Officer and Associate Provost for Equity and Inclusion
- » Bruce Wightman, Professor of Biology
- » Allison Williams, Vice President for College Life and Dean of Students

Steering Committee Charge:

- » Raise awareness of the purpose and importance of the Self-Study for the entire College community
- » Oversee preparation of the Self-Study Design and the Self-Study Report
- » Establish guidelines, expectations and timelines for the working groups
- » Ensure implementation of Self-Study timeline
- » Facilitate communication among the working groups to maximize efficiency and the usefulness of the Self-Study
- » Collect and review periodic working group drafts to ensure progress
- » Identify gaps in the Evidence Inventory
- » Identify gaps in compliance with MSCHE Standards
- » Review working group drafts and finalize the Self-Study Report by early 2025
- » Organize the MSCHE Team visit in Spring 2025

WORKING GROUPS

Table 3: Working Groups and Assigned MSCHE Standards

Working Group	Standards	
WG #1	I and II	Mission, Ethics and Integrity
WG #2	III	Design and Delivery of Student Learning Experiences
WG #3	IV	Support of the Student Experience
WG #4	V	Educational Effectiveness and Assessment
WG #5	VI	Planning, Resources and Institutional Improvement
WG #6	VII	Governance, Leadership and Administration

Each working group is charged with conducting a review and analysis of relevant College documents, policies and procedures with respect to its assigned MSCHE Standard and relevant institutional priorities. The working group actions will include the following:

- a. Identifying relevant documents, policies and processes related to the standard
- b. Conducting a thorough review and analysis of relevant documents and processes related to the standard
- c. Identifying institutional strengths, challenges and opportunities for improvement with respect to the assigned standard and with linkages to institutional priorities and Self-Study outcomes

- d. Demonstrating periodic assessment of the evidence and processes inherent in the standard and how such results were used for improvement
- e. Considering how institutional priorities and intended outcomes are addressed in each standard
- f. Recommending opportunities for improvement based on findings and analysis
- g. Developing draft reports for the Steering Committee and incorporating feedback into a final report for each standard according to established timelines

Working Group #1: Mission, Ethics and Integrity

Standard I: Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Standard II: Ethics and Integrity

Ethics and integrity are central, indispensable and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies and represent itself truthfully.

Working Group Members

- » Mark Stein, Co-Chair, Professor of History
- » S. Brooke Vick, Co-Chair, Chief Diversity Officer and Associate Provost for Equity and Inclusion
- » Kelly Cannon, Librarian for Scholarly Communication, Trexler Library
- » William "Chip" Gruen, Professor of Religion Studies
- » Janelle Neubauer, College Chaplain and Director of Religious and Spiritual Life
- » Jennifer Storm, Director of Equity and Title IX

Related Institutional Priorities

Working Group #1 will be addressing the following institutional priorities in relationship to MSCHE Standards I and II:

- » IP #1 Student Experience
- » IP #2 Enrollment and Retention
- » IP #3 Maintain Financial Health

Working Group's Charge and Specific Lines of Inquiry

Standard I: Mission and Goals

1. What is distinctive about the College's mission statement and goals?
2. How have the mission statement and goals been evaluated and revised and how have those changes affected their achievement?
3. How are our mission statement and goals made available and understandable to stakeholders?
4. How does the mission inform the goals and objectives at all levels and how do departments, offices and student organizations incorporate them in their own missions and goals?
5. How does the College support scholarly inquiry and creative activity that values academic freedom, both with regard to research and pedagogy?
6. How does the College's mission align with and support institutional diversity, equity, inclusion and belonging goals?

Standard II: Ethics and Integrity

1. How is the commitment to academic and intellectual freedom, and respect for intellectual property, reflected in our institutional policies?
2. How do we create and deliver a climate that fosters respect for our diverse community of students, faculty, staff and external partners?
3. What is the process and timeline for addressing grievances raised by students, faculty or staff?
4. What policies and practices are in place to ensure fair and impartial hiring, evaluation, promotion and discipline of employees?
5. What is our process for ensuring public-facing and internal communications are accurate and truthful representations of the College?
6. How does Muhlenberg promote affordability and accessibility of programs and learning opportunities for students?
7. How do we show that we are in compliance with federal, state, Middle States and conflict of interest reporting policies?
8. What periodic assessment of ethics and integrity is in place, as evidenced in institutional policies and practices?

Assessment Data, Institutional Processes, Documents and Procedures to Support Self-Study Report

Standard I: Mission and Goals:

- » Academic program goals
- » Boundless campaign materials
- » COACHE survey results
- » College catalog (academic policies)
- » College curriculum
- » College website
- » Connectedness to Lutheran Higher Education, article “Rooted and Open: The Common Calling of the Network of ELCA Colleges and Universities”
- » COVID planning documents, guiding principles
- » Diversity, equity, inclusion and belonging (DEIB) statement
- » Employee handbooks (faculty, managers, staff)
- » Graduate and Continuing Education (GCE) external review
- » GCE mission statement
- » Institutional goals and strategic priorities documents
- » Intellectual property policies
- » Muhlenberg Center for Teaching and Learning (MCTL) mission and goals
- » Mission statements (previous and current)
- » Mission statements of benchmark institutions
- » Orientation programs (new employee, new faculty, new student)
- » SGA bylaws (and other student organizations as relevant)
- » Social media and communications policies and procedures
- » Strategic planning documents
- » Student life offices missions and goals
- » Religious Life Association Agreement

Standard II: Ethics and Integrity:

- » Academic and social judicial policies and procedures
- » ADA compliance
- » Admissions and financial aid information (communications materials and policies)
- » Advancement communications materials and priorities
- » Annual Security Report
- » Appeals process
- » Campus Living Room Project procedures and documents
- » Clery Report
- » College copyright policy
- » College IP policy
- » College website
- » Communications policies and guides (Office of Communications)
- » Conflict of interest forms and policies
- » DEI annual reports and strategic plan progress updates
- » Diversity, equity, inclusion and belonging (DEIB) statement
- » Documentation on bias training for searches (faculty and staff search protocols)
- » Employee handbooks (faculty, managers, staff)
- » Equal Opportunity Nondiscrimination Policy
- » Federal reporting procedures and reports
- » Grievance policy and procedure
- » Harassment and equity training policies and programs
- » HEDS survey
- » Housing and residential life, dining policies and services
- » Middle States reports and responses
- » NSSE survey
- » OCE policies/practices
- » Office of Disability Services (ODS) policies/practices
- » Orientation materials
- » Personal & Professional Development (PPD) curriculum
- » Preferred names policy
- » Racial equity climate surveys (staff and students, two separate NACCC surveys)
- » Religious Life Association Agreement
- » Restorative practices procedures
- » Source book
- » Student organization policies/practices/bylaws
- » Title IX policies and procedures, trainings
- » Vendor policy update

Anticipated Collaborations

Working Group #1 will collaborate and/or consult with:

- » Working Group #3 — Support of the Student Experience
- » Working Group #4 — Educational Effectiveness Assessment

- » Working Group #6 — Governance Leadership and Administration
- » Evidence Inventory Team
- » Academic Policy Committee
- » Faculty Policy and Personnel Committee
- » Appeals Committee
- » Curricular Reflection and Revision (CRR) Task Force

Working Group #2: Design and Delivery of the Student Learning Experience

Standard III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level and setting are consistent with higher education expectations.

Working Group Members

- » Christine Ingersoll, Co-Chair, Professor of Chemistry
- » Brian Mello, Co-Chair, Professor and Chair of Political Science
- » Joshua Barszczewski, Assistant Professor of English, Writing Program Director
- » Ioanna Chatzidimitriou, Associate Professor of French
- » Elena FitzPatrick Sifford, Associate Professor of Art History
- » Cathy Kim, Senior Lecturer of Education, Coordinator of Professional Programs
- » Michael Miller, Dean of Continuing Education
- » Lora Taub P'25, Dean of Digital Learning, Professor of Media & Communication

Related Institutional Priorities

Working Group #2 will be addressing the following institutional priorities in relationship to the relevant MSCHE Standards:

- » IP #1 Strengthen the Student Experience
- » IP #2 Enhance Student Enrollment and Retention

Specific Lines of Inquiry

1. How do the content, coherence and rigor of the curriculum align with the academic program goals, the mission statement and the College's DEIB initiatives?
2. How does the College ensure the rigor of its graduate and certificate programs appropriate for their degrees?
3. How are curricular elements, including general academic requirements and the requirements for majors and minors, conveyed to students? Is such information accurately and clearly communicated to students?
4. What processes exist to ensure GARs and majors are offering the right courses in sufficient number and capacity to ensure students can complete their degrees in a timely manner?
5. How are general academic requirements implemented in order to develop a breadth of knowledge and to foster students' cultural and global awareness?
6. How are important skills, including quantitative reasoning, writing, information literacy and oral communication, incorporated throughout the educational experience (i.e. in majors and across general academic requirements)?

7. What modalities of instruction are used and what standards are in place to ensure the quality of instruction?
8. What processes and policies are in place to ensure student learning opportunities obtained through third-party providers (e.g., Lehigh Valley Association of Independent Colleges [LVAIC] and transfer courses, study abroad courses/programs, cooperative programs) align with Muhlenberg's academic standards and mission?
9. What procedures exist for evaluating the effectiveness of educational programs and for reviewing majors, minors and the general education program?
10. What aspects of graduate programming allow students to demonstrate their ability to think independently, and to what extent does graduate education focus on research?
11. What standards and processes are used to evaluate faculty and staff teaching, professional activity and service, and how are these processes and feedback from them conveyed to faculty and staff? How effective are these processes?
12. How are faculty (full-time and part-time) hired to ensure appropriate expertise?
13. What is the number of faculty and number of students? What are the faculty workloads and the proportion of courses taught by full-time faculty and part-time faculty?
14. What opportunities and resources for professional growth and innovation are provided and are they sufficient to benefit students' learning experiences?

Assessment Data, Institutional Processes, Documents and Procedures to Support Self-Study Report

- » Muhlenberg College mission statement and academic goals
- » GCE mission statement and academic goals
- » Muhlenberg's Diversity, Equity, Inclusion & Belonging Statement
- » Curriculum Committee (CC) guidelines for new or revised major and minor programs
- » GCE Academic Policy and Curriculum Committee (APCC) new program proposal guidelines
- » Faculty annual review materials and procedures
- » Information about student evaluations
- » Course outlines or syllabi as appropriate
- » Student-faculty ratio
- » Four-year graduation rate
- » Average number of advisees per faculty
- » Information about MCTL, including:
 - MCTL programming and support for conference travel
 - MCTL New Faculty Orientation
 - MCTL Peer Partner Program
- » Information about regular faculty development workshops, including:
 - Writing Program Committee (WPC) workshops
 - Digital Learning workshops
 - Inclusive pedagogy workshops through the Office of the Associate Provost for Equity and Inclusion
 - Camp Design Online
- » Teaching awards
- » Information about learning communities available for faculty development, including:
 - MCTL learning communities
 - Digital Learning learning communities
 - LVAIC learning communities
- » Equity Advocate workshop information and numbers

- » List of funding for faculty development
- » Grants during this time period: Mellon and Council of Independent Colleges grants
- » Summer course development grants and procedures
- » Academic advising materials:
 - Advising sheets (used in majors/programs and for GARs)
 - Summer/First-Year Advising Manual
 - Workday advising guides
 - Advising processes (summer, first-year, major/minor)
- » Standards/guidelines for department/major web pages
- » Process for chairs and program directors for generating course schedule
- » Curriculum Committee documents — applying for designations (includes learning goals for curricular elements)
- » Assessment materials, including:
 - Gen Ed Assessment Plan
 - External review processes for departments/programs
 - Annual program assessment procedures
- » Camp Design Online (including curriculum or overview)
- » Support from Trexler Library — information sessions, library instruction
- » First-Year Seminar (FYS) Program (brochures, best practices guides, information from workshops)
- » Writing Center documents, including:
 - Best practices documents
 - Information about working with writing assistants
- » Berg Builds examples of student domains/blogs/digital portfolios
- » Center for Ethics programming
- » Overview of number of annual theatre productions
- » Culminating Undergraduate Experience (CUE) (criteria and learning goals)
- » Examples of research/independent study
- » GCE-specific information, including:
 - Graduate course syllabi and course outlines
 - Graduate program web page
 - GCE Academic Self-Study
 - IDEA evaluation forms
 - State Authorization Reciprocity Agreements (SARA) (authorization to deliver distance learning in other states)
 - Examples of position descriptions/ads for hiring graduate faculty
 - SUNY Online Course Quality Review Rubric (OCQRR)
- » Representative samples of articulation agreements with LVAIC colleges and other programs (e.g., Maastricht, Goldsmith, engineering program, Muhlenberg medical school and law school cooperative programs, etc.)
- » Global education processes — selection process for approved programs
- » Transfer course authorization form
- » Data on transfer courses
- » Faculty meeting minutes
- » Annual program assessment form

Anticipated Collaborations

Working Group #2 will collaborate and/or consult with:

- » Working Group #1 — Mission, Ethics and Integrity
- » Working Group #3 — Support of the Student Experience
- » Working Group #4 — Educational Effectiveness Assessment
- » Working Group #5 — Planning, Resources and Institutional Improvement
- » Evidence Inventory Team
- » Faculty Committees, including Academic Policy, Curriculum, GCE Academic Policy and Curriculum and Faculty Personnel and Policies Committees
- » Offices of Global Education, Community Engagement
- » MCTL
- » Offices of the Deans of Academic Life and Institutional Research, Assessment and Effectiveness
- » Curricular Reflection and Revision (CRR) Task Force

Working Group #3: Support of the Student Experience

Standard IV: Support of the Student Experience

Across all educational experiences, settings, levels and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience and fosters student success.

Working Group Members

- » Lindsey Nagy, Co-Chair, Associate Professor of Economics
- » Allison Williams, Co-Chair, Vice President for College Life and Dean of Students,
- » Sharon Albert, Senior Lecturer of Religion Studies and Director of Advising
- » Nicole Barela-Vess '15, Program Development Manager, Division of Graduate and Continuing Education
- » Melissa Falk '92, Dean of Admissions and Financial Aid (through May 2023)
- » Robin Riley-Casey, Associate Dean of Students and Director of Student Diversity Initiatives
- » Sean Schofield, Executive Director of Career Services
- » Sean Topping '98, Assistant Director of Athletics for Recruitment and Retention and Head Coach of Men's Soccer

Related Institutional Priorities

Working Group #3 will address the following institutional priorities in relationship to the relevant MSCHE Standards:

- » IP #1 Strengthen the Student Experience
- » IP #2 Enhance Student Enrollment and Retention
- » IP #3 Maintain Financial Health

Specific Lines of Inquiry

1. Where, when and to what extent is information about cost of attendance, affordability, financial aid,

scholarships, grants, student employment, loans and refunds conveyed? What programs are available to assist students with financial planning for the entire four-year experience?

2. What processes are used to inform first-generation students and students from under-resourced backgrounds about how financial aid works and how the additional costs of attendance and high-impact experiences are supported? How are these programs assessed?
3. How and to what extent are incoming students informed about and connected with campus resources that support their academic achievement and retention? How effective is this information?
4. What pre-orientation and year-specific programming does the College offer and how does it align with the College's mission? What programming is available for specific affinity groups to help with acclimation to Muhlenberg?
5. How have the results of assessments of student services and programs during and after the pandemic informed Summer Advising and orientation programming? And to what extent has that programming affected students' transition to college and retention?
6. How effective are our policies and procedures for identifying, classifying and supporting students who are struggling academically?
7. How have admissions strategies changed or adjusted to the changing demographics and shifts in higher education?
8. How are procedures and policies related to transfer admission, transfer credit, adult education programs and graduate program prerequisites developed, communicated and implemented? And how are they assessed to ensure alignment with the transfer student and adult learner marketplaces?
9. How are student (academic, judicial, health, etc.) records protected at Muhlenberg and what are the policies that guide the use of student data?
10. What services and activities are offered, both internally and through third-party providers, to students that support their non-academic goals, mental and physical wellness and safety? To what extent are those services utilized by students? And how are they assessed to ensure effectiveness and compliance with College policies?
11. What leadership opportunities and community programs or partnerships does Muhlenberg offer that provide students with meaningful experiences beyond the classroom? To what extent is access to and awareness of such experiences equitable? What steps have been taken to encourage participation by underrepresented populations?

Assessment Data, Institutional Processes, Documents and Procedures to Support Self-Study Report

College documents and policies:

- » Academic Advising web page
- » Academic policies
- » Academic Resource Center (ARC) web page
- » Admissions publications
- » Admissions web page
- » Annual Assessment Reports for each service area and/or program
- » Business Office publications
- » Business Office web page
- » College catalog
- » College Family Educational Rights and Privacy Act (FERPA) Policy
- » College Grievance and Appeal Procedures for Students with Disabilities Policy
- » College Data and Security Privacy Policy
- » College Equal Opportunity Policy
- » Community college partnerships
- » Community Engagement Report

- » Descriptions and awarding of available grants
- » Diversity, Equity and Inclusion Report
- » Financial aid web page
- » GCE External Review Report
- » GCE Market Research Report
- » GCE website
- » Global education web page
- » Mission statements for each service area and/or program
- » PPD course syllabi
- » Registrar website
- » School of Graduate Studies
- » Source Book
- » Summer Advising communication and process documents
- » Training materials for software and systems used by each service area
- » Orientation program descriptions
- » Usage reports for each service area, funding source and/or program
- » Western Interstate Commission for Higher Education (WICHE) Knocking at the College Door Report

Student Service Program Reports from the following:

- » Academic Resource Center
- » Athletics
- » Campus Safety
- » CARE Team
- » Career Center
- » Dining Services
- » Emerging Leaders Program
- » Global Education
- » Health Center
- » Office of Multicultural Life
- » Office of International Student Support
- » Peer Health/Education Groups
- » Religious & Spiritual Life
- » Residence Life
- » College honors programs

Software systems include:

- » 25Live
- » Adirondack
- » Campus ESP
- » Canvas
- » Handshake
- » Kognito
- » Maxient
- » Pyramed

- » SmartThinking 24x7 Tutor and Writing Support
- » Workday
- » Zoom

Surveys and focus groups:

- » Academic performance data (disaggregated by subgroups of students)
- » Admitted Student Survey
- » Athletics teams end-of-year surveys
- » Campus Climate Survey
- » Career Center surveys
- » COVID Higher Education Data Sharing Consortium (HEDS) Survey (current students)
- » Graduation and retention rates (overall and disaggregated)
- » HEDS Alumni Surveys
- » Integrated Postsecondary Education Data System (IPEDS) Survey
- » National Survey of Student Engagement (NSSE) Survey
- » National Collegiate Athletic Association (NCAA) Survey and graduation rate data

Anticipated Collaborations

Working Group #3 will collaborate and/or consult with:

- » Working Group #1 Mission, Ethics and Integrity
- » Working Group #2 Design and Delivery of the Student Learning Experience
- » Working Group #4 Educational Effectiveness Assessment
- » Working Group #5 Planning, Resources and Institutional Improvement
- » Working Group #6 Governance, Leadership and Administration
- » Evidence Inventory Team

Working Group #4: Educational Effectiveness Assessment

Standard V: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission and appropriate expectations for institutions of higher education.

Working Group Members

- » Erika Bagley, Co-Chair, and Associate Professor of Psychology
- » Elizabeth McCain, Co-Chair, and Professor of Biology; Academic Assessment Coordinator
- » Andrew Ardizzoia, Associate Professor of Music
- » Laura Edelman, Professor of Psychology; General Academic Requirements Assessment Coordinator
- » Giancarlo Cuadra, Associate Professor of Biology
- » Gretchen Gotthard, Dean of Academic Life; Professor of Neuroscience and Psychology
- » Susan Kahlenberg '93 P'25, Professor of Media & Communication; Academic Assessment Coordinator
- » Ashley Sardik, Assistant Dean of Students and Director of the Residential Experience

Related Institutional Priorities

Working Group #4 will be addressing the following institutional priorities in relationship to the relevant MSCHE Standards:

- » IP #1 Strengthen the Student Experience
- » IP #2 Enhance Student Enrollment and Retention

Specific Lines of Inquiry

1. What evidence is there that the institutional, program and course learning outcomes are easily accessible to and easily understood by the students and other stakeholders?
2. To what extent are the high-impact practices (HIPs), such as Muhlenberg Integrative Learning Abroad (MILA), FYS, internships, research, portfolios, community-engaged learning, study abroad and honors programs, meeting their own goals?
3. How does the College support sustainable assessment at all levels? How does the institution share student learning assessment findings with institutional stakeholders to provide evidence that supports mission and goals?
4. What evidence is there that departments/programs have improved student learning, pedagogy and/or curriculum? In other words, how has the assessment data been used to improve teaching and learning outcomes?
5. What evidence is there that instructors, departments and programs are actively reviewing and revising their courses and programs with the support of the College (e.g. MCTL) or professional development?
6. How have student retention and graduation rates changed over the past five years as the College has experienced demographic shifts in the student population and the upheaval of the pandemic? In what ways has the College responded to these changes?

Assessment Data, Institutional Processes, Documents and Procedures to Support Self-Study Report

- » Departments' web pages, missions and learning goals
- » Syllabi
- » Academic Program Goals approved by faculty on November 11, 2011
- » Gen Ed assessment responses
- » Muhlenberg Source Book
- » GCE data
- » Departments' assessment reports
- » NSSE data
- » Examples of Culminating Undergraduate Experiences (CUEs)
- » Global education administrative assessment
- » FYS and Writing Center data
- » OCE administrative assessment
- » Community-engaged learning course assessments
- » Research with professors during year, in summer, not for credit: numbers of students, outcomes for students, conference attendance, co-authoring papers
- » Internship numbers
- » Summer research and scholarship poster session
- » Annual assessment workshops
- » Academic Policy Committee workshops

- » Roles of Edelman, McCain and Kahlenberg
- » IDEA evaluation workshops
- » Program evaluations/External Program Review Assessments
- » Examples from departments' assessment reports
- » ARC
- » ODS
- » MCTL programs
- » Assessment workshop materials and assessments
- » National Association of Colleges and Employers (NACE) First Destination Survey
- » Alumni surveys
- » Prehealth and prelaw advising data, including medical school acceptance rates
- » HEDS alumni surveys
- » HEDS survey for present students
- » Education department data
- » IPEDS
- » Registrar graduation, retention, transfer data

Anticipated Collaborations

Working Group #4 will collaborate and/or consult with:

- » Working Group #1 Mission, Ethics and Integrity
- » Working Group #3 Support of the Student Experience
- » Evidence Inventory Team

Working Group #5: Planning, Resources and Institutional Improvement

Standard VI: Planning, Resources and Institutional Improvement

The institution's planning processes, resources and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services and to respond effectively to opportunities and challenges.

Working Group Members

- » Bruce Anderson, Co-Chair, Professor of Chemistry
- » Rebekkah Brown '99, Co-Chair, Vice President for Advancement
- » José Dieudonné, Chief Information Officer
- » Kent Dyer P'07 P'10, Chief Business Officer and Treasurer (through June 2023)
- » Daniel Leisawitz, Associate Professor of Italian Studies
- » Eleanor Lewis, Chief Budget Officer and Director of Financial Reporting
- » Lanethea Mathews-Schultz, Professor of Political Science
- » Courtney Stephens, Associate Dean of Students

Related Institutional Priorities

Working Group #5 will be addressing the following institutional priorities in relationship to the relevant MSCHE Standards:

- » IP #1 Strengthen the Student Experience
- » IP #2 Enhance Student Enrollment and Retention
- » IP #3 Maintain Financial Health

Specific Lines of Inquiry

1. How effectively are academic and administrative department goals and objectives tied to institution-wide mission and priorities? How are individual administrative units defined?
2. While assessment is occurring regularly across the institution through established processes, how and where are assessment results shared and how are departments held responsible for assessment results and charged with next steps? What training is provided to faculty and staff to perform these assessments and implement action items? How effective is this training?
3. Beyond the strategic plan and the campus master planning processes, what other planning and improvement processes are in place that allow the College to focus on both short- and long-term institutional planning? What constituents participate in these processes and how are constituents chosen?
4. How well integrated are the three institutional priorities? Are there resources that support more than one institutional priority?
5. How effective has the planning process, resource allocation and institutional renewal been during the last 10 years? Are there limitations to the planning process?
6. How effectively are College and individual department budgets and new resource allocations linked to strategic priorities?
7. In what ways has Workday affected the student experience, the academic experience and the faculty/staff experience? How effective are the accountability structures for Workday?
8. How well does the Campus Master Plan align with the institutional priorities and what ongoing assessments are in place for continued evolution of the plans?
9. How are fundraising plans developed for the institution and how well are they tied to strategic priorities and infrastructure needs?
10. In what ways are technology needs being addressed across campus in classrooms, meeting spaces and office areas? How does cybersecurity factor into technology needs and how are resource deployment decisions made?
11. In reviewing the annual external financial audit, what ratio analyses are performed to measure financial viability and how are they utilized?

Assessment Data, Institutional Processes, Documents and Procedures to Support Self-Study Report

Documents for review:

- » External review reports and schedule of future department reviews
- » Annual department assessment reports
- » Strategic plan documents
- » Campus Master Plan
- » Description of Budget Advisory Committee
- » Description of Board of Trustees Financial Performance Committee
- » Handbook for faculty
- » Faculty meeting minutes
- » Classroom utilization grid

- » 25Live schedule
- » Source book
- » Annual audited financial statements
- » Budget Summary for 2022-2023
- » Comparative data on peer institutions regarding endowment, endowment/student, total financial resources/full-time equivalency (FTE)
- » Facilities inspections — Plant Operations
- » Reporting Compliance checklist
- » Collaborative on Academic Careers in Higher Education (COACHE) survey data
- » Capital Budget Request process
- » Special Projects Request process
- » Campus Master Plan
- » RLPS Architects Space Utilization Plan
- » 2022-2023 Strategic Planning memo and update
 - Summer Task Force
 - Athletics Strategic Task Force
 - Curriculum Task Force

Individuals to be interviewed:

- » Chief financial officer
- » Chief information officer
- » Vice president for human resources
- » Provost
- » President

Surveys and focus groups on the use and effectiveness of Workday and other digital technologies.

Anticipated Collaborations

Working Group #5 will collaborate and/or consult with:

- » Working Group #1 Mission, Ethics and Integrity
- » Working Group #2 Design and Delivery of the Student Learning Experience
- » Working Group #3 Support of the Student Experience
- » Evidence Inventory Team

Working Group #6: Governance, Leadership and Administration

Standard VII: Governance, Leadership and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious or educational systems or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Working Group Members

- » Bruce Wightman, Co-Chair, Professor of Biology
- » Tina Hertel P'18, Co-Chair, Director of Trexler Library
- » Michael Allocca, Associate Professor of Mathematics
- » Dave Jenkins '83, Member of the Board of Trustees
- » AJ Lemheney, Vice President and Executive Director of Graduate and Continuing Education
- » Ellen Lentine, Director of Seegers Union and the Student Experience
- » Rich Romeo '79, Member of the Board of Trustees
- » Kammie Takahashi, Associate Professor of Religion Studies and Associate Dean of Student Awards and Research
- » Jill Walsh, Vice President for Human Resources

Institutional Priorities

Working Group #6 will be addressing the following institutional priorities in relationship to the relevant MSCHE Standards:

- » IP #1 Strengthen the Student Experience
- » IP #2 Enhance Student Enrollment and Retention
- » IP #3 Maintain Financial Health

Specific Lines of Inquiry

1. How are trustees recruited? How does the recruitment process reflect the College's commitment to DEIB?
2. What responsibilities are assigned to trustees? How is trustee training aligned with ongoing College initiatives and priorities? How is trustee independence, expertise and effectiveness measured? What is the board's role in overseeing financial affairs and other governance issues?
3. How is the College president/CEO chosen?
4. What responsibilities are assigned to the president/CEO? How is their effectiveness measured?
5. How is assessment information used to improve or inform governance and policy in all areas? Has this information been used to address the "do more with less" issue? How has the new departmental review process improved upon the previous Board of Observers process?
6. How are responsibilities delegated to different administrators? How is administrative organization communicated to the campus? Is there an organizational chart that is public and easily accessible? Is it consistently updated? Is it reviewed for consistency with current practice and trends?
7. How does the administration address and support diversity issues?
8. What are the governing responsibilities assigned to faculty?
9. How are students engaged in leadership and governance decisions? What responsibilities are delegated to students? How are students recruited for college committees? Are vacancies commonplace? How much voice do students have on committees?
10. How is the administration of GCE integrated into the College? What changes have been made? How have faculty and committees been engaged in GCE governance?
11. How has the COVID-19 pandemic and the response to the pandemic changed administration and governance?

Assessment Data, Institutional Processes, Documents and Procedures to Support Self-Study Report

Document review:

- » College Charter
- » College Bylaws
- » Board Working Resolutions
- » New Board Member Orientation and Assessment Document Evaluation of the President (Process Document)
- » Report of the Muhlenberg College ad hoc Trustee Recruitment and Qualification Committee
- » Report of the Muhlenberg College ad hoc Trustee Governance Committee Conflict of Interest Policy
- » Student Government documents, including the process for selecting students to serve on faculty and College committees
- » Source Book
- » Faculty and staff position descriptions
- » Staff handbooks (managers and exempt staff/administrative staff and service personnel)
- » Faculty Handbook
- » Documents on governing board structure and members
- » Documents for the operation of faculty committees
- » Provost's web page
- » Governance Committee Reports
- » American Association of University Professors (AAUP) Statement on Government of Colleges and Universities
- » Documents pertaining to the process of performance evaluations of managers
- » Faculty meeting minutes and year-end committee reports
- » Open Doors Strategic Plan
- » Muhlenberg College Statement on Diversity, Equity, Inclusion and Belonging
- » Demographic data on trustees, faculty/staff, students
- » 2021 Diversity, Equity and Inclusion Report
- » GCE External Review
- » Procedures for both administrative and academic departmental reviews
- » New faculty and staff orientation procedures

Surveys and interviews:

- » COACHE Survey
- » External administrative and academic department assessments (Self-Study reports and site visitor reports)
- » 2022 National Association of Collegiate Campus Climates Report
- » Surveys/exit questionnaires of departing colleagues
- » Reports on other existing College surveys addressing governance issues
- » Interviews with president, provost, chief business officer and treasurer, vice president for human resources, vice president and executive director of graduate and continuing education, vice president for communications and marketing, vice president for enrollment management, chief diversity officer/ associate provost for equity and inclusion, chair of the Board of Trustees, chief of staff/executive assistant to the Board of Trustees, vice president for college life/dean of students, vice president for advancement,

selected faculty department chairs, past and present faculty representatives to the Board, select faculty committee chairs, Budget Advisory Committee, members of President's Diversity Advisory Council and student government leaders

Anticipated Collaborations

Working Group #6 will collaborate and/or consult with:

- » Working Group #1 Mission, Ethics and Integrity
- » Working Group #5 Planning, Resources and Institutional Improvement
- » Evidence Inventory Team

Evidence Inventory Team

Members:

- » Michele Deegan P'19 P'22, Chair, Dean of Institutional Research, Assessment and Effectiveness
- » David Donnelly, Dean of School of Graduate Studies (through April 2023)
- » David Hallowell, Assistant Dean of Academic Life and Director of the ARC
- » Gabe Hurtado '13, Director of Enrollment Data Initiatives
- » Stephen Payne, Director of Corporate, Foundation and Government Relations
- » Ginger Yavorski '03, Registrar

Board of Trustees Liaisons

Members:

- » Bruce Bird '77, Capital Projects and Infrastructure Team Chair
- » Sandy Bodnyk '73, Third Vice Chair; Audit and Compliance Committee Chair
- » Lance Bruck '89 P'21, Board Chair
- » Beth Donaldson '92, Second Vice Chair; Enrollment and Retention Committee Chair
- » James Galgano '78 P'08, Vice Chair at Large; Financial Performance Committee Chair
- » Shannon Gary '97, Nominations and Governance Committee Chair
- » Nancy Hutton '75, Educational Policies and Faculty Affairs Committee Chair
- » David Jenkins '83, Assistant Secretary
- » Raymond McDaniel P'17, Compensation Committee Chair
- » Doug Peebles '87, First Vice Chair; Asset Management Team Chair, Campaign Executive Committee Co-Chair
- » Richard Romeo '79, Secretary
- » Sam Stovall '77, Student Experience Committee Chair

Student Liaisons

Members:

- » Or-El Ankori '25
- » Viviane Arking '25
- » Matthew Baker-Grunza '25
- » Victoria Brady '25
- » Jacob Forstein '25
- » Ariana Handelman '25
- » Alyssa Kaplan '25
- » Raja Darain Khan '25
- » Harriet Komlastse '25
- » Michelle Kalunda '25
- » Keanna Peña '25
- » Jack Riccobono '25
- » Augusta Witherspoon-Dweh '25
- » Student Government Association Officers

Guidelines for Reporting

Regular meetings of the Steering Committee and working groups will ensure the completion of the Self-Study in a comprehensive, timely and effective manner. As noted above, the Steering Committee will utilize a liaison structure for students and trustees to contribute to the goals of Working Groups. The Steering Committee will use regularly scheduled meetings to communicate progress of the Working Groups and coordinate efforts in a streamlined manner that avoids duplication.

Following an initial orientation, working groups established a regular meeting schedule to develop lines of inquiry, identify and assess evidence sources and conduct relevant analyses. The Evidence Inventory Group will oversee the collection and organization of evidence in collaboration with the working groups.

Generally, each Working Group chapter will include:

1. Introduction: Provide a general but brief overview of how the Working Group addressed criteria in light of relevant institutional priorities.
2. Method and analysis: Describe what data were compiled and analyzed. Identify appropriate evidence. This narrative constitutes the largest component of the report.
3. Strengths: Enumerate concisely the strengths of the institution, as explained in the analysis.
4. Areas of improvement: Briefly list the issues that need to be addressed by Muhlenberg.
5. Recommendations: Identify major suggestions for how Muhlenberg could address the areas of improvement listed above. Note that not every recommendation will be included in the final version of the Self-Study, but all recommendations will be compiled as an outcome of the Self-Study process and referred to the College's existing governance bodies for appropriate considerations.

The timeline and expectations of the Steering Committee and working groups are outlined below. Reports will follow the AP Stylebook and the College's visual identity standards and guidelines, using Arial 12-point font with 1.15-point spacing and one-inch margins.

Table 4: Steering Committee and Working Group Reports

Timeline	Report
January 17, 2023	Initial Steering Committee Meeting
February 15, 2023	Steering Committee Meeting: Review working group schedule, format for reports and address questions related to the development of lines of inquiry
March 1, 2023	Working groups produce preliminary draft report for Self-Study Design (3-4 pages)
March 8, 2023	Steering Committee Meeting: Peer review of working group preliminary draft reports
March 10, 2023	Working groups finalize draft section for Self-Study Design
March 22, 2023	Steering Committee Meeting: Review and finalize complete Self-Study Design draft Self-Study Design draft due to MSCHE liaison
April 19, 2023	Steering Committee hosts MSCHE liaison for campus visit
Summer 2023	Self-Study Design finalized
August 2023	Self-Study Workshop for Steering Committee and Working Groups
Fall 2023	Working groups produce first drafts of their respective chapters (10-15 pages)
Spring 2024	Steering Committee produces draft of Self-Study Report
Fall 2024	Self-Study Report draft completed and presented to campus community for comments
Spring 2025	Final Self-Study Report completed

Organization of the Final Self-Study Report

The Self-Study will be organized around the reports from six working groups. We anticipate the following structure:

1. Table of Contents
2. Executive Summary
3. Institutional Overview and Priorities
4. Standard I and II: Mission, Ethics and Integrity
5. Standard III: Design and Delivery of the Student Experience
6. Standard IV: Support of the Student Experience
7. Standard V: Educational Effectiveness Assessment
8. Standard VI: Planning, Resources and Institutional Improvement
9. Standard VII: Governance, Leadership and Administration

Verification of Compliance Strategy

The dean of institutional research, assessment and effectiveness, a member of our Middle States Core Group and chair of the Evidence Inventory Committee, will coordinate the completion of the Verification of Compliance with Accreditation Relevant Federal Regulations. Based on the current compliance areas, the following campus units will be consulted in this process: Division of College Life, Office of Human Resources, Office of Institutional Effectiveness and Planning, Division of Graduate and Continuing Education, Office of Enrollment Management, Registrar's Office and Student Financial Services. Managers of these units are included on the Steering Committee or Evidence Inventory Committee.

Self-Study Timetable

Summer 2022	President Kathleen Harring received a letter from the Middle States Commission on Higher Education (MSCHE) informing her that the College will undergo its next accreditation review in 2024-2025.
September 2022	President Harring appoints Provost Laura Furge and Dr. Jack Gambino as co-chairs of the Middle States Self-Study Steering Committee.
October 2022	Laura Furge, provost, and Dr. Jack Gambino, professor of political science, attended the 2022 Middle States Self-Study Institute. An additional seven members of the faculty and administrative staff also attended sessions open to campus constituents.
December 2022	Members of the Steering Committee and working groups appointed. Evidence Inventory Group begins the process of collecting data/evidence. This process continues over the entire self-study phase and in collaboration with all the working groups and the Steering Committee.
January 2023	Steering Committee meets for the first time; meetings continue throughout the semester. Presentations made by co-chairs to faculty, administrators/staff, Board of Trustees and Student Government Association.
Feb-April 2023	Working groups draft research questions. Steering Committee drafts Self-Study Design document and submits the draft by March 21, 2023 (four weeks prior to Self-Study prep visit).
April 19, 2023	Dr. Sean McKittrick, the College's MSCHE liaison, visits the College for a day to meet with constituencies and plan with the Steering Committee. McKittrick reviews the Self-Study Design.

Summer 2023	Steering Committee finalizes Self-Study Design for MSCHE review and approval.
Fall 2023	Working groups collect data/evidence to address research questions; interpret data; and draft conclusions, suggestions and recommendations. The Evidence Inventory Group continues to support data/evidence organization.
Spring 2024	Working groups continue to collect data/evidence to address research questions; interpret data; and draft conclusions, suggestions and recommendations. The Evidence Inventory Group continues to support data/evidence organization. Working groups submit drafts before spring break.
Spring 2024	Steering Committee reviews drafts and provides feedback to working groups. Revised drafts due from working groups by end of semester. Team chair and institution select dates for the chair's visit to campus and for the team visit. Self-Study Design sent to team chair.
Summer 2024	Steering Committee reviews drafts. Co-chairs integrate working group reports into integrated document. MSCHE selects team chair for institution's approval.
Fall 2024	Steering Committee finalizes draft of Self-Study Report document. Campus community reviews Self-Study draft. MSCHE selects team members for the site visit. Self-Study draft sent to team chair. Team chair visits the institution (at least four months before the team visit). Details for the team visit are finalized. Final draft of Self-Study Report is completed based on team chair feedback and shared with campus.
Spring 2025	Final Self-Study Report/Verification of Compliance/Evidence Inventory uploaded to MSCHE portal (six weeks before team visit). Team visit (four-day visit begins Sunday afternoon and ends on Wednesday after the team's oral report to the campus community). Team report and institutional response.
June–Nov 2025	Middle States Commission meets to determine action.

Communications Plan

Muhlenberg is committed to making the Self-Study process transparent and inclusive. To that end, the Core Team, in consultation with the Steering Committee, has developed an initial Communications Plan, which will be used to regularly update the various institutional constituencies about the progress of the Self-Study and to gather input and feedback. The goals of the Communications Plan will be to:

- » Collect and share documentary evidence in a secure and transparent manner
- » Communicate to all constituent groups in a timely, transparent and secure manner
- » Continuously update the College community about the progress of the Self-Study
- » Gather and share feedback concerning the drafts of the Self-Study Report
- » Establish specific lines of communication with Board of Trustees Liaison Group and Student Liaison Group

The Communications Plan will target the following College audiences:

- » Steering Committee members and working group members
- » Faculty
- » Administration and professional staff
- » Students
- » Alumni
- » Board of Trustees

The Steering Committee plans to communicate through the following means:

- » College website accessible to Muhlenberg constituencies dedicated to the Self-Study
- » Updates through the Provost's Weekly Newsletters (via email to faculty and staff)
- » Periodic meetings with Board of Trustees Liaison Group and Student Liaison Group
- » Updates at faculty and staff meetings
- » Periodic town hall meetings to discuss early drafts of the Self-Study report

Table 5: Communication Strategy Timeline

Timeline	Information Provided	Communication Mode
November 2022	Announcement of Middles States Self-Study Co-Chairs to Campus	Provost’s Newsletter Campus Email from President
December 2022	Call for Self-Nominations for Faculty/ Staff to Participate in Self-Study	Campus Email from Provost
	Recruitment of Self-Study Team Members	Invitations extended via email from the President’s Office
January - February 2023	Launch of Self-Study Announced (Information Included Institutional Priorities, Self-Study Outcomes, Working Group Co-Chairs and Members and Timeline)	Presentations before Board of Trustees (January 28) Faculty (February 3) Student Government (February 8) Administrative Staff (February 17)
	Steering Committee Convened: Working Group Charges and Templates	Virtual Meetings on January 17 and February 15
	Campus MSCHE Self-Study Website Launched	Campus email communication
March - April 2023	Self-Study Design Draft	Posted to Website
Summer 2023	Self-Study Design Final	Posted to Website
August 2023	Self-Study Workshop	Self-Study Team
Fall 2023	Working groups produce first drafts of their respective chapters	Updates posted to website Briefings to BOT, faculty, students and staff Provost’s Weekly Newsletter
Spring 2024	Steering Committee produces draft of Self-Study Report	Updates posted to website Briefings to BOT, faculty, students and staff Provost’s Weekly Newsletter
Fall 2024	Self-Study Draft Completed and Presented to the Campus for Comments	Self-Study Report posted to website Campus- wide Town Hall Meeting
Spring 2025	Final Self-Study Report	Posted to Website

Evaluation Team Profile

We welcome colleagues from other institutions to enter into conversation with us about our methodology and conclusions. Preferably, the chair of the visiting team would be a president or provost from a peer institution with a similar mission and student demographics and who has previous experience as a MSCHE reviewer. We request that team members be familiar with the goals, aspirations, fiscal realities and culture of residential liberal arts colleges with graduate and continuing education programs. We are particularly interested in colleagues who understand the integration of the social sciences, humanities, sciences and performing arts in liberal arts curriculum and are knowledgeable about the role of undergraduate research and scholarship, community-engaged learning, diversity planning and honors programming in the advancement of student learning. Ideally, the visiting team will have at least one member knowledgeable about current practices in educational technology and another with expertise in integrating academic programs with students' residential experience. We would like the team to include an administrator with experience in student affairs and co-curricular programming who ideally has integrated undergraduate and graduate programs. We also request that the visiting team be familiar with the balance of faculty teaching, scholarship and service in our type of institution. Colleges and universities considered by Muhlenberg as peer institutions that are not direct competitors include Allegheny College, McDaniel College, Skidmore College, St. Lawrence University and Washington & Jefferson College. This information may be helpful as the commission seeks the chair and members of the visiting team.

Strategies for Managing the Evidence Inventory

The Evidence Inventory Committee, chaired by Michele Deegan, the dean of institutional research, assessment and effectiveness, began organizing evidence for the working groups in December 2022. The Self-Study documents and data inventory are housed in a Google shared drive available to all members of the working groups and is organized by criteria within each standard. A Google Sheet is included in the shared drive, which lists all of the evidence available so that working groups have access to any relevant evidence to address their charge questions. The chair of the Evidence Inventory Committee is responsible for the management of the evidence in the folders ensuring standardization of content. The Evidence Inventory Committee works with the Steering Committee to identify the evidence that will be useful for analysis. The current collection of documents and data is useful as a guide for working groups as they develop charge questions and in making the determination to engage in new data collection efforts during the 2023-2024 academic year. The inventory will continue to be updated as new evidence becomes available. Once the analysis of evidence is complete, it will be uploaded to the Middle States Self-Study portal.

Appendix

Table 6. Enrollment

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Residential	2,144	2,095	1,946	1,973	1,871
Continuing Education	187	149	100	92	76
Total Undergraduate	2,331	2,244	2,048	2,065	1,946
Percent PT of Total Undergraduates	4%	3%	1%	3%	3%
Graduate (all FT)	n/a	n/a	21	21	14

Table 7. Retention

For cohort starting in:	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
First to Second Year Retention Rate	87.9%	89.4%	86.6%	92.5%	90.9%

Table 8. 6-Year Graduation Rates

Class Entering:	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Overall Graduation Rate	81.8%	84.5%	85.7%	82.3%	82.8%
Graduation Rate for Students of Color	85.1%	85.6%	84.3%	74.6%	80.7%
Graduation Rate for Pell Grant	81.9%	88.7%	89.1%	76.9%	90.0%
Graduation Rate for First-Generation Students	n/a	n/a	85.1%	75.3%	87.0%

Table 9: Top 11 Programs by Declared Majors (all cohorts) on Fall Census Date*

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Accounting	62	56	44	52	53
Biology	80	58	65	78	87
Business Administration	126	101	78	99	111
Dance	84	58	56	75	60
Finance	109	60	51	92	93
Media & Communication	141	68	69	123	120
Music	40	24	27	50	55
Neuroscience	84	79	49	52	44
Political Science	56	42	41	64	55
Psychology	149	129	111	144	147
Theatre	222	205	183	245	232

*Fall census date occurs on the third Monday of the fall term

Table 10: Top 11 Programs by Majors Completed and Graduation Year

	2018	2019	2020	2021	2022
Accounting	37	24	24	20	24
Biology	42	44	32	29	33
Business Administration	83	82	67	59	48
English	35	29	26	21	26
Finance	56	60	62	42	38
Media & Communication	63	77	55	55	54
Neuroscience	33	35	29	24	28
Political Science	26	23	28	17	29
Psychology	52	63	56	69	59
Public Health	16	20	29	8	24
Theatre	69	86	77	74	71



2022–2025 Self-Study Design
March 2023