McDaniel College
Self-Study Design

May 10, 2021

Submitted to the
Middle States Commission on Higher Education

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I. Institutional Overview

<div align="center">History</div>

McDaniel College is an independent, nationally recognized private college of the liberal arts and sciences. Originally founded in 1867 as Western Maryland College, it was renamed in 2002 in honor of William R. McDaniel: alumnus, professor, vice president, acting president, treasurer, and trustee. The College's 160-acre main campus is located in Westminster, Maryland on a beautiful hilltop within sight of the Blue Ridge Mountains, and a short drive from both Washington, D.C. and Baltimore. Offering admission without regard to race, religion, color, gender, or ethnicity, it was the first coeducational college south of the Mason-Dixon Line and one of the first coeducational colleges in the nation. The Westminster campus offers the Bachelor of Arts, Master of Liberal Arts, and Master of Science degrees.

The Westminster campus is the College's only residential campus, housing 1424 undergraduate students in the fall of 2021. Graduate students commute to class or attend class online.

McDaniel Europe, founded in 1994, located in Budapest, Hungary, began as a two-year program that sent students from the Budapest campus to Westminster for the final two years of their Bachelor of Arts degree. After 9/11, visa issues accelerated plans to expand program offerings on the Budapest campus to provide a four-year undergraduate curriculum for international students leading to the Bachelor of Arts degree. Undergraduates from the Westminster campus may enroll for a semester or a full-year program. McDaniel Europe's students, following the European model, reside in privately owned apartments throughout the city of Budapest.

The College's Bylaws state that its affairs are "conducted and managed by a Board of Trustees" whose "primary functions [are] policy making and the responsibility for sound resource management of the College." Senior leadership is provided by our president, our provost/executive vice president, and vice presidents of enrollment management, finance, and institutional advancement.

<div align="center">Mission and First Principles</div>

The College's Mission Statement is complemented by our First Principles, a declaration of our core values.

Mission Statement

McDaniel College is a diverse student-centered community committed to excellence in the liberal arts and sciences, and professional studies.

With careful mentoring and attention to the individual, McDaniel changes lives.

We challenge students to develop their unique potentials with reason, imagination, and human concern. Through flexible academic programs, collaborative and experiential learning, and

global engagement, McDaniel prepares students for successful lives of leadership, service, and social responsibility.

First Principles

We strive to place students at the center of a humane environment so that they may see and work toward their personal goals while respecting others and sharing the responsibility for the common good. McDaniel College believes that liberally educated men and women think and act critically, creatively, and humanely. They take charge of their lives and develop their unique potentials with reason, imagination, and human concern. They take their place in the global community, understanding their responsibilities to aid individuals and to contribute to the larger society. McDaniel College accepts the challenge to provide an academic and social environment that promotes liberal learning.

In the classrooms, in the residence halls, in the laboratories, on the playing fields, and in the lounges, McDaniel College works to live out these First Principles to support our vision of our college community.

- We provide a foundation of knowledge about the past and present so that students may be informed about the world.
- We provide various approaches to knowledge and personal achievement so that students can think critically about, respond creatively to, and form sensitive, intelligent decisions concerning the world and its future.
- We provide instruction in fundamental skills so that students can express themselves for their own satisfaction and to the larger community.
- We provide solid and respected professional programs for the committed student, and, more important, we provide a liberal arts education as an integral part of professional training so that students will be more flexible, more successful, and happier in the world of work.

<div align="center">

Strategic Plan

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The College's most recent strategic plan was drafted by a committee of faculty and other stakeholders in the summer of 2016, then discussed and endorsed by the faculty and the Board of Trustees that fall.

Three overarching goals for the College anchor the 2016 Strategic Plan, chosen in pursuit of this vision: "Sustained by the transformative power of the liberal arts, we will enhance McDaniel's reputation by increasing our focus on the unique potentials of individuals. We will challenge students academically in a supportive environment of genuine care and graduate an increasing number of diverse, successful, and engaged alumni." Over the past five years, each of the key actions identified as steps to achieving the three goals have been taken or are underway.

Goal 1: Excellence with Genuine Care

We will provide a challenging education that develops students' abilities and ambitions, ignites their passions, and prepares them for successful twenty-first century careers.

Key Actions for Goal 1: Undertake a program evaluation to identify successful programs and restructure or eliminate weaker or unsustainable offerings; increase student satisfaction; develop and implement the McDaniel Commitment, a program of enhanced mentoring, advising, and coaching, that provides experiential learning opportunities to all students; revitalize McDaniel Europe.

Goal 2: A Responsible Learning Community

McDaniel will become an engaged community where accountability and responsibility are paramount and where respect and diversity are highly valued.

Key Actions for Goal 2: Enhance professional development opportunities; develop communal spaces, including the student center; strengthen relationships with alumni and with Westminster, Carroll County, greater Baltimore, and greater Washington, D.C.

Goal 3: Sustainability

Through growth in enrollment and through efficient and effective resource allocation and management, we will generate and sustain the human, physical, environmental, and fiscal resources needed to excel.

Key Actions for Goal 3: Review all operations to increase sustainability; execute a comprehensive fundraising campaign; adopt environmentally sustainable practices, including the integration of the Singleton-Mathews Farm into the academic curriculum.

Programs of Study

McDaniel Westminster offers undergraduates 46 majors leading to the Bachelor of Arts degree, along with more than 60 minors. The Graduate and Professional Studies division offers 19 master's degrees and 21 post-baccalaureate certificates, including 12 certificates for licensed public school educators.

McDaniel Europe offers five programs leading to the Bachelor of Arts degree.

The most popular programs of study as of Fall 2019 are ranked below, with the highest-enrolled listed first:

Westminster Undergraduate

1. Kinesiology
2. Business Administration
3. Psychology
4. Sociology
5. Biology

Westminster Graduate

1. Post-Baccalaureate Certificate: Administrator I
2. Master of Science: Innovations in Teaching and Learning
3. Post-Baccalaureate Certificate: Equity and Excellence in Education
4. Master of Science: Counselor Education
5. Master of Science: School Librarianship

McDaniel Europe

1. Psychology
2. Business Administration/Economics
3. Art/Art History
4. Political Science
5. Communication

Degrees Awarded 2019-20

McDaniel Westminster

- Undergraduate
  - o Bachelor of Arts: 374
- Graduate
  - o Post-Baccalaureate Certificates: 194
  - o Master of Science and Master of Liberal Arts: 232

McDaniel Europe

- Undergraduate
  - o Bachelor of Arts: 20

Recent Events and Developments

Program Evaluation and Strategic Reinvestment

The College has successfully undertaken two rounds of program evaluation in fulfillment of Goal 1 of the 2016 Strategic Plan.

- McDaniel Westminster and McDaniel Europe: In 2016 the undergraduate general education requirements were reduced by 14 credits, lowering the cost of delivering our gen ed program while increasing enrollment flexibility for students by expanding opportunities for elective course selection.
- McDaniel Westminster: In 2016-17 a faculty committee collected and analyzed data "to identify and highlight successful programs, restructure or eliminate weaker and/or unsustainable offerings, and investigate and implement new curricula which can lead to enrollment and/or net-revenue growth." Five undergraduate majors and four minors were inactivated and 10 new undergraduate majors were developed: Actuarial Science, Applied Mathematics, American Sign Language, Biochemistry, Biomedical Science, Criminal Justice, Health Sciences, International Business, Marketing, and Writing and Publishing.

Reinvestment of the funds freed up by these actions is ongoing across divisions.

Perhaps the most impactful reinvestment enabled the development and implementation of the McDaniel Commitment, a signature program for undergraduates designed to foster a deeper understanding of the liberal arts and enhance the student experience through improved mentoring with a focus on experiential learning and career development. The McDaniel Commitment, which the faculty voted to adopt as a general education requirement, has four parts:

- My Place: A series of events occurring during a student's first year, including a 2-day summer residential program to help students develop a sense of belonging on campus, engage in team-building activities, and make connections in the local community; a 2-day orientation before the start of the fall semester; and 6-8 weekly orientation events during the fall semester. Mentored by upper-class students, professors, and staff, students develop a growth mindset to nurture their personal and intellectual development over the next four years and beyond.
- My Design: During their first January Term, students explore their strengths, identify areas of desired improvement, develop goals, and chart a path to help them cultivate their potential while at McDaniel.
- My Experience: All students complete at least 2 hands-on, immersive experiential learning experiences, which allow students to reflect on the intersection between theory and practice and help them stand out when applying for jobs.
- My Career: Students plan for life beyond college, guided by purposeful coursework and supported by one-on-one coaching from the Center for Experience and Opportunity.

Record-Breaking First-Year Classes, Steady Rise in Minority and First-Generation Enrollment

First-time, first year Westminster undergraduate enrollment has set records two years in a row.

- In fall 2019, we enrolled 575 first-years, a record to that date. Average first-year enrollment for the previous 10 years was 424.
- In fall 2020, despite the challenge of yielding admitted students during a pandemic, we enrolled 581 first-year students. Total undergraduate headcount on the Westminster campus as of the fall 2020 census was 1,818, reaching the goal set more than a decade ago of growing the undergraduate student body to 1,800 undergraduates, the size required for sustainability.

Westminster minority and first-generation enrollments have risen steadily.

Minority and First Generation Enrollments, Westminster UG			
Year	Overall Minority	First-Year First Gen	Overall First Gen
2010	15.8%	37.4%	28.7%
2015	27.4%	39.0%	36.9%
2020	44.7%	45.3%	38.2%

In 2020 the percentage of entering first-year students who identified as members of a minority, 48.7%, was identical to the percentage of first-years identifying as white. (The ethnicity of 2.6% was unknown.)

Challenges

New Senior Leadership, Strategic Plan, and Revision of the General Education Requirements

Three of the five members of the College's senior management team will be retiring at the end of the 2020-21 academic year: our President and our Vice Presidents for Finance and for Institutional Advancement. The College is searching for a new provost because the incumbent, Dr. Jasken, assumes the presidency on June 1, 2021. In addition to Dr. Jasken, the only other experienced senior leader who will remain is the Vice President for Enrollment Management.

The presidential transition comes as our 2016 strategic plan has been largely implemented and before a new plan has been drafted. Our Middle States self-study will help us provide Dr. Jasken with recommendations for the institution, which will, in turn, inform the writing of our next strategic plan.

Revision began in February 2021 of the McDaniel Plan, our general education curriculum, developed 15 years ago. Faculty volunteers began the work of revising these requirements for 21st-century students, work that will be overseen by the provost.

Reinventing the College Experience

In response to the existential threat posed by COVID-19, the Provost led an unprecedented re-envisioning of every aspect of the undergraduate experience, resulting in the reopening of the Westminster campus in Fall 2020 —and our continued face-to-face operation—after the March 2020 pandemic-driven shutdown.

Graduate and Professional Studies responded to the pandemic by moving online those courses being taught in a hybrid modality or face-to-face. This effort accelerated the graduate division's ongoing shift to online delivery of graduate programs.

At McDaniel Europe, the dean, faculty, students, and staff also reimagined the learning experience, resulting in a combination of in-person, online, and hybrid solutions. Since the mid-point of the fall 2020 semester, due to the worsening pandemic situation in Hungary, courses have moved entirely online.

Strengthening Student Success

Westminster Undergraduates: In light of the shifting demographics of our Westminster undergraduate students reflected in the data regarding first-generation and minority enrollment—along with increased demand for student accessibility and support services, one of our traditional strengths—the College faces the challenge of strengthening the success of undergraduate students as measured by their **retention, persistence, progression, and completion**.

Data on **retention**, defined as the percentage of first-years returning for a third semester, reflects decline, and room for improvement.

Retention, Westminster UG	
Cohort	**Returned Term 3**
Fall 2010	82%
Fall 2015	81%
Fall 2018*	79%
Fall 2019**	74%

*Pre-pandemic
**Pandemic

Data on **persistence**, as measured by the percentage of students who return, semester by semester, reflects decline as well.

Persistence, Westminster UG							
	Percentage Returning						
Cohort	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7	Term 8
Fall 2010	93%	80%	78%	74%	72%	70%	69%
Fall 2015	93%	81%	76%	71%	70%	68%	67%
Fall 2017	91%	81%	76%	70%	69%	67%	
Fall 2018	90%	79%	75%	70%			
Fall 2019	90%	74%*					
Fall 2020	90%*						

*Pandemic

Data on **progression**, defined as the percentage of students who advance their class level with each academic year, (for example, students in their second year should have achieved the class level of "sophomore" by earning at least 32 credits) has not yet been assembled. Progression data will be available for analysis in the self-study.

Data on **completion**, defined as students who graduate, shows that our 6-year graduation rate is not far off from our peers who are serving populations such as ours, but that our 4-year graduation rate is low.

Completion, Westminster UG			
Percentage Graduating 4th-6^{th+} Years			
Cohort	4th Year (or earlier)	5th Year	6th Year	6th+ Years
Fall 2010	60%	66%	67%	67%
Fall 2014	52%	62%	62%	
Fall 2015	56%	63%		
Fall 2016	57%			

Graduate and Professional Studies: GPS has not historically compiled data to measure and track retention or completion of graduate programs—either certificates or master's degrees. However, beginning in Spring 2021, GPS will begin to compile retention and completion data to provide a baseline for and inform the building of a retention and completion tracking and support process appropriate to GPS programs, which enroll working adults who must balance graduate coursework with the demands of their careers and families. The retention and completion data tracking process will be implemented in fall 2021, in time to provide one year's worth of data to identify improvements to the process and make recommendations in the self-study.

McDaniel Europe: The College has not historically compiled data to track persistence, retention, and completion for McDaniel Europe's students. Data will be available for analysis and recommendation in the self-study.

Achieving Diversity, Equity, and Inclusion

In response to the growing diversity of our Westminster campus and the recent national awakening of Black Lives Matter and similar social justice movements, the College has undertaken a community-wide initiative to identify and remove barriers to equity and inclusion in all divisions of the College.

Recent efforts include revamping employee search procedures, which has resulted in a significant increase in the hiring of BIPOC employees; revising tenure and promotion protocols to acknowledge DEI efforts and specific challenges for faculty of color; establishing a Cultural Leadership Council to promote ongoing collective DEI conversations with students; creating a new bias response protocol/team; and sponsoring a widely attended January Term retreat on decolonizing the curriculum. When she assumes the presidency, Dr. Jasken will work closely with the new provost to champion these efforts and monitor their successes.

The self-study process provides an opportunity to assemble and analyze assessment data on these and other DEI efforts, and to make recommendations to enhance this effort.

Strategic Resource Allocation

As noted above, the College has successfully completed two program prioritization efforts resulting in changes to our general education requirements (i.e., the McDaniel Plan) and in the creation of ten new undergraduate majors on the Westminster campus. Efforts of this kind are ongoing as the College faces undergraduate recruitment challenges posed by the demographic cliff beginning in 2025-2026—the dramatic drop in the numbers of potential first-year students—as well as the need to find resources to fund in-demand programs, both at the undergraduate and graduate level.

Strengthening Relationships with External Communities

The minority-majority demographics of the undergraduates on our Westminster campus contrast sharply with those of the surrounding community. The city of Westminster, home to approximately 18,500 people, is the county seat of mostly rural Carroll County, whose residents are overwhelmingly white (92%) and politically conservative. Nationwide social conflicts over wealth inequality and race surface in Westminster.

Despite these challenges, we have an array of strong partners and advocates within the county who value their relationship with the College and support our experientially focused

undergraduate curriculum by providing jobs, internships, service-learning, community engagement opportunities, and other mentorships to our students.

The external communities associated with Graduate and Professional Studies are dispersed beyond the Westminster area to encompass online/cyber communities, regional public school partners, and industry professionals. Efforts to strengthen these relationships are in the early stages.

McDaniel Europe's external community is comprised of Budapest and its environs, with a total population of 1.76M made up largely of Hungarians, but also including many international students and expats from a host of countries. The Budapest campus has cultivated relations with private enterprises, NGOs, and local schools in order to better its outreach and provide opportunities for experiential learning for McDaniel Europe's students.

Assessing and extending relationships with external communities is a priority in the self-study.

II. Institutional Priorities

Stakeholders at all levels contributed to the formulation of our four priorities. Originally drafted by the co-chairs and the Provost, the priorities were discussed and revised at regular monthly meetings of undergraduate department chairs, graduate program coordinators, the President's Council, and the entire faculty, as well as at meetings of the senior leaders of McDaniel Europe and at a quarterly meeting of the Board of Trustees. In addition, a survey was implemented to solicit feedback from all faculty and staff.

The choice of these institutional priorities, detailed in "Challenges" in Section I of this self-study design, has been shaped by the College's strategic and administrative context at this point in our history. The goals outlined in our 2016 strategic plan have been met. With the June 1, 2021 transition of our college presidency, we will begin the campus-wide work of developing a new strategic plan in tandem with our self-study process.

We will address the following institutional priorities in our self-study:

1. Support and improve policies, procedures, and practices related to student success using data-informed metrics where applicable.
2. Establish anti-racist and inclusive policies and practices across the institution.
3. Engage in strategic resource development and allocation to ensure the future health of the institution.
4. Build and make use of relationships with external communities to enhance the student experience.

These priorities map onto the College's mission, the 2016 goals, and MSCHE's Standards for Accreditation as follows:

Crosswalk: Priorities, Mission, 2016 Goals, MSCHE Standards				
	Institutional Priorities			
	Data-Driven Student Success Initiatives	**Anti-Racist and Inclusive Practices**	**Strategic Resource Development and Allocation**	**Relationships with External Communities**
Mission				
Diverse, Student-Centered		X		
Develop Unique Potentials	X			
Flexible, Experiential Programs			X	
Global Engagement				X
2016 Goals				
Excellence with Genuine Care	X			
Responsible Learning Community		X		X
Sustainability			X	
Standards for Accreditation				
I		X		
II	X	X		
III				
IV	X			X
V	X			
VI			X	
VII				

III. Intended Outcomes of the Self-Study

We have added just one additional outcome to the three MSCHE-required outcomes:

1. Demonstrate how the institution currently meets the Commission's Standards for Accreditation and Requirements of Affiliation.
2. Focus on continuous improvement in the attainment of the institution's mission and its institutional priorities.
3. Engage the institutional community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community.
4. Use the self-appraisal process of the self-study to inform the institution's strategic planning process throughout 2021 and 2022.

We will link the data-driven, analytical, reflective work of the self-study to the development of a new strategic plan. This outcome reflects our recognition that the College is at a point of significant transition. As described in Section I above, the 2021-2022 academic year will bring multiple changes in our senior leadership team. Our self-study is well timed to provide these new leaders and the entire College community with the context we need as we shape our next strategic plan.

IV. Self-Study Approach

We will organize the self-study report using the standards-based approach. Given that we will begin to formulate a new strategic plan during the self-study period, using the standards-based approach will ensure that we cast our net to provide the widest possible input to the emerging strategic plan. This approach also ensures that we give due consideration to all of the MSCHE Standards, and that we have multiple opportunities to incorporate analysis of data relating to our four institutional priorities.

V. Organizational Structure of the Steering Committee and Working Groups

The Co-Chairs, in consultation with the Provost, determined which staff members would be most appropriate for the Steering Committee and each working group by virtue of their roles at the College. Some faculty volunteered to serve after a request was made at a faculty meeting. Other faculty members were invited to serve based on their election to various standing faculty committees at the College. The Co-Chairs developed working group deadlines, processes, and tools for reporting designed to facilitate working group interaction, prevent duplication of effort, and ensure that the College's Mission, Priorities, and the MSCHE Standards will be analyzed and addressed using the College's existing evaluation and assessment information.

Steering Committee Organization

Steering Committee members were chosen to provide representation across divisions and among all stakeholders, while keeping the size of the committee small enough to enable it to meet with all members present. We ensured that at least one member from each working group was placed on the Steering Committee. The Co-Chairs, Dr. Wendy Morris and Dr. Pamela Regis, will provide support to specific Working Groups according to their knowledge base and administrative responsibilities.

The members of the Steering Committee are:
- Dr. Julia Jasken, Provost/Executive Vice President, President-Elect
- New Provost, to begin summer 2021
- Dr. Wendy Morris, Dean of the Faculty (Co-chair)
- Dr. Pamela Regis, Associate Dean for Operations and Program Development, Graduate and Professional Studies (Co-chair)
- Dr. Vickie Mazer, Dean of Graduate and Professional Studies
- Dr. Matthew Adamson, Director of Academic and Student Affairs, McDaniel Europe
- Ms. Robin Dewey, Director of Institutional Research
- Mr. David Brennan, Director of Hoover Library
- Ms. Janelle Holmboe, Vice President for Enrollment

- Ms. Liz Towle, Dean of Students
- Dr. Richard Brett, Associate Professor of Cinema, Chair of the Academic Assessment Committee
- Dr. Nicholas Kahn, Assistant Professor of Economics
- Ms. Barbara Thomas, Trustee and Chair of the Academic and Campus Life Committee of McDaniel's Board of Trustees

The Steering Committee will provide structure, oversight, feedback, and guidance to each working group at various stages of the process.

Working Group Tools and Oversight

The Steering Committee will provide the members of each working group with the following tools:

- **Instructions for Writing the Self-Study,** which provides detailed guidance for writing each working group's chapter, including:
  - o Definitions of MSCHE terms
  - o The working group charge
  - o A guide to writing the chapter, including a worksheet for developing a detailed topic outline
  - o Instructions for data requests and storage
  - o A style sheet.

  See Appendix A for an example.

- **Progress Report and Data Links** spreadsheet, which will be used to track and structure each group's work. This Excel file will:
  - o List each Criterion and Institutional Priority assigned to a given group.
  - o Include a column populated by the Steering Committee with preliminary list of data sources for each criterion, including data sets, documents, policies, and procedures the working group will likely need to analyze.
  - o Provide columns in which working groups can track their progress and leave notes about additional data they would find useful.

  See Appendix B for an example.

Organizing Data, Providing Feedback, Avoiding Redundancy

Data organization will be overseen by Mr. Kriss Hann of the Academic Life office and Ms. Robin Dewey, Director of Institutional Research and Sponsored Programs. The process is detailed in Appendix A, Section E, "Instructions for Requesting, Storing, Accessing, and Citing Evidence Files."

Providing feedback is described in Appendix A, Section C, "Writing the Chapter."

Potential redundancies will be addressed by the Steering Committee at the following times:

- When more than one working group requests the same data set. Steering Committee members will meet with the requesters to identify and eliminate potential redundancies.
- When working groups submit their monthly spreadsheet reports (see Appendix B). Steering Committee members will meet with those planning potentially overlapping analyses to eliminate redundancies before drafting has begun,
- When working groups submit their first and revised drafts. This provides two additional opportunities to identify and lay plans to eliminate redundancies that have emerged in the drafting process.
- When working groups submit their final drafts. The Steering Committee will correct any remaining redundancies in the final edit of the self-study.

Working Group Organization

Leadership in each working group will come from the chair, supported by the Self-Study Steering Committee and the Co-chair assigned to each group.

Working Group Assignments, Membership, and Co-Chair Support			
Working Group and Chapter Assignment	**Standards, Institutional Priorities, and Requirements of Affiliation**	**Working Group members**	**Co-Chair Support**
Working Group 1: **Chapter 1** **&** **Chapter 7**	• **Standard 1**: Mission and Goals • **Priority**: Establish anti-racist and inclusive policies and practices across the institution • **Standard 7**: Governance, leadership, and administration	• Dr. Steve McCole, Associate Professor of Kinesiology, Faculty Council Reporting Secretary • Ms. Marissa Lander, Chief of Staff, Secretary to the Board and College President's Office • Mr. Michael Robbins, Associate Dean of Students • Dr. Elizabeth Tyler, Associate Professor of Philosophy • Board Member TBA	Dr. Regis
Working Group 2: **Chapter 2**	• **Standard 2**: Ethics and Integrity • **Priority**: Support and improve policies, procedures, and practices related to student success using data-informed metrics where applicable • **Priority**: Establish anti-racist and inclusive policies and practices across the institution • **Requirements of Affiliation**	• Ms. Jenni Glennon, Associate Vice President for Administration • Mr. José Moreno, Director of Diversity, Equity, and Inclusion • Ms. Cheryl Knauer, Director of Public Relations • Dr. Vickie Mazer, Dean of Graduate and Professional Studies • Ms. Kemia Himon, Director of Admissions and Financial Aid	Dr. Regis

		• Dr. Jim Kunz, Professor of Social Work • Ms. Robin Dewey, Director of Institutional Research and Sponsored Programs • Ms. Carol Zaru, Senior Lecturer in Arabic and Middle Eastern Studies	
Working Group 3: **Chapter 3**	• **Standard 3**: Design and Delivery of the Student Learning Experience	• Ms. Alissa Harrington, Senior Instructional Design Specialist • Ms. Sandy Clark, Registrar • Dr. Daria Buese, Associate Dean of Graduate and Professional Studies • Dr. Jennifer McKenzie, Associate Professor of Kinesiology • Dr. Holly Martinson, Assistant Professor of Biology • New Provost	Dr. Morris
Working Group 4: **Chapter 4**	• **Standard 4**: Support of the student experience • **Priority**: Support and improve policies, procedures, and practices related to student success using data-informed metrics where applicable • **Priority**: Build and make use of relationships with the external communities to enhance the student experience	• Dr. Stephanie Madsen, Associate Dean for Student Success • Ms. Heidi Reigel, Associate VP of Alumni and Admissions • Ms. Sandy Clark, Registrar • Ms. Melanie Conley, Director of Student Accessibility and Support Services • Ms. Jessica Wolverton, Assistant Director of Athletics -Student Athlete Services • Ms. Erin Benevento, Director of First Year Experience • Ms. Gené Fouché, Lecturer in Theatre Arts • Mr. Daniel Schafer, Lecturer in English	Dr. Morris
Working Group 5: **Chapter 5**	• **Standard 5:** Educational effectiveness assessment • **Priority**: Support and improve policies, procedures, and practices related to student success using data-informed metrics where applicable	• Mr. Richard Brett, Associate Professor of Communication, Chair, {Undergraduate} Assessment Committee • Dr. Wendy Morris, Dean of the Faculty • Dr. Beth Aitken, Lecturer in Graduate and Professional Studies and Area Coordinator of Educational Foundations, Chair, Graduate Assessment Committee • Ms. Tracey Lucas, Chair of the Education Department, Coordinator of Master of Science in Teaching	Dr. Morris

		• Ms. Vanessa Flora-Nakoski, Director of the Writing Center, Lecturer in English • Mr. Stephen Johnson, Lecturer in Graduate and Professional Studies, Area Coordinator for Innovations in Teaching and Learning MS	
Working Group 6: **Chapter 6**	• **Standard 6**: Planning, resources, and institutional improvement • **Priority**: Engage in strategic resource development and allocation to ensure the future viability of the institution	• New VP of Finance • New Comptroller • Ms. Jenni Glennon, Associate VP for Administration • Ms. Keri Zeigler, Director of Facilities Operations • Mr. Chip Junkin, Senior Associate Vice President of Institutional Advancement • Dr. Kevin McIntyre, Professor of Economics and Business Administration, Coordinator of M.S. in Data Analytics • Dr. Nick Kahn, Assistant Professor of Economics and Business Administration	Dr. Regis
McDaniel Europe, Budapest Working Group: **All Chapters**	• Will address all of the standards and priorities for the McDaniel Europe Campus**.** The Steering Committee will integrate this content into each chapter.	• Dr. Matthew Adamson, Director of Academic and Student Affairs • Dr. Jessie Labov, Director of Academic and Institutional Development • Ms. Adriána Márton, Personal Assistant to the Dean • Ms. Zsuzsi Elekes, Assistant Director of Student Programs • Dr. Luis Murillo, Professor of Psychology • Ms. Réka Ranky, Professor of Kinesiology • Mr. Robert Smyth, Professor of Journalism and New Media • Dr. László Frenyó, Dean of the Faculty	Dr. Morris

VI. Guidelines for Reporting

Co-Chair contacts are detailed in section V of this Self-Study Design. The assignment to each Working Group of a co-chair who will report to the larger Steering Committee, along with the monthly reports by each Working Group to the Steering Committee, will ensure that each group is staying on task.

Working Group reporting tools and feedback events are also detailed in section V of this Self-Study Design.

Reporting deadlines are as follows:

Reporting Deadlines		
Working Group Task	**Deadline**	**Templates**
Review instructions and templates provided by the Steering Committee • Request additional data/information needed to address the criteria and priorities • Propose additions/changes to the draft outline	April 2021	Instructions for Writing the Self-Study (see Appendix A) Progress Report and Data Links (see Appendix B)
Provide monthly reports to the Steering Committee to track progress and seek guidance	Monthly	Progress Report and Data Links
Submit outline	October 15, 2021	Instructions for Writing the Self-Study
Submit preliminary chapter draft to Steering Committee	May 1, 2022	Expand from chapter outline
Submit revised chapter draft to Steering Committee	October 1, 2022	Expand from chapter outline

VII. Organization of the Self-Study Report

The College's self-study will consist of an executive summary, a chapter covering each Standard of Accreditation, and a conclusion. The Requirements of Affiliation will be covered in Chapter Two.

Sections and Page Assignments for the Self-Study Report	
No. of Pages	**Section**
	Front Matter: Title Page, Table of Contents
3	Executive Summary
10	Chapter One: Standard I Mission and Goals
10	Chapter Two: Standard II Ethics and Integrity
15	Chapter Three: Standard III Design and Delivery of the Student Learning Experience
15	Chapter Four: Standard IV Support of the Student Experience
15	Chapter Five: Standard V Educational Effectiveness Assessment
15	Chapter Six: Standard VI Planning, Resources, and Institutional Improvement
10	Chapter Seven: Standard VII Governance, Leadership, and Administration
5	Conclusion
Total: 98	

VIII. Verification of Compliance Strategy

Verification of Compliance will be led by Co-Chair Regis coordinating with Ms. Robin Dewey, Director of Institutional Research and Sponsored Programs, who together will address in Chapter Two McDaniel College's compliance with the accreditation-relevant federal regulations identified by MSCHE. As is the case with the work of every working group, an outline and drafts will be distributed to the working groups and steering committee covering all of the assignments for the working group, including, in this case, the Verification of Compliance. Both Dr. Regis and Ms. Dewey will serve on the steering committee.

IX. Self-Study Timetable

Self-Study Steps and Completion Dates	
Major Steps in the Self-Study Process	**Completion**
Meetings and online survey to gather feedback about the institutional priorities from faculty and staff	December 2020
Recruit faculty and staff to serve on Steering Committee and Working Groups	January 2021
First draft of self-study design	January 2021
Videoconference with Dr. Kushnood Haq	January 25, 2021
Finalize institutional priorities after Board of Trustees approval	February 2021
Steering Committee meeting to provide revision advice for the SSD	March 2021
Finalize and submit self-study design	March 2021
Self-study preparation visit with Dr. Kushnood Haq	April 20, 2021
Preliminary evidence gathering begins at direction of the Steering Committee	Summer 2021
Kick-off meeting for all working group and steering committee members to describe the process and conduct Q&A	September 1, 2021
Working groups begin their work	September 1, 2021
Working groups submit chapter outlines with list of proposed evidence they intend to use	October 15, 2021
Steering Committee provides feedback on chapter outlines	November 1, 2021
Working groups submit 1st draft of chapters	May 1, 2022
Steering Committee provides feedback on chapter drafts	July 1, 2022
Working groups submit revised chapters	October 1, 2022
MSCHE Evaluation Team Chair's Campus Visit	November 2022
Steering Committee makes revisions to chapters	December 20, 2022
Opportunity for stakeholders to read and comment on the self-study	January 15, 2023
Steering Committee makes final revisions to chapters	January 31, 2023
Director of Institutional Research finalizes evidence inventory and links	January 1 - February 1, 2023
Submit self-study to MSCHE	February 5, 2023 (6 weeks before visit)
Evaluation team visit	Early April 2023

X. Communication Plan

Throughout the self-study process, we plan to provide monthly updates to, and seek feedback from, each of the following audiences on a regularly occurring basis through our existing organizational structures.

Communication Plan	
Audience	**Methods of Communication**
Faculty	• Standing agenda item/update at monthly Faculty Meetings • Discussions at monthly Undergraduate Department Chairs meetings, as needed • Discussions at monthly Graduate Program Coordinators meetings, as needed • Emails to the faculty listserv with updates and opportunities to provide feedback • Presentation at the annual State of the College address
Staff	• Updates at monthly meeting of Deans and Directors within the Academic and Campus Life division • Frequent meetings and emails between the co-chairs and the McDaniel Europe leadership team • Emails to the to the faculty-staff listserv with updates and opportunities to provide feedback • Presentation at the annual State of the College address
Senior Administration	• Updates at monthly President's Council meetings • Frequent meetings between the co-chairs and the Provost
Board of Trustees	• Updates at Board of Trustees meetings: February, May, and October
Students	• Student liaisons to working groups

XI. Evaluation Team Profile

We would prefer that the Team Chair come from a small liberal arts institution that enrolls a significant number of first-generation students and that offers graduate and professional programs. We would hope that various members of the team would have expertise in student success initiatives that support first-generation students, online graduate education, and DEI initiatives. For a list of our top programs by enrollment, please see section I.

Below is a list of institutions in our Middle States region from which we recommend recruiting members of our evaluation team:

- Allegheny College
- Dickinson College
- Juniata College
- Muhlenberg College
- Susquehanna University
- Ursinus College
- Washington and Jefferson College
- Westminster College

XII. Evidence Inventory

Collecting, Storing, and Sharing Data

Instructions for handling data are included in the Instructions for Writing the Self-Study provided to each member of every working group. See Appendix A.

Types of Data for Each Standard

The following table lists the types of data that will be analyzed to determine the College's fulfillment of each standard. This list is not exhaustive as working groups may determine additional types of data are needed.

Data for the Self-Study	
Standard	**Data**
I: Mission and Goals	Mission Statement, First Principles, 2016 Strategic Plan, Academic and Campus Life statements of annual goals
II. Ethics and Integrity	Faculty Handbook (AAUP Statement of Ethics), undergraduate and graduate catalogs, Student Code of Conduct, hiring policies for faculty and staff, financial aid policies, reports to MSCHE and to federal and state agencies, policy for revising policies
III. Design and Delivery of the Student Experience	Undergraduate and graduate Catalogs, course syllabi, MHEC endorsements, Faculty Handbook on effective instruction, CVs, announcements of faculty development programs, McDaniel Plan (UG general education requirements)
IV. Support of the Student Experience	Admissions and financial aid policies, orientation program, Academic Life advising policies, descriptions of Campus Life resources, policies and procedures of Student Accessibility

	Support Services, Registrar's policies, FERPA policies and training, policies of athletics, Greek life, etc.
V. Educational Effectiveness Assessment	Assessment reports about general education requirements, UG departments' reports to the Academic Assessment Committee, Graduate programs' reports to the Graduate Assessment Committee, Student Learning Outcomes for general education requirements, UG majors, and graduate programs
VI. Planning, Resources, and Institutional Improvement	2016 Strategic Plan, yearly Academic and Campus Life goal statement, KPMG audit reports, Strategic Thinking Group on Pedagogical Value (program evaluation ad-hoc committee) reports
VII. Governance, Leadership, and Administration	Organizational chart; Bylaws of the Board; Board membership roster; Trustee meetings agendas; presidential search process; CVs for senior administrators and deans; IT inventories

APPENDIX A
Sample Instructions for a Working Group

We will provide instructions to each working group directing them to the reaccreditation standard and its criteria as well as the institutional priorities that they will address in their chapter.

Sections A, B, C, E and F provide information, advice, and instructions relevant to every working group.

Section D will be individualized for each working group. It provides a worksheet that leads the reader in detail through the standard and its associated criteria, the institutional priorities assigned to this chapter, and any recommendations from MSCHE's 2013 Report to the college. The following sample is relevant only to the working group writing Chapter 2.

Instructions for Writing the Self-Study
Chapter 2
Standard II: Ethics and Integrity

The Middle States Commission on Higher Education (MSCHE) requires every institution accredited by them to undergo a reaccreditation process once every ten years. They ask each institution to write a self-study that explains how the institution meets the standards identified in MSCHE's *Standards of Accreditation and Requirements of Affiliation,* the Preamble of which provides a summary of their "purpose and commitment to accreditation":

> An institution of higher education is a community dedicated to students, to the pursuit and dissemination of knowledge, to the study and clarification of values, and to the advancement of the society it serves. The Middle States Commission on Higher Education (MSCHE), through accreditation, mandates that its member institutions meet rigorous and comprehensive standards, which are addressed in the context of the mission of each institution and within the culture of ethical practices and institutional integrity expected of accredited institutions. In meeting the quality standards of MSCHE accreditation, institutions earn accredited status, and this permits them to state with confidence: "Our students are well-served; society is well-served."

The following instructions provide context and an outline for your work in researching and writing your chapter of McDaniel's self-study.

A. Definitions

- "MSCHE" stands for Middle States Commission on Higher Education, our accrediting body.

- "Standard" or "Standards" refers to one or more of the seven standards in MSCHE's *Standards for Accreditation and Requirements of Affiliation,* 13th edition.
- "Criterion" or "Criteria" refers to the attributes or activities necessary to meet a given standard for accreditation. These attributes and activities are listed in MSCHE's *Standards for Accreditation and Requirements of Affiliation,* 13th edition.
- "Requirement" or "Requirements" refers to one or more of the 15 requirements of affiliation listed in MSCHE's *Standards for Accreditation and Requirements of Affiliation,* 13th edition.
- "Evidence" includes but is not limited to numerical data, processes, policy statements, and procedures.
- "Evidence Inventory" refers to the documents uploaded to the MSCHE portal after a final draft of the self-study has been completed.
- "Document repository on OneDrive" refers to the documents on the McDaniel shared drive requested by Working Groups.
- "Priority" or "Priorities" indicate one or more of the four McDaniel College Institutional Priorities identified by the College community:
    1. Support and improve policies, procedures, and practices related to student success using data-informed metrics where applicable
    2. Establish anti-racist and inclusive policies and practices across the institution
    3. Engage in strategic resource development and allocation to ensure the future health of the institution
    4. Build and make use of relationships with external communities to enhance the student experience.
- "Outcomes" or "Outcome" refers to one or more of the three outcomes mandated by MSCHE and the additional one identified by McDaniel:
    1. Demonstrate how the institution currently meets the Commission's Standards for Accreditation and Requirements of Affiliation
    2. Focus on continuous improvement in the attainment of the institution's mission and its institutional priorities
    3. Engage the institutional community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community
    4. Use the self-appraisal process of the self-study as a launching point into the process of developing a new strategic plan.

B. Working Group Charge

1. Identify, request, and analyze all relevant evidence. Make certain that all key issues are examined in the Standard(s) assigned to your group, Criterion by Criterion.

2. Hold regular meetings to identify, collect, and analyze evidence and to draft reports and documents for the steering committee, meeting the deadlines in the "Timeline."

3. Assess the College's strengths and weaknesses in light of the Standard's Criteria, based on the evidence collected and analyzed. Where possible, show how assessment results are connected to resource allocation.

4. Identify opportunities for improvement and innovation, linking, where possible, these opportunities to the Priorities, if any, assigned to your group.

5. Identify gaps in the evidence necessary to demonstrate compliance with your assigned Standard(s). Develop and recommend strategies to address gaps. Notify the Steering Committee in your early reports of any suggestions for closing the gaps you have identified.

6. Prepare reports for the Steering Committee, meeting the deadlines in the "Timeline." Use and cite the evidence collected to indicate clearly how the following are met or addressed:
   • Your group's Standard(s), including each of its Criteria
   • Priorities, if assigned to your group
   • Requirement(s) of Affiliation (Chapter 2 only)
   • Accreditation-relevant federal regulations (Chapter 2 only)

7. Use our document repository on OneDrive, the "Progress Report and Data Links" file, and any other shared tools to accomplish the above-mentioned objectives. See below for details.

8. Identify a strategy for summarizing within your chapter your assessment of the evidence you have collected and analyzed. Consider including small tables to provide key data points in support of your conclusions, with citations, where appropriate, that refer your reader to more complete data in the evidence inventory.

C. Writing the Chapter

The Steering Committee asks that you write your self-study chapter in three steps:

1. A topic outline describing a framework for your chapter
2. A first draft of the chapter
3. A revised draft of the chapter

The Steering Committee will provide feedback to your working group after each of the first two steps, i.e., after you have submitted the topic outline and again after you have submitted the first draft of the chapter. After you submit the revised first draft (step 3), the Steering Committee will make final edits.

The Steering Committee asks that you follow the outline below for the draft of your chapter, with this caveat: Although each chapter in the self-study should have the same overall structure found below, you should group together topics whose analyses are related or overlapping, change the order of topics to provide a logical progression, and use headings to help your reader navigate your chapter.

D. Topic Outline for Chapter Two: **Standard II: Ethics and Integrity**
Maximum length of completed chapter: 10 pages

The outline should identify the topics that you will cover in the chapter to:

- Address the criteria in the MSCHE Standards for Accreditation
- Respond to any relevant Recommendations made by MSCHE
- Address the Requirements of Affiliation (Chapter 2 only)
- Focus on any relevant institutional priorities.

In the outline, include:
- A bullet list offering concise description of the topics to be covered in each of the numbered items below
- Sub-bullets listing the evidence you will consult and cite to develop your analysis and support your claims. Remember that "evidence" includes numerical data, policy documents, procedures, the content of the College's website, etc. If a great deal of evidence could be cited to support your analysis, choose the most relevant.

1. **Introduce the main themes of the chapter in the opening paragraph.**

2. **Acknowledge and address MSCHE's 2013 Recommendations** relevant to your chapter (if any) and include a description of or the name of the data set(s) that you require to demonstrate that we have addressed this Recommendation. Here is the recommendation for Chapter 2:

- We [MSCHE] recommend the development of a plan to ensure that McDaniel can maintain compliance with the multitude of federal and state reporting requirements, effective institutional assessment, and assessment of student learning.

3. **Plan to highlight portions of your analysis that address the relevant Institutional Priorities. For Chapter 2, the relevant Priorities are:**

- Support and improve policies, procedures, and practices related to student success using data-informed metrics where applicable
- Establish anti-racist and inclusive policies and practices across the institution.

4. **Address the Criteria for accreditation assigned to this chapter, beginning with identifying the evidence you will use to support your analysis.**

   MSCHE introductory statement for Standard II Ethics and Integrity is:

   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.

   Criteria:
   An accredited institution possesses and demonstrates the following attributes or activities:

1. Commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.
EVIDENCE:

2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.
EVIDENCE:

3. A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably.
EVIDENCE:

4. The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.
EVIDENCE:

5. Fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees.
EVIDENCE:

6. Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.
EVIDENCE:

7. As appropriate to mission, services or programs in place:
      to promote affordability and accessibility, and
      to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt.
EVIDENCE:

8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:
      a. The full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;
      c. Substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion;
      d. the institution's compliance with the Commission's policies; and
EVIDENCE:

9. Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.
EVIDENCE:

E. Instructions for Requesting, Storing, Accessing, and Citing Evidence Files

Middle States requires us to cite in our self-study report the datasets, policies, procedures, reports, etc. that we use to support the claims we make. Files that we cite will eventually be uploaded to the Middle States Portal so that the visiting team members have easy access to them. Before the files are uploaded, they must be requested, the appropriate file identified or created, sent to a gatekeeper, and stored on the College's OneDrive for the use of those working on the self-study. Before the files can be uploaded to the Middle States portal, they must be renamed using a single naming convention.

We will follow these guidelines in requesting, storing, accessing, and citing evidence files.

Requesting
- The co-chairs, members of the steering committee, and members of the working groups can make requests.
- All requests will be submitted via a Qualtrics survey to Kriss Hann, the gatekeeper, who will relay each request to the appropriate source, i.e., the office that can supply the requested data.
- The source will send the requested data files to Kriss.

Storing and Accessing
- Kriss will oversee the naming, tracking, and storage of files for McDaniel users. He will:
  - Rename files, such that their contents are clear from the file name, ending the file name with the year, month, and day that the file will be uploaded to OneDrive. Example: Assessment of College Writing 2021_11_25.
  - Upload files to OneDrive folders.
  - Send to the user who requested it a link to the file, making certain to disable the editing permission on the file, and, if possible, the move function. Users should be able to download data files, but they should not be permitted to make changes to them in our OneDrive folders.
  - Maintain a master spreadsheet to track data requests, including the OneDrive name and link to that data once it has been received.
  - Update a second spreadsheet for each working group with a OneDrive file name and a link so each group can keep track of the data that they have available.
  - In collaboration with Robin Dewey, establish folders for data on OneDrive.
- Robin Dewey will oversee the uploading of files for Middle States users. She will:
  - Rename files after the self-study report is in its final draft, following the naming convention agreed upon by Robin and the co-chairs.
  - Upload the files to the Middle States portal.

Citing
- Drafters of the self-study will cite evidence files parenthetically by providing both the OneDrive name of the file and the OneDrive link to the file, including a page number if relevant.

Example sentence from the draft self-study report, with parenthetical citation:

The Board of Trustees is empowered "to determine and review periodically the purposes, mission, and strategic direction of the College" ("Bylaws of McDaniel College, Inc." **Bylaws**, page 1).

- Once Robin has renamed the file, she will replace the OneDrive link with the file name as it appears in the Middle States file inventory. Hotlinks included within the self-study are limited to five documents. All other evidence is uploaded to MSCHE's portal and cited using the file name.

F. Style Sheet for the Chapter Draft and Revision

Your chapter will employ:
1. Times New Roman, 12 point.
2. Flush left paragraphs, with the right-hand margin remaining "ragged" (i.e., not justified).
3. Unindented paragraphs with a new paragraph signaled by a line left blank by the writer.
4. Paragraph spacing set to 0 both before and after.
5. Single spacing.
6. Page numbers indicated at the bottom right.
7. Tables embedded in the report and numbered with the chapter number and the table number, along with a title. Example: Table 3.1 Minority Enrollment, where 3 is the chapter number, 1 indicates this is the first table in the chapter, and "Minority Enrollment" identifies the kind of data that the table will provide.
8. One space between sentences.
9. Boldface headings and subheadings, employing title-style capitalization.
10. The active voice.
11. Spelled-out acronyms at first mention, with the abbreviation noted in parentheses.
12. The Oxford comma, i.e., a comma before the conjunction when listing items in a series. Example: Three women's teams routinely make the playoffs: soccer, volleyball, and lacrosse.
13. Provide the full name and title when mentioning any person employed by the College.

APPENDIX B
Sample Reporting Template for a Working Group

The table below shows the chart provided to each group on their shared Excel "Progress Report and Data Links Spreadsheet."

Chapter I Criteria/Priority*	Existing processes, procedures, documents, data to use	Additional Information needed/ questions to Steering Committee	Evidence inventory file name (created by Kriss Hann)	Link to file on OneDrive (added by Kriss Hann)	Projected deadline/ Progress on that section of chapter draft	Completed (added to chapter draft)
1. Clearly defined mission and goals that:						
a. are developed through appropriate collaborative participation....						
b. address external as well as internal contexts...						
c. are approved and supported by the governing body						
d. guide faculty, administration, staff, and governing...						
e. include support of scholarly inquiry...						
f. are publicized and wisely known...						
g. are periodically evaluated...						
2. Institutional goals are realistic, appropriate...						
3. Institutional gals focus on student learning...						
4. Periodic assessment of mission and goals...						
Institutional Priority: Establish anti-racist and inclusive...						

*The text of each criterion and priority is listed in full on the spreadsheet.