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MCDANIEL COLLEGE

SELF-STUDY REPORT

PREPARED FOR THE MIDDLE STATES COMMISSION ON HIGHER EDUCATION

ROY STUDENT CENTER

MCDANIEL COLLEGE | CHANGING LIVES SINCE 1867



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INTRODUCTION

McDANIEL COLLEGE OVERVIEW

E Tenebris in Lucem Voco. I call you out of darkness into light.

A fitting motto for McDaniel College, a small private liberal arts college founded in 1867 and today one of 44 **“Colleges That Change Lives”** and recognized as a top “Best Value” college in the North by U.S. News & World Report.

Located on a 160-acre hilltop campus in Westminster, Maryland, commonly referred to as “the Hill,” McDaniel was originally named Western Maryland College, due to its affiliation with the Western Maryland Railroad, and often mistaken for a satellite public university located in rural western Maryland. To prevent confusion, and after the railroad changed names due to a merger, the college pursued a name change in the summer of 2002 and was officially renamed McDaniel College, in honor of William R. McDaniel. From the 1870s to 1942, he had served the college as a student, professor, vice president, acting president, treasurer, and trustee.

McDaniel College is authorized by the Maryland Higher Education Commission to offer 37 baccalaureate degrees, 19 master’s degrees, and eight graduate certificates. McDaniel Budapest, our branch campus in Hungary, offers five baccalaureate degrees.

McDaniel’s highly qualified faculty and dedicated staff are guided by our mission and emphasis on experiential learning and student-faculty collaboration to develop the unique potential in every undergraduate and graduate student. The undergraduate program is anchored by the McDaniel Commitment, our signature experience that prepares McDaniel students for “lives of leadership, service, and social responsibility.” Graduate students are taught by industry professionals dedicated to academic and career development.

“

Everyone I met — coaches, students, professors, and admissions staff — were so welcoming to me, and I instantly felt like McDaniel was exactly where I wanted to be.

— EMILY IRELAND | CLASS OF 2026

”

A DECADE OF IMPACT

McDaniel's achievements over the last decade reflect a remarkably prescient and innovative institution. At a time when market conditions and the global pandemic have threatened small, regional, private colleges, McDaniel has instead strengthened our market position, grown and diversified our enrollment, diversified our academic portfolio, and improved our financial standing. In just the past five years, McDaniel has:

- Enrolled the largest first-year class in the college's history;
- Enrolled the most racially diverse first-year class in the college's history;
- Added 11 new majors;
- Ranked for three consecutive years at the top of the Princeton Review's "Best Value Schools" list among regional universities in the North for academic quality and affordability;
- Been named one of "The Best 386 Colleges" by The Princeton Review;
- Made Washington Monthly's "Best Bang for the Buck" master's degree institutions list for the 10th consecutive year;
- Improved our S&P outlook from "stable" to "positive."

There are three critical and proactive initiatives that were the collaborative effort of our Board, administration, faculty, and staff that have contributed to the college's success over the past decade. These were driven not only by our mission but also were aligned to our 2016 strategic plan, which called for:

- **The development and launch of the McDaniel Commitment:** At a time when market conditions were making the recruitment landscape more competitive, McDaniel responded not by seeking tactical changes but by asking ourselves how we could fundamentally improve the value of our educational experience to better fulfill our mission of "prepar[ing] students for successful lives of leadership, service, and social responsibility." This is notably complex and challenging work. The result was the McDaniel Commitment, our signature, cross-divisional program that has resulted in a clearer brand promise and improved value position. Following the launch of the Commitment in 2019, the college experienced increased interest and enrollment. The Commitment's contribution to our improved market position also helped protect McDaniel from the enrollment decline experienced by many of our peer institutions during the COVID-19 pandemic.
- **A focus on diversity, equity, inclusion, and justice (DEIJ):** McDaniel did significant early work at the beginning of the 21st century related to access for students who identify as Black, Indigenous, and People of Color (BIPOC). This provided a strong foundation for deeper and more purposeful initiatives developed over the past decade, including the adoption of the college's DEI statement and a board-level resolution stating that Black lives matter. These initiatives positioned McDaniel ahead of many peer and competitor institutions when it came to both diversity of the student body and values of DEIJ. One outcome of McDaniel's leadership in this area was a positive impact on enrollment. National data confirmed again in 2023 that diversity was the top thing that students were looking for in a campus community, with 37% of students saying that it was a must-have in their college experience (2022 Niche Fall Senior Survey). The diversity of our student body (42% minority) gives McDaniel a competitive advantage in recruitment and has helped shield McDaniel from enrollment declines experienced by peer and competitor institutions.
- **Proactive curricular assessment and resource alignment:** Due to the challenging nature of curricular review, program prioritization work at small colleges is often a result of truly dire financial circumstances with an intended goal of reducing total financial investment in academic programs for the benefit of the institutional budget. In McDaniel's case, the Board of Trustees identified an opportunity to better meet market demands and align academic resources for a strengthened position. This led to a program prioritization process that was designed not to reduce academic investments but rather to reallocate resources to support investments in growing areas or new programs. Though any process that results in the elimination of majors is unsettling, and the McDaniel community is still processing the impact of the decisions, McDaniel's program prioritization process identified resources that could be reallocated across academic offerings. This resulted in resource alignment — and new programs — that have contributed to strengthened enrollment and helped protect the college from market pressures.

A DIVERSE STUDENT BODY

Over the past decade, enrollment at McDaniel has typically been around 3,000 total students. Undergraduate enrollment declines in 2015-2018 were recently reversed and total and first-time student undergraduate enrollment achieved record levels in 2020, a remarkable institutional achievement considering the downward enrollment trends in the national landscape for small private institutions. This was also unusual during the COVID-19 pandemic when the impact on college-going students was at its peak.

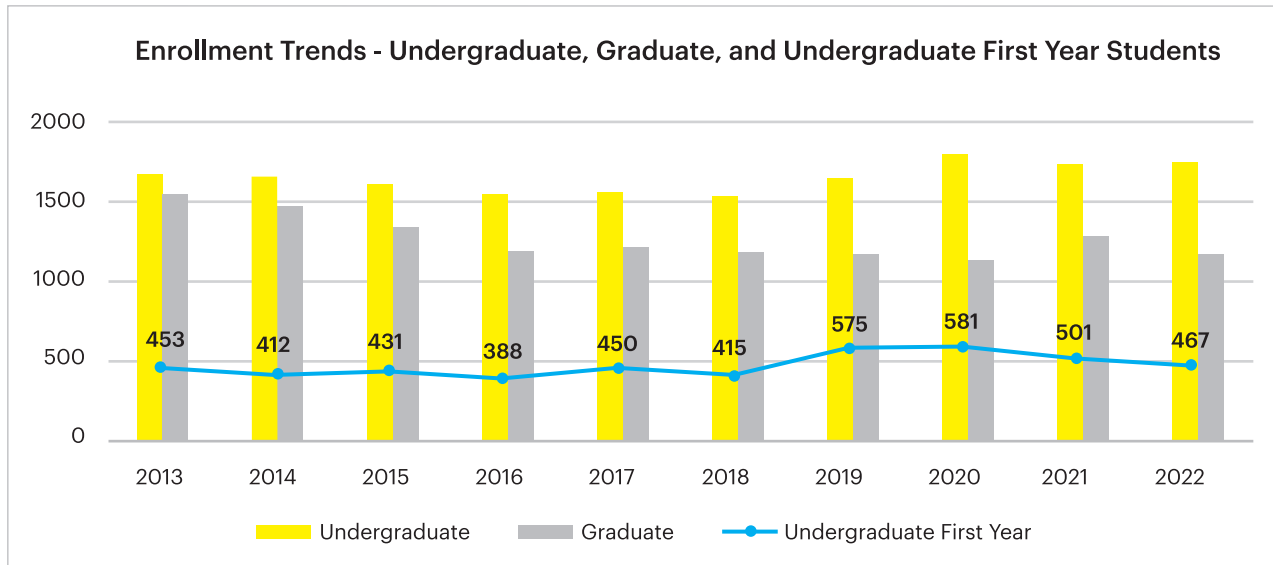


Figure 1. Enrollment Trends – Undergraduate, Graduate, First-Year Undergraduate

McDaniel is known regionally for our vibrant campus diversity. In the early 2000s, the college made a purposeful investment to diversify the student body with a special focus on attracting and enrolling BIPOC students from Maryland. Collaborative relationships were created with high schools and regional nonprofit organizations like the CollegeBound Foundation in Baltimore City. McDaniel also invested heavily in financial aid that made our education possible for more students. Today, more than 66% of McDaniel students receive some kind of institutional gift aid to support their education. We are now realizing the benefits of this initial and sustained investment, which has had a positive impact on enrollment and the diversity of our student body.

TABLE 1. DEGREE-SEEKING UNDERGRADUATE STUDENTS BY RACE AND ETHNICITY										
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
NONRESIDENT ALIEN	9	25	22	19	55	1	41	0	0	40
HISPANIC	99	87	97	102	97	109	106	163	167	170
AMERICAN INDIAN OR ALASKA NATIVE	6	6	2	3	4	5	5	6	4	4
ASIAN	63	57	59	47	41	47	39	44	46	36
BLACK OR AFRICAN AMERICAN	206	192	220	222	222	255	355	453	438	439
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	1	1	1	1	1	0	0	0	1	1
WHITE	1,218	1,202	1,122	1,040	1,015	966	954	997	962	932
TWO OR MORE RACES	0	0	0	49	61	1	58	62	66	81
RACE/ETHNICITY UNKNOWN	60	79	90	53	63	158	110	79	57	45
TOTAL	1,662	1,649	1,613	1,536	1,559	1,542	1,668	1,804	1,741	1,748

Source: Institutional Research as reported for IPEDS

Diversity on the McDaniel campus extends beyond race and ethnicity. Though the majority of McDaniel students are from Maryland (73% of undergraduate and 75% of graduate students), our student body hails from 30 states and 14 countries and brings diverse life experiences with them:

- 32% of students are Pell-eligible.
- 38% of students identify as first-generation.
- 34% participate in McDaniel's Division III intercollegiate athletics program.
- 27% of students are served in our disability support services program.

Students attending McDaniel Budapest further support the diversity of the student body. Though enrollment was significantly impacted by COVID-19 restrictions, the campus is an international hub, with 116 students from 29 countries enrolled in 2022. Not only does this provide a rich experience for enrolled students, but it also deepens the experience for students from the Westminster campus studying abroad in Budapest.

ACADEMIC AREAS OF INTEREST

The academic interests of McDaniel undergraduate students align with national trends. The five undergraduate programs with the largest number of enrolled students in fall 2022 were: Kinesiology, Psychology, Business Administration, Biology, and Criminal Justice.

Notably, the Criminal Justice major was established through the program prioritization process, which was completed in 2019 in an effort to align resources and enrollment goals. The appearance of Criminal Justice among our top five majors reflects the positive impact of that process and the resulting decisions.

McDaniel's strong regional reputation in graduate education is reflected in our top enrolling graduate programs. Though we have experienced enrollment declines in education programs as the sector struggles overall nationally, the number of programs within our education portfolio has helped us maintain our market



“

While studying abroad at the Budapest campus I had the opportunity to intern at the American Embassy. In this position I hosted English conversation hours, gave presentations on American culture, and coordinated outreach events. I even got the chance to teach a class at a Hungarian high school. I got the chance to meet people from all around the world and learn about their cultures, and I learned some key insights on how the rest of the world sees Americans.

— RAQUEL SOBCZAK | CLASS OF 2022

”

position. For example, at a time when education enrollment overall was in decline, the college's equity and excellence program experienced surging enrollment due to the national interest in issues of diversity, equity, and inclusion.

The top five graduate programs in 2022 were: Administration I Certificate, Master of Science in Counseling, Master of Science in Innovations in Teaching and Learning, Master of Science in Data Analytics, and Master of Science in Educational Leadership.

It is also worth noting McDaniel's growing enrollment in the hybrid low-residency Master of Science in Data Analytics program. Revised and relaunched in 2020, this program has grown from just 22 students in 2020 to 159 enrolled students in 2022. The development and success of this program diversifies the college's graduate portfolio, provides an exciting opportunity for McDaniel undergraduates, and supports the college's financial strength.

MAJOR TRANSITIONS

Senior Leadership

In 2020, President Roger N. Casey announced his plans for retirement at the end of the 2020-2021 academic year. He retired as one of the longest-serving college presidents in Maryland and at McDaniel, with notable leadership in higher education.

In June 2021, Dr. Julia Jasken was appointed the college's 10th president. Only the second woman president in the college's history, Dr. Jasken has dedicated nearly her entire professional career to higher education and to McDaniel. She began in the classroom in 2003 as an English professor and served as the college's executive vice president and provost before becoming president. It was under her leadership as provost that the college:

- Implemented its signature academic program, the McDaniel Commitment, resulting in record-breaking enrollment despite the pandemic;
- Completed a successful program prioritization, done not out of financial necessity but out of institutional recognition of the critical importance of market position and student need;
- Led the process to develop the college's diversity, equity, and inclusion statement;
- Created 11 new majors that have supported enrollment growth;
- Merged the divisions of Academic Affairs and Student Affairs into a single division enabling more collective efforts and programming;
- Led a successful COVID-19 response plan which resulted in our return to face-to-face instruction in fall 2021 without returning to 100% virtual learning since.

Dr. Jasken's appointment minimized the challenges of a presidential transition while maximizing the college's ability to respond to the ongoing pandemic and existing market pressures. In her first year as president, Dr. Jasken recognized the need for a new strategic plan that would further advance the college's mission and began leading the institutional effort that resulted in the college's 2022-2027 strategic plan, "Reaching New Heights."

Since the last visit, the senior leadership team has also had significant turnover due to several retirements and Dr. Jasken's move to her new role. These changes have resulted in newly appointed leaders in the following key positions: executive vice president for constituent engagement, formerly vice president for enrollment management; vice president for administration and finance; vice president for institutional advancement; provost (currently filled with an acting provost while a search for new provost is underway); and dean of graduate and professional studies.

Dr. Jasken also expanded her leadership team, adding two critical leadership positions — associate vice president of student success and associate provost of equity and belonging — a decision that carries over the priorities identified in our 2016 strategic plan to our current strategic plan.

The significant level of change in leadership that has occurred over the past five years could be destabilizing for some institutions, particularly during the pandemic. However, McDaniel had the advantage of a strong and engaged Board of Trustees, dedicated faculty and staff, and Dr. Jasken's stabilizing presence that comes from her 20-year history both inside and outside of the classroom where she built strong relationships with our faculty, staff, and the Westminster community.

NEW, EXPANDED, OR REVISED PROGRAMS AND PLANS

The momentum McDaniel has experienced over the last decade, and especially the last five years, has positioned us for continued innovation and expansion though senior leadership is mindful that change management best practices ask us to reflect on the pace of change we've recently experienced, especially coming out of the pandemic. Even as we seek to continue to innovate and maximize our success, we are mindful of the fatigue in our current community. The new strategic plan, with annual key performance indicators evaluated three times per year, is designed to help us manage the pace and prioritization of our work. In the coming months and years, and under the framework of the new strategic plan "Reaching New Heights," we will:

- Develop and launch new undergraduate and graduate programs;
- Introduce significant additional DEI efforts spearheaded by the new associate provost for equity and belonging;
- Develop a comprehensive cross-division student success initiative under the leadership of the newly appointed associate vice president of student success;
- Launch a new \$50 million capital campaign;
- Finalize revisions to the McDaniel Plan, the college's general education requirements.

“

When I took my first step on the Hill, I was just going through the motions, not sure where I was headed, yet excited for the unknown. I was just doing what I thought I was supposed to do after high school, go to college, and hoped I would find direction and my own path. McDaniel helped me find that path by encouraging me to spread my wings into multiple disciplines and clubs until I found what was right for me.

— CONNOR NORTON | CLASS OF 2020

”

EXECUTIVE SUMMARY

ABOUT THE SELF-STUDY TIMELINE, DESIGN, AND GOALS

The Middle States Commission on Higher Education (MSCHE) process began in fall 2020, with the appointment of two co-chairs. Dr. Wendy Morris, acting provost and dean of the faculty, and Dr. Pam Regis, associate dean of graduate and professional studies. Later in 2021, after Dr. Regis retired, Dr. Vickie Mazer, dean of graduate and professional studies stepped in to fill the co-chair role. A 13-member Middle States Steering Committee was appointed by the president in spring 2021. McDaniel was fortunate to have the advantage of a strategic planning process happening parallel to this self-study process, and we used this as an opportunity to inform both the self-study design and the goals of our new strategic plan, which were finalized in fall 2022. The goals for this self-study are:

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 2023.*

In summer 2021, eight workgroups were formed with representation from faculty, administrators, staff, and trustees. These workgroups were each charged with writing a chapter aligned with one of the seven standards and the additional added COVID-19 response chapter. The groups worked for more than a year (summer 2021 through spring 2023) writing the draft and getting feedback from the steering committee at multiple points along the way. The workgroup chapter drafts were finalized through a series of meetings with the steering committee and president's cabinet. The self-study draft was distributed to the college community for feedback, which occurred through a series of town hall meetings and an online feedback form (*Appendix A -Self-Study Timeline*).

OUR INSTITUTIONAL PRIORITIES

The institutional priorities that guided this study reflect our community's focus on student success, DEIJ efforts, resource stewardship, and outreach to the communities beyond the campus. Focusing on these priorities during our self-study allowed us to reflect on the work that has been done over the past decade and to align with the new 2022-2027 strategic plan priorities that will lead us into the next decade. The institutional priorities of this self-study are:

- **Student Success:** Support and improve policies, procedures, and practices related to student success using data-informed metrics where applicable.
- **Anti-Racist Policies and Practices:** Establish anti-racist and inclusive policies and practices across the institution.
- **Strategic Resource Allocation:** Engage in strategic resource development and allocation to ensure the future health of the institution.
- **Building Relationships:** Build and make use of relationships with external communities to enhance the student experience.

Work on the self-study moved forward in tandem with work on our 2022-2027 strategic plan, "Reaching New Heights." Many colleagues who developed the strategic plan also contributed, in most cases significantly, to the work of writing the self-study. The four strategic initiatives in the strategic plan — Student Attraction,

Achievement, and Outcomes; Employer of Choice; Community Partnerships; and Revenue Generation and Enhanced Business Operation — overlap with the MSCHE self-study institutional priorities, which provided synergy between these two efforts.

READING THE SELF-STUDY

Each of the seven chapters that follow is devoted to a single MSCHE standard. Chapters are organized by criterion. Two additional sections — “Summary of Findings” and “Recommendations for Next Steps” — end each of these chapters. An eighth chapter is devoted to the college’s response to the COVID-19 pandemic, a new self-study requirement. McDaniel Budapest is mentioned when conditions there differ from those on the Westminster campus.

The institutional priorities and Requirements of Affiliation relevant to each chapter are identified at the beginning of the chapter. Evidence uploaded to the MSCHE portal is noted in parentheses throughout the text. Each evidence citation begins with EI to indicate Evidence Inventory, followed by the corresponding chapter number, criterion number and sub-criterion letter, followed by the title of the document. For example, (EI 2.2a *McDaniel Charter and Bylaws*) aligns to chapter 2, criterion 2, sub-criterion (a) and identifies the document name as *McDaniel Charter and Bylaws*. Where page numbers are provided in the naming convention, a full document is given as evidence.

The pages of this self-study document reflect our work and accomplishments in pursuit of our institutional priorities of the 2016 and the 2022 strategic plans, areas where improvement is recommended, as well as our ambitious plans for advancing that work in the new strategic plan “Reaching New Heights.”

SUMMARY OF FINDINGS AND NEXT STEPS BY CHAPTER AND STANDARD

After a two-and-one-half-year process and with the help of over 50 authors, the following is an executive summary of the findings and next steps derived from our Middle States self-study report. The findings and next steps are organized by and aligned to one of the seven Middle States standards with a final summary of a reflection of our COVID-19 response, a new requirement of the self-study.



“

As an international student, people might ask, “Why did you come to McDaniel? How did you find McDaniel?” Whatever the reason was, I liked this small community with strong bonds with professors and peers.

— HYOSIK KIM | CLASS OF 2022

”

CHAPTER 1: STANDARD I. MISSION AND GOALS

Standard I. 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.

SUMMARY OF FINDINGS:

McDaniel's mission is the core of who we are, what we do, and our success. Since our last Middle States visit, our 2016 strategic plan led to significant improvements that are aligned with our mission including:

- The development of the McDaniel Commitment, our signature academic experience that delivers on our mission's promise to prepare students for "lives of leadership, service, and social responsibility" and challenge students to "develop their unique potentials with reason, imagination, and human concern";
- Bold and intentional expansion of our diversity, equity, and inclusion efforts, which has created a culture place of belonging and inclusion on the Hill;
- A proactive program prioritization and resource allocation effort resulting in 11 new majors, increased enrollment, and a stronger financial position.

Our new 2022-2027 strategic plan, "Reaching New Heights," was developed with wide representation from our community and is aligned with the current landscape of higher education and our mission. It identifies priorities for resource allocation, incorporates measurable outcomes, and provides a well-defined plan for monitoring progress.

RECOMMENDATIONS FOR NEXT STEPS:

- While there is a strong understanding of and commitment to the basic tenets of our mission among our community, the strategic plan and self-study processes have led to the awareness that the college would benefit from finding ways to make itself more visible to our community.

CHAPTER 2: STANDARD II. ETHICS AND INTEGRITY

Standard II. 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.

SUMMARY OF FINDINGS:

The college upholds academic freedom as a cornerstone of its identity, recognizes diversity, equity, inclusion, and justice as an ethical imperative, develops and implements policies and practices for fair and equitable treatment of our campus community, values honesty and truthfulness in our communications, and is committed to access and affordability. We are particularly proud of our bold approach to DEI and our focus on promoting access and affordability through our test-optional policies, elimination of our application fee, and investment in merit- and need-based financial aid. The innovative and collaborative approach of our admissions and financial aid offices in communicating early and often with our prospective and admitted students about available financial resources has had a positive impact on improving access and has led to a more diverse community.

McDaniel uses a decentralized approach to policy and compliance with various offices and individuals holding responsibility for their respective departments and divisions. While the current approach is effective, a more centralized approach to policy and compliance would lead to better awareness and communication concerning the policies and the regulations themselves, as well as any changes to them, including the need to communicate changes across all constituent groups. A centralized approach would also increase our confidence that we are meeting our compliance obligations in a timely manner.

RECOMMENDATIONS FOR NEXT STEPS:

- Continue our commitment to bold development of DEIJ structures, policies, and processes in our approach to DEIJ, using data from our campus climate surveys.
- Complete revision work on the Intellectual Property Policy and the new Freedom of Expression Policy. Consider a conflict-of-interest policy for administrators, faculty, and staff.
- While the college has made progress with policy review through the development of the Policy on Policies and creation of a college Policy Committee, we should centralize and create a systematic approach to policy review and compliance with federal, state, and local regulations. This will ensure the institution is keeping abreast of regulatory changes and requirements, addressing needed policy and process revision, monitoring compliance with federal and state regulations, and coordinating the strategies for communication and dissemination of information related to policies and processes in a transparent and user-friendly format.

CHAPTER 3: STANDARD III. DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

Standard III. 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.

SUMMARY OF FINDINGS:

The addition of the McDaniel Commitment in 2019 to an already well-designed general education curriculum has enhanced our ability to support and mentor students throughout their entire college experience. We have a wide range of programs and activities to support the student learning experience.

Our efficient and well-designed shared governance structure places faculty in the center of the development, delivery, and assessment of our curriculum. Our faculty are highly qualified and actively engaged in teaching, scholarship and service to our students and community and are provided strong professional development opportunities.

While it was and continues to be difficult, the program prioritization process implemented in 2018-2019 has been an effective strategic response to declining enrollment and has positioned the college to be more proactive in allocating resources to both academic and support programs. The enrollment impact of adding 11 new programs has allowed us to redirect our efforts through a position of strength as opposed to necessity.

The addition of senior-level leadership positions (associate vice president for student success and associate provost for equity and belonging) is critical to our success in addressing retention and graduation rates. Further, the progress made over the past decade in our DEIJ work has placed McDaniel ahead of our peers and we make our commitment to this effort evident through our policies, processes, and structures.

RECOMMENDATIONS FOR NEXT STEPS:

- Invest in new program development to be proactive in strengthening our financial position and to allow continued reinvestment for moving our strategic plan priorities forward, including student success and DEIJ.
- Continue to closely monitor enrollments to address staffing pressures in majors with growing enrollment and expedite searches to support new program development.
- Strengthen our support for using data to assess our academic support programs.
- In support of Goal 1.2 of the current strategic plan, "Build student success structure and programming to increase retention, persistence, and graduation rates," we recommend the college move forward with investment in student success software that will provide additional data that can be used for assessment and the ability to use predictive modeling.

CHAPTER 4: STANDARD IV. SUPPORT OF THE STUDENT EXPERIENCE

Standard IV. 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.

SUMMARY OF FINDINGS:

Changes in our recruitment and admissions policies, processes, and structures have led to improved access, increased enrollment, and a more diverse student body. At the same time, McDaniel has experienced a shift in our retention and graduation rates, like many of our peer institutions. In response, we have taken several steps to address this pressing need, including implementing the McDaniel Commitment, which provides a structured framework to our student experience, beginning with orientation and following students to graduation. We have also expanded student support programs and activities, such as the addition of our STEM Center and expansion of our Student Accessibility and Support Services. While we have continued to make progress in areas related to the student experience and saw a rebound in our retention rates in fall 2022, we also recognize that COVID-19 has added a new layer of complexity to student success. We must continue to assess the impact of COVID-19 response through our programming. Our commitment to student success is evident in our 2022-2027 strategic plan. A new senior-level position, associate vice president of student success, has been charged to lead this assessment and to develop a coordinated campus-wide approach to student success.

The strategic plan and the self-study process brought to light the need to develop a more centralized approach to institutional planning and assessment, which will provide stronger support and guidance for non-academic unit assessment. Ultimately, increased support for the assessment process will improve college-wide assessment that will inform our planning and resource allocation and will allow us to assess the extent to which we are meeting our mission's promise to prepare students for successful lives of leadership, service, and social responsibility.

RECOMMENDATIONS FOR NEXT STEPS:

- Develop an Office of Institutional Effectiveness to provide additional support for assessment planning, data collection, and reporting for both academic and non-academic assessment and to create a more comprehensive and centralized institutional approach to planning and assessment across the college.
- Improve campus living environments to promote community and student satisfaction.
- Review the current advising system to consider models of best practice.
- Develop a cross-divisional wellness plan under the leadership of the newly created Wellness Steering Committee.
- Become more transfer-friendly in our course transfer policies and explore block transfer.

CHAPTER 5: STANDARD V. EDUCATIONAL EFFECTIVENESS ASSESSMENT

Standard V. 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.

SUMMARY OF FINDINGS:

Since our last MSCHE visit, McDaniel has created a growing culture of academic assessment having established a systematic plan of assessment for all undergraduate programs, the McDaniel Plan (our general education program, which includes the McDaniel Commitment), graduate program assessment, and graduate student learning outcomes (SLOs) assessment. Academic assessment is embedded in new programs from their inception and our curriculum approval process now includes the submission, review, and approval of SLOs for new courses or programs.

Although we are proud of our progress in developing a culture of assessment at McDaniel, we recognize the need to continue to evaluate the effectiveness of our assessment system and procedures to make continual improvement as we move forward.

RECOMMENDATIONS FOR NEXT STEPS:

- The Academic Assessment Committee (AAC) recommends that the structures to support undergraduate academic assessment be strengthened by appointing a long-term chair of the AAC instead of rotating the chair position on an annual basis.
- As recommended in Chapter 4, develop an Office of Institutional Effectiveness to provide additional support for assessment planning, data collection, and reporting for both academic and non-academic assessment and to create a more comprehensive and centralized institutional approach to planning and assessment across the college.
- The college should invest in technology to assist with data collection and reporting for the purpose of assessment. The current process is very labor intensive.

CHAPTER 6: STANDARD VI. PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

Standard VI. 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.

SUMMARY OF FINDINGS:

Since our last MSCHE visit, McDaniel has improved our financial strength through intentional planning and alignment of resources aimed at creating efficiencies, improving our curricular offerings, and generating new revenue. Annual budgets are carefully managed and aligned with our college mission and goals, and longer-term planning has been strengthened by the relaunch and revision of a five-year budget model tool.

Through careful planning and sound financial stewardship, McDaniel's financial strength has moved from an S&P rating of "stable" to "positive", and the Council of Independent Colleges rated our financial performance at 8.5 out of a possible 10 (with any score above 3.0 signaling good financial health).

Human Resources has made positive steps toward improving faculty and staff salaries, having invested over \$1 million dollars in raises and market adjustments over the past two years. While we are proud of this progress, we also recognize that more needs to be done to improve salaries.

Our strategic plan clearly identifies the strategic priorities of the college for the next five years and further identifies the fiscal resources required for the plan to be executed with success.

RECOMMENDATIONS FOR NEXT STEPS:

- Develop a new campus facilities plan to guide planning and prioritization for facilities improvement, maintenance, and expansion.
- Continue recent progress in increasing salaries by incorporating and prioritizing salary increases in the annual budgeting process and the five-year budget model and explore opportunities to improve benefits.
- Invest in the development of new graduate and professional programs in the health professions as a strategy for continued revenue growth.
- Continue to implement the Enterprise Risk Management process.
- Launch a \$50 million capital campaign to support our strategic plan initiatives and to continue investing in college-supported grants and scholarships.

CHAPTER 7: STANDARD VII. GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

Standard VII. 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, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

SUMMARY OF FINDINGS:

Shared governance is a central tenet of McDaniel's culture. We have a well-qualified, engaged, and committed Board of Trustees, who operate under the college's Charter and Bylaws. We are particularly proud of their leadership and commitment to our DEI efforts and their decision to establish a board-level DEI sub-committee that reports to the full board at each meeting. Our governance structure has also embedded DEI committees at every level of the organization providing yet another confirmation of our strong commitment to DEI.

Our faculty play a critical role in shared governance and are highly engaged in the college's decision making through a strong faculty committee structure. However, the student governance model at the undergraduate level can be improved and a structure for graduate students should be developed.

Over the past five years there has been significant change at the senior leadership level as a result of retirements, including the retirement of our ninth president. However, under the stabilizing leadership of a new president who has a strong history of leading at McDaniel as our former provost, we turned change into opportunity and have a highly qualified and experienced leadership team in place. We have a new, robust, and forward-thinking strategic plan. The "2022-2027 Strategic Plan – Reaching New Heights" was developed with extensive community involvement, is clearly aligned with our mission, and delineates short-and long-term goals and measures for success.

RECOMMENDATIONS FOR NEXT STEPS:

- Increase undergraduate and graduate student and staff involvement in college governance.
- The Faculty Council should continue to consider changes to faculty meetings that ensure more time for discussion and improve the faculty governance process.
- Implement plans for assessing senior administrators.
- Improve Board of Trustees processes following insights gained at the January 2023 AGB seminar, including agenda expansion to include educational elements, offering monthly Zoom engagement meetings, assessing trustees earlier in the year, and improving the trustee selection process.

CHAPTER 8: PANDEMIC ADJUSTMENTS

After all students and faculty worked from home during the second half of the spring 2020 semester, the goal of our response to the pandemic focused on the safe return of our residential undergraduates and our workforce in fall 2020. The collaborative spirit of our Board, administrators, faculty, and staff enabled us to put into place the myriad facility, procedural, pedagogical, and personnel adjustments needed, such as PPE, remote work options, and a hybrid undergraduate course delivery system. We welcomed undergraduate students back to campus in August 2020 with a 6-foot-distanced smile from behind our masks and a health kit that included a thermometer, hand sanitizer, and cleaning supplies. Graduate students remained online while we moved forward with a permanent post-pandemic plan to transition to online for most programs. Different COVID-19 case numbers in Europe meant that the Budapest campus was online until fall of 2021.

Our COVID-19 response goal to host an on-campus residential experience and in-person classes in fall 2020 tested our innovation and stamina, but it also highlighted the commitment and dedication of our faculty and staff to provide the best educational experience possible for our students. This plan also expanded McDaniel's reputation regionally, expanded faculty development opportunities related to online learning and course design, and contributed the largest first-year class in the college's history, which strengthened our financial position. Many of these achievements were only possible due to the characteristic teamwork, care, commitment, and dedication of our college community.

The pandemic has changed the way we work and live. It has caused fatigue and has placed pressures on our faculty, staff, and students that were unforeseen and unprecedented. While we have returned to some sense of normalcy, there has been a profound and lingering impact on our faculty, staff, and students that we must continue to be mindful of as we move forward.

CHAPTER 1

STANDARD I – MISSION AND GOALS

This chapter will provide evidence that McDaniel operationalizes our mission and strategic plan in accordance with the four criteria and all sub-criteria of Standard I, as well as the Requirements of Affiliation 1, 7, 10, and 12. We will also show how the following institutional priorities are addressed in this chapter:

- *Data-Driven Student Success Initiatives*
- *Anti-Racist and Inclusive Practices*
- *Strategic Resource Development and Allocation*
- *Relationships With External Community*

Standard I. 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.

Founded as one of the nation's first independent, coeducational institutions of higher learning, McDaniel College's evolution is characterized by academic excellence, extraordinary faculty dedication and resourcefulness, and increasing diversity. Throughout its history, McDaniel College has remained committed to expanding accessibility and opportunity to higher education by recognizing each student as an individual. The college's mission served as the lodestar for the development of the college's strategic plans in both 2016 and 2022 and seeks to answer the questions: Who are we? What do we do? What is the outcome?

CRITERION 1.1: MISSION AND GOALS

1.1a. Clearly defined mission and goals that are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement

McDANIEL COLLEGE MISSION

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 potential 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.

The McDaniel College mission was created in 2012 after an extensive collaborative process involving the Board of Trustees, administration, faculty, staff, and students. The mission statement was built upon our First Principles, which had served as a de facto mission statement since they were created in 1981. Following its development in 2012, the mission was endorsed by the faculty and subsequently approved by the Board of Trustees (*EI 1.1a BOT Endorsement of Mission Statement, January 2012*).

Our First Principles embrace and operationalize both the undergraduate liberal arts foundation of the college as well as the work being done in the Graduate and Professional Studies programs.

OUR 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 potential 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 of providing 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.

INSTITUTIONAL GOALS

Since our last visit, we have engaged in two strategic planning processes, the first in 2016 and the most recent in 2022, which resulted in our new strategic plan “Reaching New Heights.” (*EI 1.1 Strategic Plan Revised 2016*) (*EI 1.1a 2022-2027 Strategic Plan – Reaching New Heights*).

The college’s 2016 strategic plan began with a vision statement that **reaffirmed the foundational elements of the college’s mission.**

Vision: Sustained by the transformative power of the liberal arts, we will enhance McDaniel’s reputation and strengthen our resources by increasing our focus on the unique potential of individuals. We will challenge all students academically in a supportive environment of genuine care and graduate an increasing number of diverse, successful, and engaged alumni.

Each word was carefully chosen: the “unique potentials of individuals” and “supportive environment of genuine care” restated the mission’s focus on “careful mentoring and attention to the individual.” The “transformative power of the liberal arts” restated and underscored the mission’s focus on “excellence in the liberal arts,” and “diverse, successful, engaged alumni” restated the mission’s promise to “prepare students for successful lives of leadership, service, and social responsibility.”

The three main goals of the 2016 strategic plan were:

1) THE GOAL FOR STUDENTS: EXCELLENCE WITH GENUINE CARE

We will attract, retain, and graduate more students by providing a challenging education that develops students’ abilities and ambitions, ignites their passions, and prepares them for successful 21st century careers.

2) THE GOAL FOR FACULTY AND STAFF: A RESPONSIBLE LEARNING COMMUNITY

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

3) THE GOAL FOR RESOURCES: SUSTAINABILITY

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

These goals were met through articulated objectives and action steps aligned with each goal. The results include positive enrollment growth, in part driven by the creation and implementation of the McDaniel Commitment, which is now part of our general education requirements; intentional, campus-wide work on DEIJ; and actions taken to make our curriculum sustainable and to provide support for under-resourced undergraduate and graduate programs through a comprehensive, data-driven program evaluation and reallocation of resources (see Chapter 6.8) (*EI 1.1 Strategic Plan Revised 2016*).

“REACHING NEW HEIGHTS: McDANIEL COLLEGE 2022-2027 STRATEGIC PLAN”

In September 2021, the college initiated a new strategic planning process, under the direction of the new president, by partnering with AGB Consulting to conduct what they called a “Strategy Sprint” survey with the goal of establishing an inclusive and shared governance framework that would establish the foundation of the new strategic plan. Approximately 10,000 surveys were sent to members of the McDaniel community to gain broader insight into the community’s perceptions of the college’s values, strengths, weaknesses, and opportunities. A final report was drafted and used to guide the next three phases of the planning effort (*EI 1.1a AGB Spring 2022 Survey Results*). In phase one, the plan’s mission, vision, and values were established to guide the process. As with the previous strategic plan, these tie into the institution’s central purpose and mission:

Vision: McDaniel will be recognized as an innovative liberal arts college focused on student achievement and professional success.

Mission: McDaniel College changes lives by inspiring students to achieve educational excellence and realize their potential within a supportive, inclusive, and diverse community.

Similar to the 2016 plan, this new plan expressly articulates institutional values of inclusivity, authenticity, a focus on the individual, lifelong learning, and equity. The plan captures the characteristics that underpin the community’s engagement with one another and drives the formation of the objectives. The key strategic driver underpinning this new plan is enhanced financial strength, which helps discipline our efforts and ensure alignment to a central theme. In phase two of the process, the plan’s goals and objectives were identified, and in phase three, measurable key performance indicators (KPIs) were established for each objective (*EI 1.1a 2022-2027 Strategic Plan with KPIs*). The plan identified four strategic priorities:

- 1. STUDENT ATTRACTION, ACHIEVEMENT, AND OUTCOMES:** Provide a rich, engaging experience for students at all levels to increase student satisfaction, academic quality, and the value proposition of the institution.
- 2. EMPLOYER OF CHOICE:** Attract and maintain top-quality talent that supports the college’s mission and value.
- 3. COMMUNITY PARTNERSHIPS:** Expand alliances within the city of Westminster and the region to enhance the student and employee experience.
- 4. REVENUE GENERATION, ENHANCED BUSINESS OPERATION, AND GOVERNANCE:** Identify programs and operations to increase revenue, maximize resources, modernize practices, and improve integration.

The collaborative participation of McDaniel’s community and the depth of cross-divisional involvement in developing the college’s goals is most clearly seen in the recent development of McDaniel’s new strategic plan, “Reaching New Heights.” A full review of the process and timeline can be found in our evidence inventory (*EI 1.1a Strategic Planning Timeline*).

1.1b. Clearly defined mission and goals that address external as well as internal contexts and constituencies

The mission statement is designed for both internal and external constituents, as evidenced by both its content and structure. Our commitment and responsibility to our external constituents, and the larger world beyond the McDaniel campus, are indicated in the language throughout our mission which points to the need for “human concern,” “global engagement,” “service,” and “social responsibility.” It also calls for us to prepare students to “take their place in the global community, understanding their responsibilities to aid individuals and to contribute to the larger society.”

Students make up our most important internal constituency, and the mission explicitly states our institutional promise to provide them with “careful mentoring and attention to the individual,” “challenge ... to develop their unique potentials,” and “preparation for successful lives of leadership, service, and social responsibility.” The

work of our faculty and staff is also guided and directed by our mission, which specifically addresses our role as mentors through “careful mentoring and attention to the individual.”

1.1c. Clearly defined mission and goals that are approved and supported by the governing body

The Trustee bylaws make explicit the role of the board in supporting the college mission in Article 1, Sections 1a and 1b. Additionally, Article 7, Section 10, highlights the specific responsibility of the Institutional Advancement Committee of the Board in overseeing “efforts to promote a clear understanding of the college and its mission.” (*EI 1.1c Charter and Bylaws*).

The Board of Trustees also voted on and adopted the “McDaniel College Trustee Duties, Responsibilities and Objectives.” This document further illustrates the role board members play in supporting the college’s mission, explicitly stating that “the Board of Trustees develops and advances McDaniel college’s mission and goals” (*EI 1.1c BOT Duties, Responsibilities and Objectives*). The role of the board in the college’s mission is further documented in Chapter 1.2 of the faculty handbook, where the board is defined as “the governing body of the college, charged with the responsibility for establishing its policies and overseeing its operation,” including “the determination and periodic review of the purposes and mission of the college and the corollary responsibility to establish, review, and approve changes in the educational programs of the college, making them consistent with the college’s mission.” The clarity of the Board of Trustees’ role in advancing and supporting the college’s mission through the educational program provides important context when the college faces strategic curricular decisions (*EI 1.1c Faculty Handbook Section 1.2 Board of Trustees*).

In addition to the board, the faculty play an integral role in McDaniel’s mission and shared governance model. As such, faculty were closely involved in the development of the mission statement and corresponding strategic plans and goals and are expected to align their curricular work with the mission. The faculty endorsed our current strategic plan at the September 2022 faculty meeting followed by the board approval in October 2022. (*EI 1.1c Faculty Meeting Minutes, Sept. 2022*) (*EI 1.1c Board Minutes Approval of Strategic Plan, Oct. 22 Minutes*)

1.1d. Clearly defined mission and goals that guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes

The mission of the college is the framework for the development of the college’s goals and priorities outlined in our strategic plan. A crosswalk of this alignment between our mission and goals for both the 2016 and 2022 strategic plan can be found in our evidence inventory (*EI 1.1d Crosswalk of Strategic Plan Goals to Mission*). The goals and the actions set forth to achieve those goals are developed using an open, transparent, and inclusive process that includes students, staff, faculty, administrators, alumni, and the Board of Trustees. The plan then guides decision-making at all levels within the institution.

PLANNING

The action-focused nature of the 2016 strategic plan aligned well with institutional planning. Each year, divisional vice presidents developed goals that supported the strategic plan and completed a report that documented progress toward each action over the course of the year (*EI 1.1d Academic Life Report, 2016-17*) (*EI 1.1 Strategic Plan Revised 2016*).

The recent establishment of the 2022-2027 strategic plan further strengthened planning across the college. Each division of the college has developed division-specific goals, as well as key performance indicators (KPIs), for specific aspects of the strategic plan that fall within the domain of the division. Yearly assessments by each division will evaluate outcomes while an internal tracking matrix is updated quarterly to monitor progress. The board reviews divisional goals annually. (*EI 1.1d President’s Master KPI Tracking*)

RESOURCE ALLOCATION

At the heart of the execution of an effective strategic plan is the alignment of resource allocation. The clarity of our strategic planning documents, both 2016 and 2022, supports our ability to align resources to our strategic priorities, particularly during leaner budget years. While further details about resource allocation will be covered in Chapter 6, below are some examples that reflect the investments the college has made over the past few years. It is worth noting that in many cases, resources include not only financial investment but also

human resources. In each case, investment is clearly aligned with the college's strategic plan and mission.

- Increased investment in institutional scholarships and aid to improve access, ultimately resulting in positive enrollment growth and a more diverse student body;
- Invested \$1,206,000 in market-based increases for faculty and staff in the past two years:
 - Increased salaries by 2% in 2020
 - Reallocated the 5% retirement match to salaries in 2022
 - Increased salaries by 3% for those making less than \$100,000 per year in 2023
 - Faculty salary investment implemented at the beginning of AY2020 with a focus on faculty that were significantly below the 25% market value for their discipline;
- Investment in two new key leadership positions aligned with our strategic goals, associate vice president of student success and associate provost of equity and belonging;
- Investment in the development of a STEM Center and expansion of our Student Accessibility and Support Office to support success;
- Increased investment in student-faculty summer research.

Additional examples of this alignment from activities in the 2016 strategic plan and those in the 2022-2027 strategic plan can be found in the evidence inventory (*EI 1.1d Examples of Alignment of Strategic Plan Goals to Resources 2016 and 2022*).

RESOURCE ALLOCATION: PROGRAM AND CURRICULAR DEVELOPMENT EXAMPLES

To highlight one very good example of how our process for planning and resource allocation is not only connected to our mission but is also collaborative and inclusive, we provide the example of a recent process called the strategic program prioritization process, which was led by the Strategic Thinking Group for Pedagogical Value (STGPV). Admittedly this was a difficult process, but this work highlights the collaborative spirit and commitment of our board, administration, faculty, and staff to work toward a shared vision and goal.

The Board of Trustees charged the STGPV to conduct a thorough assessment of the curriculum to identify and highlight successful programs, restructure, or eliminate weaker and/or unsustainable programs, and investigate and implement new programs leading to enrollment and/or net revenue growth (*EI 1.1d STGVP Trustee Charge*). This work aligned with Goal 3 of the 2016 strategic plan: "Through growth in net-tuition revenue and through efficient and effective resource allocation and management, we will generate and sustain the human, physical, environmental, and fiscal resources needed to excel."

The STGPV workgroup consisted of faculty elected to standing committees. They met with department chairs, conducted open meetings, and consulted local and national data sets to examine emerging trends in higher education. After extensive review of the data and a comprehensive report to the Board of Trustees, the processes resulted in the adoption of 11 new programs and the elimination of five majors and four minors. Remarkably, in just one year, the new programs were positively impacting enrollment and helping McDaniel withstand the impact of COVID-19 (*EI 1.1d STGPV Report*).

This process of resource reallocation and curricular development was so successful that the Association of Governing Boards of Universities and Colleges (AGB) honored McDaniel's Board of Trustees with a 2019-2020 John W. Nason Award for Board Leadership (*EI 1.1d McDaniel College BOT AGB Award*). According to the AGB, "The McDaniel College Board of Trustees worked as a cohesive group to complete a thorough curriculum assessment, with a goal to strengthen academic programs by aligning offerings with the interests of current and prospective students."

The development of the McDaniel Commitment serves as a second example of the alignment of institutional goals with mission that drive curricular development. McDaniel's mission promises preparation "for successful lives" through "careful mentoring and attention to the individual." In the 2016 strategic plan, the concept of the McDaniel Commitment was developed: a signature academic experience that would help the college deliver on the promise inherent in its mission. As stated in the 2016 strategic plan, the McDaniel Plan would: (*EI 1.1 Strategic Plan Revised 2016*).

... be a series of opportunities promised to all students. Its core will be a personalized McDaniel Plan, which will now focus even more on developing the unique potential of the individual learner through enhanced mentoring, advising, and coaching.

Based on extensive student feedback through student surveys and nine student focus groups, the McDaniel Commitment was proposed as four core elements: My Place, My Design, My Experience, and My Career.

Faculty, staff, and administrators held vision-setting and brainstorming sessions focusing on specific language and outcomes. At their October 2017 meeting, the faculty voted to recommend the McDaniel Commitment for students entering in the fall of 2018 and to require it for those students entering in the fall of 2019 (*EI 1.1d McDaniel Commitment Faculty Approval Oct. 3 Minutes*).

The McDaniel Commitment required the college to allocate financial and personnel resources to support the needs to develop this signature program, and these resources were readily made available. In 2023, the college will graduate its first class of students who have completed all the requirements of the McDaniel Commitment.

The Budapest campus also responded to the initiatives proposed in the 2016 strategic plan. A more site-specific study abroad experience (the “Crossroads” experience) was designed and put into action in 2017 and 2018. Crossroads involves courses focusing on important historical, social, and cultural questions in Central Europe and study tour destinations, which enhance the academic experience. In addition, site-specific extracurricular opportunities are now regularly offered, including internships with The American Corner (a U.S. State Department program in Hungary) and local NGOs.

DEFINITION OF INSTITUTIONAL AND EDUCATIONAL OUTCOMES IN THE MISSION

Our strategic plan and goals drive our actions and investments, but our mission provides the framework for our definition of institutional and educational outcomes. Our mission is explicit in defining the college’s expected outcome for students: “prepar[ation] ... for successful lives of leadership, service, and social responsibility.”

Having a plan to evaluate and monitor the progress of our strategic plan through identified metrics allows for continuous assessment and improvement of our institutional effectiveness. These metrics used in our planning include but are not limited to:

- Enrollment management data (funnel data)
- Demographic data of our student body (i.e., race and ethnicity, first-generation)
- Student success metrics
(Graduation rates)
(Retention and persistence)
- Academic assessment data
(General Education Assessment (ISLA and McDaniel Commitment data), Program Assessment)
- Student satisfaction (Senior Survey, Alumni Survey, DEIJ Campus Climate Survey)
- Measurements of fiscal health (audits and SP ratings)
- Demographics of our faculty and staff

1.1e. Clearly defined mission and goals that include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution

The second goal of the 2016 strategic plan indicates that the college “will incentivize and reward work which enhances the prestige of our faculty, staff, and institution in an effort to meet the goal of becoming an engaged community where accountability and responsibility are paramount and where respect and diversity are highly valued.” The college strives to meet this goal by supporting scholarly inquiry and creative activity in a variety of ways:

- **Student-Faculty Summer Collaborative Research Fund** provides funding for student-faculty summer research. On average, over the past five years, the college has awarded \$160,957 (range \$78,477-\$199,062) to these projects each summer. Over that same time period, the average number of students supported in the program each summer is 53 students (range 45-66).
- **Faculty Development Committee** (FDC) promotes scholarly research, creative activity, and renewal and revitalization of teaching as equally valuable pursuits. The FDC develops criteria for judging faculty development proposals and recommends projects for financial support to the provost. The FDC provides funds for conference travel and creative projects, allowing faculty to attend and present at conferences in their academic disciplines, thereby enhancing the prestige of the faculty and the institution.
- **Faculty Affairs Committee** (FAC) promotes scholarly inquiry through the application of the criteria established for evaluating research in retention and promotion (*EI 1.1e The Faculty Affairs Committee*). These criteria are consistent with the those established by colleges and universities and are appropriate for an institution like McDaniel College.
- **Faculty sabbaticals** supported by the college with eligibility first typically occurring in the seventh or eighth year of employment and thereafter every eight years. The FAC reviews sabbatical requests and

- provides recommendations to the provost and president.
- **Distinguished Scholars Award** provides additional time for faculty members to pursue projects that are exceptional in nature (*EI 1.1e Distinguished Scholars Award Procedures*). Faculty members receive one course release if they are selected.
- **Arch Award for Exemplary Staff Service** created to recognize and reward outstanding staff members for their meritorious efforts and distinguished contributions, which makes the college a better place to live and work (*EI 1.1e The Arch Award*). Each of the three yearly winners of the award receive \$3,000.
- **Professional development** designed to increase training and development in the pedagogies of digital learning. Most of the faculty (over 300 individuals) have undergone such training through the **Instructional Design and Technology** office. This training helped the faculty navigate the instructional challenges imposed by the pandemic during the past few years (*EI 1.1e Best Practices in Online Teaching*).

The college continues to seek ways to support our community in engaging in scholarly inquiry. In 2022, the college hosted its inaugural Academic Symposium, an annual event that showcases faculty, staff, and student scholarship (*EI 1.1e Academic Symposium*). The annual Black History Month Convocation was also established in 2022, providing our community members with the opportunity to learn from leading speakers and scholars on issues of diversity, equity, inclusion, and justice. Other scholars are frequent speakers to support the development of our campus community.

1.1f. Clearly defined mission and goals that are publicized and widely known by the institution’s internal stakeholders;

1.1g. Clearly defined mission and goals that are periodically evaluated

The college’s mission and strategic plan is publicized on the college’s website and in various publications to include the faculty, staff, and student handbooks and catalogs. The strategic plan is also posted on the website and updates are regularly communicated by President Jasken, both internally and externally. Opportunities to discuss the initiatives and goals have been provided to internal and external constituents through the on-campus launch event, meetings with each division, meetings with graduate and undergraduate students, sessions for parents during Parent and Family Weekend, and open virtual meetings for our alumni.

Important goals in alignment with the strategic plan of the college are discussed each semester at campus briefings, led by the president and other members of the administration, which are open to all faculty and staff. Vice presidents also post regular updates for faculty. The leadership team are regular attendees at faculty meetings to answer questions or provide updates about the strategic plan work. (*EI 1.1g Strategic Plan Communication Plan*)

Although an AGB survey completed in 2021 showed that the core mission resonated with our community, and there was remarkable consistency in our constituents’ understanding of many aspects of the mission — especially the careful mentoring and focus on the individual — this self-study process has also pointed to a need to make the mission more visible.

CRITERION 1.2: INSTITUTIONAL GOALS

1.2 Institutional goals that are realistic, appropriate to higher education, and consistent with mission

McDaniel College’s goals in both the 2016 and 2022 strategic plans clearly reflect national trends in higher education. Specifically, the focus on student learning, student success, DEIJ and employee support and development are all tenets found in McDaniel’s mission.

As enrollment pressures impact colleges and universities, student success has become a central focus to help offset demographic declines, an increasingly competitive landscape, and waning public support (“Too few business models prioritize student success,” *Inside Higher Ed* (2023)). McDaniel’s goals reflect the college’s focus on student success in alignment with our mission, with two of the most critical aspects of student success integrated into our mission itself: “Careful mentoring and attention to the individual” reflects much of the national discussion related to student success and support.

Additionally, it has become clear that the pandemic only intensified the need for institutions to identify ways to engage and support employees. McDaniel’s strategic goals in 2016 included: “generate and sustain ... the human resources needed to excel” and goals in the current plan include “attract[ing] and maintain[ing] top-quality talent that supports the college’s mission and value.” Our new strategic plan has carried that focus with

“Employer of Choice” identified as one of our four institutional priority areas. The foresight of the 2016 plan serves as evidence that McDaniel is in line with (and in some cases, even ahead of the curve on) national issues in higher education.

CRITERION 1.3: INSTITUTIONAL GOALS FOCUSED ON OUTCOMES AND IMPROVEMENT

1.3 Institutional goals that focus on student learning and related outcomes and on institutional improvement that are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission

For institutional goals to be successful, they require cross-divisional support, especially if the goal is multi-year and complex. The establishment of the McDaniel Commitment outlined in 1.1d serves as one comprehensive example of our cross-divisional strategic plan: work that was focused on student learning and institutional improvement, which has had very positive outcomes in strengthening our curriculum to align with our mission of preparing students for “successful lives of leadership, service, and social responsibility.”

The college’s mission is explicit regarding our commitment to being a “diverse, student-centered community,” yet the institution assessed that not enough was being done to meet this goal. As a result, the college engaged in a transparent, collaborative, and multi-year process focused on this priority, resulting in new structures, policies, guidelines, and committees supported across the college. Information related to these strategies are discussed in more depth in Chapter 2. What is important to note is that the collective efforts of this work have resulted in an increase in the diversity of our student body of 85% and 77% for our faculty and staff since our last visit. While much work is needed to increase the diversity of our faculty and staff, we are proud of our progress in this area.

As we move into the next five years, our new strategic plan is guided by the strategic driver of financial health and is heavily focused on four initiatives with clearly defined goals and action items that are supported by the administrative, educational, and support programs and are aligned with our mission. The following table provides an overview of our goals, which clearly call for cross-division collaboration.

TABLE 2. “2022-2027 STRATEGIC PLAN – REACHING NEW HEIGHTS” ALIGNMENT WITH MISSION	
INITIATIVE/PRIORITIES	GOALS
<p>1. STUDENT ACHIEVEMENT AND OUTCOMES: Provide a rich, engaging experience for students at all levels to increase student satisfaction, academic quality, and the value proposition of the institution.</p>	<p>Goal #1: Ensure that undergraduate students are career and life-ready. Goal #2: Build student success structure and programming to increase retention, persistence, and graduation rates. Goal #3: Improve campus living environments to promote community and student satisfaction. Goal #4: Align existing and new cross-divisional programming to focus on the dimensions of wellness.</p>
<p>2. EMPLOYER OF CHOICE: Attract and maintain top-quality talent that supports the college’s mission and value.</p>	<p>Goal #1: Become a more diverse, inclusive, and supportive employer. Goal #2: Develop a holistic approach to improve faculty and staff engagement, satisfaction, and connection to the college.</p>
<p>3. COMMUNITY PARTNERSHIPS: Expand alliances within the city of Westminster and the region to enhance the student and employee experience.</p>	<p>Goal #1: Increase experiential learning opportunities for students. Goal #2: Establish and promote a more integrated relationship between McDaniel and the city/region.</p>
<p>4. REVENUE GENERATION AND ENHANCED BUSINESS OPERATION: Identify programs and operations to increase revenue, maximize resources, modernize practices, and improve integration.</p>	<p>Goal #1: Grow graduate and professional studies enrollment and revenue. Goal #2: Align campus resources with institutional goals and priorities. Goal #3: Increase constituent engagement through meaningful experiences that deepen connection with the college. Goal #4: Expand the depth, diversity, and quantity of McDaniel College advocates.</p>

CRITERION 1.4: ASSESSMENT OF MISSION AND GOALS

1.4 Periodic assessment of mission and goals to ensure they are relevant and achievable

McDaniel is actively engaged in regular assessment of the college's goals through our strategic planning processes and our divisional goal setting and annual reviews. The current strategic plan is guided by key performance indicators that are monitored and assessed multiple times throughout the year. Regular assessment of our goals not only ensures that goals remain relevant and provide an opportunity for reflection and identification for improvement, but it ensures accountability and alignment of our daily work toward a shared vision (*EI 1.4 President's Master KPI Tracking*).

As previously mentioned, the college reviewed our mission through the AGB spring surveys during this last strategic planning process but ultimately made no changes to the official mission statement since the surveys indicated a clear understanding and connection to the basic tenets of our mission. However, revisiting our mission statement and identifying ways to make it more visible and memorable is an area of opportunity that was pointed out in both our strategic planning process and during the self-study process (*EI 1.4 AGB Spring 2022 Survey Results*).

SUMMARY OF FINDINGS:

McDaniel's mission is the core of who we are, what we do, and our success. Since our last Middle States visit, our 2016 strategic plan led to significant improvements that are aligned with our mission including:

- The development of the McDaniel Commitment, our signature academic experience that delivers on our mission's promise to prepare students for "lives of leadership, service, and social responsibility" and challenge students to "develop their unique potentials with reason, imagination, and human concern";
- Bold and intentional expansion of our diversity, equity, and inclusion efforts, which has created a culture place of belonging and inclusion on the Hill;
- A proactive program prioritization and resource allocation effort resulting in 11 new majors, increased enrollment, and a stronger financial position.

Our new 2022-2027 strategic plan, "Reaching New Heights," was developed with wide representation from our community and is aligned with the current landscape of higher education and our mission. It identifies priorities for resource allocation, incorporates measurable outcomes, and provides a well-defined plan for monitoring progress.

RECOMMENDATION FOR NEXT STEPS:

- While there is a strong understanding of and commitment to the basic tenets of our mission among our community, the strategic plan and self-study processes have led to the awareness that the college would benefit from finding ways to make itself more visible to our community.

CHAPTER 2

STANDARD II – ETHICS AND INTEGRITY

This chapter will provide evidence that McDaniel operationalizes our commitment to integrity, ethics, and respect through our policies, processes, structures, and initiatives aligned to the nine criteria and all applicable sub-criteria of Standard II, as well as the Requirements of Affiliation 2, 4-6, and 11, 12, 14. We will also show how the following institutional priorities are addressed in this chapter:

- *Data-Driven Student Success Initiatives*
- *Anti-Racist and Inclusive Policies and Practices*

Standard II: 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.

Ethics, integrity, and respect are essential elements of McDaniel’s mission, which states that we “challenge our students to develop their unique potentials with reason, imagination, and human concern” and prepare our students for “successful lives of leadership, service, and social responsibility.”

CRITERION 2.1: ACADEMIC FREEDOM, INTELLECTUAL FREEDOM, FREEDOM OF EXPRESSION, AND INTELLECTUAL PROPERTY RIGHTS

2.1 A commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights

The faculty handbook delineates principles of intellectual freedom, freedom of expression, and respect for intellectual property rights in its endorsement of the American Association of University Professors’ 1940 Statement of Principles on Academic Freedom and Tenure. This endorsement is extended to the Statement on Professional Ethics, which identifies the faculty’s responsibilities, calling upon them to seek and state the truth and to encourage “the free pursuit of learning.” Librarians are accorded academic freedom per the faculty handbook section 2.4.4, while our adjunct faculty’s rights related to academic freedom are clearly articulated in the Service Employees International Union (SEIU) agreement in Article 9 which states that “adjunct faculty members shall enjoy the same academic freedom as full-time faculty” (*EI 2.1 Academic Freedom and Tenure, Professional Ethics, Librarians*) (*EI 2.1 SEIU Agreement, Article 9*). The library’s Collection Development Policy states that the library “supports the full exercise of academic freedom and does not exclude materials from the collection because of the origin, background, or views of those contributing to their creation.” (*EI 2.1 Library Collection Development Policy*)

Over the course of developing our self-study, we have recognized the need to clarify and expand certain policies to provide additional guidance to faculty, staff, students, and administrators. The Board of Trustees has recently reviewed a draft of a Freedom of Expression Policy, which is under final review and will be adopted in spring 2023 (*EI 2.1 Draft Freedom of Expression Policy*). Our Copyright Policy is also under review (*EI 2.1 Copyright Policy 2018*) (*EI 2.1 Copyright Policy Revision Draft 2023*). Although faculty intellectual property rights are referenced in the faculty handbook in section 2.2.1.1 and adjunct contracts for development of online graduate courses provide clear language that addresses intellectual property specifically (*EI 2.1 Sample Graduate Online Course Development Contract*), we have also drafted an expanded Intellectual Property Policy

that more clearly defines responsibilities of the college, faculty, staff, or students when intellectual property is discovered, developed, or produced. This draft will be reviewed by constituent groups in spring 2023. (*EI 2.1 Draft Intellectual Property Policy*)

CRITERION 2.2: RESPECT OF OTHERS AND DIVERSITY

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

As the first coeducational college below the Mason-Dixon line, diversity, equity, and inclusion (DEI) are embedded in the foundation and fabric of our institution. The college is committed to being a diverse community, as stated in the mission and First Principles, and reaffirmed in the DEI statement that was adopted by the Board of Trustees in 2019. This statement was developed with broad campus involvement and is operationalized through structures, policies, and processes that have been redesigned and developed since its adoption (*EI 2.2 Diversity, Equity, and Inclusion Statement*).

Faculty at McDaniel are deeply committed to our diversity, equity, inclusion, and justice (DEIJ) initiatives both inside and outside of the classroom. Disturbed by the deaths of Black Americans throughout the summer of 2020, our Black faculty felt strongly that our institution should make a bold statement that Black lives matter. Following a presentation that included the voices of students, faculty, and staff, our Board of Trustees endorsed the following statement in 2021 (*EI 2.2 Board of Trustees Minutes May 2021*).

Be it resolved by the Board of Trustees of McDaniel College that Black lives matter, that our college fully supports equity for and the inclusion of Black lives, and that on campus and in campus publications, our college must support and promote Black Lives Matter as a phrase as part of our anti-racist mission and our First Principles.

— Resolved by the Board of Trustees

DEIJ OFFICES AND COMMITTEES

Over the past decade the college has invested additional resources in creating positions and structures in support of DEIJ. Since our last Middle States review, staffing in the Office of Diversity, Equity, and Inclusion (ODEI) has expanded from one to three positions, one of which is a new associate provost for equity and belonging (APEB) who reports directly to the president (*EI 2.2 APEB Job Description*). The APEB oversees the office and works with the campus community to plan and implement initiatives aimed at improving and sustaining a culture of diversity, equity, and inclusion. Additionally, a faculty fellow has a course release to support DEIJ efforts to lead community-building workshops, including events where the campus community and Westminster community engage in discussions about race in the U.S., a need identified through our Higher Education Data Sharing (HEDS) DEI Survey, conducted in spring 2022, and our discussions with various constituent groups on campus. This survey has also informed both short- and long-term strategies for improvement and was used to develop the DEIJ action items in our new strategic plan (*EI 2.2 HEDS Diversity and Equity Campus Climate Survey*).

The ODEI offers comprehensive programming through collaboration with the Office of Student Engagement (OSE) and various student organizations such as the Cultural Leadership Council, Africa's Legacy, the Asian Community Coalition, the Black Student Union, Jewish Student Union, Hispano-Latinx Alliance, the LGBTQIA+ Alliance, and the Muslim Student Association (*EI 2.2 Student Organizations – Culture, Diversity, Gender, & Sexuality*). The ODEI also operates the EDGE program, which supports the college transition of first-generation students from Baltimore City Public Schools.

To create opportunities for cross-divisional DEIJ work, the APEB has also facilitated the creation of groups such as the BIPOC Faculty and Staff Association, the LGBTQIA+ Faculty and Staff Group, the Cultural Leadership Council, DEIJ Employee Discussion Groups, and a community-wide ODEI Book Study Group, which brings the campus together around a specific DEI theme each semester.

The Faculty Inclusion and Diversity Committee (FIDC) is charged to “develop and sustain the equitable and inclusive practices, policies, and climates that allow faculty to thrive.” The FIDC fosters faculty awareness of best practices for inclusion and diversity and promotes the hiring and retention of an inclusive and diverse faculty. It also reviews and recommends policies and practices to promote intercultural competence and inclusion in the classroom. The FIDC brings DEI-related discussion items to the Faculty Council for

consideration and provides guidance on academic-related matters to members of the DEI Administrative Team (*EI 2.2 The Faculty Inclusion and Diversity Committee*). This group was instrumental in the development of the DEI statement. To foster a campus culture that invites all community members to the planning table, in addition to faculty, three important DEI committees have recently been established: the DEI Administrative Team, the Board of Trustees DEI Committee, and the DEI Subcommittee of the Alumni Council (*EI 2.2 Responsibilities of the DEI Committees*).

Under the direction of the new APEB, McDaniel has also launched an effort to decolonize the curriculum. Faculty have learned about inclusive pedagogy and practices through a faculty retreat in January 2020 and discussion groups and conversations through the summer of 2020. We have continued these efforts through professional development opportunities each semester and established a group of faculty who act as Decolonizing the Curriculum (DTC) Advisors, who work with faculty and departments to provide support in using antiracist teaching practices in their courses and syllabi.

RECRUITMENT AND RETENTION OF FACULTY AND STAFF

Through strategic improvements to our recruitment practices, we have taken intentional steps to increase the diversity of our faculty and staff. The college now requires that each open position be advertised on a platform that specifically seeks and attracts individuals from diverse backgrounds. All applicants are provided with our adopted DEI statement early in the process, a practice that has been noted on several occasions as a factor that influenced a candidate’s decision to join McDaniel. Each applicant is required to answer at least one question about how they approach or incorporate principles of equity and inclusion in their current position or how they would envision doing so at McDaniel. Required training for search committee members has been updated to incorporate awareness of implicit bias and enhanced equal opportunity hiring strategies. Together, these strategies have increased the diversity of the faculty and staff by 5.5% over the last eight years (*EI 2.2 DEI Initiatives Faculty and Staff Recruitment and Retention*). While there is much work remaining to be done on this initiative, we are proud of this growth.

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
HISPANIC	13	12	9	14	16	22	27	27
AMERICAN NATIVE								
ASIAN	20	18	18	15	17	20	22	23
BLACK	58	70	62	64	64	68	70	82
HAWAIIAN PAC. ISLANDER			1	1		1		1
WHITE	818	840	800	798	790	810	760	733
TWO OR MORE	4	2	1	2	4	5	6	6
UNKNOWN	4	3	2	5	6	8	3	
TOTAL	917	945	893	899	897	934	888	872
% NON-WHITE	10.4%	10.8%	10.2%	10.7%	11.3%	12.4%	14.1%	15.9%

Source: IR Office, IPEDS data

MCDANIEL BUDAPEST

DEI actions distinctive to the Budapest campus have been implemented since 2016, in consultation with the director of ODEI, who visited Budapest in October 2019. Different elements of the McDaniel Commitment — including My Place and My Design — openly reflect on how the Budapest campus’s distinctive diversity represents one of its greatest strengths. In summer 2022, the position of coordinator of campus life was created to provide a more focused student-administration interface to address DEI and student life issues at McDaniel Budapest.

CRITERION 2.3: GRIEVANCE POLICIES: FACULTY, STAFF, AND STUDENTS

2.3 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.

The policies and processes governing the various types of complaint processes are outlined in the faculty handbook, staff handbook, student handbook, and undergraduate and graduate catalogs, and are posted on our internal forms and policies portal site as well as our Consumer Information website. A description of these processes is outlined below (*EI 2.3 Faculty Handbook*) (*EI 2.3 Staff Handbook*) (*EI 2.3 Student Handbook*).

POLICY AGAINST SEXUAL AND GENDER-BASED MISCONDUCT AND OTHER FORMS OF INTERPERSONAL VIOLENCE (TITLE IX)

The college is committed to maintaining an environment free of sexual and gender-based misconduct. When a grievance is alleged to be gender-based, the college's Title IX policy, overseen by the Title IX coordinator, outlines the processes to be followed by all constituent groups (*EI 2.3 Title IX Policy*). To ensure impartiality, the college has partnered with a third-party vendor, Grand River Solutions, to conduct investigations and serve as the decision maker in the formal resolution process. Grand River Solutions is a national provider that specializes in these services for higher education.

To support and confirm our efforts of eliminating gender-based discrimination, all employees and students are required to complete Title IX training at the time of joining the institution and annually via our SafeColleges HR training platform. Information and resources concerning gender-based violence, including Title IX, are posted on the Consumer Information webpage and Title IX webpage; both are accessed through direct links found at the bottom of all college webpages. Faculty are also required to include information on resources for students who may witness or experience bias, discrimination, harassment, or violence (Title IX) and on our Code of Conduct in their syllabus (*EI 2.3 Required Syllabus Statement*). Further, email notices are sent each semester to members of the campus community (*EI 2.3 Annual Fire and Safety Report - Clery Report*) and information related to support services and reporting options is also posted on our website (*EI 2.3 Support Services and Reporting Option for Gender-Sex Based Harassment and Discrimination*) (*EI 2.3 Gender-Sex Based Discrimination and Harassment Resources Webpage Resources*).

The 2022 HEDS Sexual Assault Campus Climate Survey showed that over 70% of students reported that they recalled receiving information from McDaniel about how to report a sexual assault incident. However, the survey also showed that more work is needed to help students understand the procedures for investigating sexual assault and finding confidential resources on campus. As a result, a new social media awareness campaign has been developed and the student leader training that occurs annually has been revised to address these issues (*EI 2.3 HEDS Sexual Assault Campus Climate Survey Results*).

NONGENDER-BASED COMPLAINTS

The college's Non-Discrimination/Equal Opportunity Employment Statement (*EI 2.3 Non-Discrimination-EOE Statement*) and process is overseen by the Office of Human Resources. The faculty and staff handbook outlines various pathways to submit nongender-related complaints (*EI 2.3 Faculty Grievance and Complaint Policy and Process*) (*EI 2.3 Staff Handbook Nongender-Based Complaint Policies and Procedures*). The SEIU union agreement (Article 10, page 12) also acknowledges that adjunct faculty members are subject to college policies and processes that prohibit discrimination and harassment (*EI 2.3 SEIU, Article 10*).

Prior to 2021, the primary path for both students and employees to submit a nongender-based complaint was through direct submission to Human Resources. While this pathway continues to exist and the process for resolution is clearly outlined in the staff handbook in section XVIII.8, an additional complaint pathway was recently added to ensure that all constituent groups, including students, have multiple options for reporting. This added process, referred to as the Bias Response Process (*EI 2.3 Bias Response Process*), allows all community members and visitors a way to report any form of bias-related incident, anonymously or not, through the submission of an online form or directly to the associate provost for equity and belonging (APEB). The APEB determines the appropriate policy and area that guides the complaint process and initiates the appropriate response pathway, which could include the faculty, staff, or student conduct processes. The protocol used for the respective constituent groups is outlined in the protocol documents found in evidence. (*EI 2.3 Bias Incident Protocol for Reports Involving Employees*) (*EI 2.3 Bias Incident Protocol for Reports Involving Students*)

In addition to the option of using the bias reporting process, a faculty nongender-related complaint process is outlined in the faculty handbook. This policy points out the various methods by which complaints can be addressed, including informal resolution between the faculty and/or chair and the availability of the faculty ombuds to support faculty through both the informal and formal process. Faculty and librarians also have an appeal process available related to the reappointment, tenure, or promotion process (*EI 2.3 Faculty Ombuds, Appeal of Reappointment, Tenure, or Promotion Decisions, Grievances, Complaints, Appointment, and Evaluation of Librarians*).

Other ways in which McDaniel supports a culture of respect and inclusion is via our Student Accessibility and Support Office, adhering to the requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act (ADA), which protect students with disabilities from discrimination and denial of access to education (*EI 2.3 Student Accessibility and Support Services*). We have also recently implemented a chosen name policy and have worked to provide gender-neutral restrooms throughout campus (*EI 2.3 Chosen Name Policy*).

CONSUMER INFORMATION AND STUDENT COMPLAINT PROCESS

Since our last visit, McDaniel has expanded our efforts to provide opportunities and processes that support a wide range of options for finding a pathway to voice concerns and file complaints. The information related to the various pathways is distributed through multiple sources, including the student handbook, catalogs, Consumer Information page on the website, and annual required notices. In accordance with the Higher Education Act of 1965, we also communicate directly through email to all constituents, providing required disclosures related to Title IX, the Clery Report, and others outlined in the regulations.

As a result of this self-study process, we recognized that the complaint process is complex, and students may have difficulty with navigating the various policies and processes. Therefore, we have recently created a centralized student complaint webpage to help students navigate the complaint process based on the nature of the complaint. Navigation includes links to various policies and processes in the following categories: academics, to include distance education; health and safety; campus life; FERPA; discrimination and bias response process; athletic grievance; and general complaints. Additionally, this site provides information on submitting an external complaint to MHEC, MSCHE, and the Office of Civil Rights when internal complaint processes are exhausted (*EI 2.3 Student Complaint Policy and Procedures*).

While most concerns and issues are resolved through an informal approach, the college recognizes the need to review our complaint data regularly to inform planning at both the division and institutional levels.

CRITERION 2.4: CONFLICT OF INTEREST

2.4 Avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents

Currently, a conflict of interest policy which applies to the Board of Trustees is outlined in Article X of the Bylaws. Trustees are required to sign a disclosure annually (*EI 2.4 BOT Conflict of Interest Policy*).

The college does not currently require faculty and staff to disclose conflict of interest on an annual basis; however, to avoid conflict of interest or the appearance of such, the college has policies and safeguards, which are outlined in our faculty handbook, staff handbook, and student worker handbooks. Policies are also accessed by our faculty and staff through the internal portal pages of the intranet. A compiled list of these policies and forms has been lifted from the various college handbooks and are outlined in evidence (*EI 2.4 McDaniel Policies Related to Conflict of Interest and Internal Controls*).

CRITERION 2.5: FAIR AND IMPARTIAL PRACTICES

2.5 Fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees

The college is committed to building a diverse workforce that reflects the fair and impartial treatment of faculty and staff in all personnel-related practices. Complying with all applicable federal, state, and local laws, the

college is an equal opportunity employer and has a comprehensive set of policies and practices to accomplish these actions. Following the feedback of the last Middle States review, the college has invested in creating two new positions to better serve the institution. The associate vice president for administration position provides strategic oversight of the human resources, payroll, and Title IX functions and is a member of the senior leadership team. The human resources assistant position was restructured to focus on the adjunct and student-worker employment population.

College positions are hired through a search committee structure governed by the guidelines set forth in the hiring policies (*EI 2.5 Staff Hiring Guidelines*) (*EI 2.5 Faculty Search Guidelines*). Before the hiring process begins, each search committee member is required to complete a training that includes strategies for fair hiring practices that ensure equal opportunities, how to recognize and avoid implicit bias during the selection process, and how to ensure that each candidate has a consistent process (*EI 2.5 Search Committee Training*). For positions that do not require a search committee, the hiring manager is required to follow the hiring practices outlined in the policies.

FACULTY EVALUATIONS

Faculty promotion and tenure follows a comprehensive set of policies and procedures outlined in the faculty handbook. Tenure-track faculty, as well as non-tenure-track lecturers on one-year renewable appointments, are reviewed by their department chair, program coordinator, or dean of GPS during their second semester, and then they participate in full reviews by the Faculty Affairs Committee (FAC) during their second year, fourth year, and sixth year. Thereafter, faculty are evaluated by the FAC every eight years. Faculty undergoing review for tenure and promotion submit materials that demonstrate their effectiveness in teaching, service to the institution, and research, creative work, and other professional activity. Lecturers submit material regarding effective teaching, service, and administrative duties (if any). The relevant department chair, program coordinator, or the dean of GPS submits an evaluation to the FAC as part of this process. The provost and president make decisions about reappointment, tenure, and promotion based on a recommendation from the FAC. An appeal process is in place, with the FAC and the president deciding the merits of an appeal, with further appeal to the Board of Trustees available (*EI 2.5 Criteria for Faculty Recruitment, Appointment, Tenure, and Promotion, Procedures for Reappointment, Review, Promotion and Tenure*).

Adjunct faculty undergo review after their second semester teaching, as stipulated in our contract with SEIU Local 500. They prepare a record of performance for evaluation by their department chair or program coordinator (*EI 2.5 SEIU Agreement, Article 20*). Adjunct faculty may be promoted to senior adjunct after five years of service to the institution. (*EI 2.5 Adjunct Evaluation Form*)

STAFF EVALUATION

Each staff member is evaluated at the end of a 90-day probationary period and annually by their supervisor, who has the option to retain the employee, extend probation, or recommend separation. The final decision is made by the president with a recommendation from Human Resources. The annual appraisal tool was updated in 2020 to include specific job responsibilities of the position as well as attributes expected to be successful in our community (*EI 2.5 Annual Performance Evaluation Tool*). While this tool has improved the quality of the feedback that is given to employees, the Human Resources department is currently evaluating a feedback process that is conducted quarterly and focuses on timely and direct feedback rather than numerical scoring.

DISCIPLINE AND SEPARATION

Supervisors, in consultation with Human Resources, may invoke the disciplinary process outlined in the staff handbook when staff engage in conduct that rises to the level requiring discipline. Disciplinary action may range from coaching to for-cause termination. For-cause terminations require the approval of the president. In the event of financial difficulty, the college may eliminate a position with a minimum of four weeks' notice to the employee. The faculty misconduct policy, promotion policy, and termination process, as described in the faculty handbook governs the process for discipline and separation for faculty (*EI 2.5 Appeal of Reappointment, Tenure, or Promotion Decisions, Policies and Procedures Relating to Separation, Faculty Misconduct, Chart 2*).

CRITERION 2.6: HONESTY AND TRUTHFULNESS

2.6 Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications

In 2019, McDaniel moved to an enrollment management model that combined the undergraduate and graduate admissions offices, the Financial Aid Office, and the Office of Communications and Marketing. McDaniel addresses honesty and truthfulness and adherence to the Code of Federal Regulations Title 34 section 668.71-74 (misrepresentation) through this centralized recruitment and admissions approach, which coordinates and develops print and digital material and information that is disseminated to various constituent groups including prospective students.

The centralized structure of the Enrollment Management unit provides an effective structure that enhances collaboration toward ensuring accurate representation of the college — its academic programs, outcomes, resources, and services. This commitment is affirmed by the professional policies and practices of our staff which are guided by the code of ethics for their respective disciplines.

- Office of Communications and Marketing: PRSA Code of Ethics, Society of Professional Journalists (SPJ) Code of Ethics, American Marketing Association (AMA) Code of Conduct, and Council for the Advancement and Support of Education (CASE) Statement of Ethics
- Office of Admissions – National Association for College Admission Counseling (NACAC) and standards set by the National Association of Graduate Admission Professionals (NAGAP)

Recognizing that the college communicates with a variety of constituencies, OCM has provided guidelines and policies for editorial style, graphics, photography and videography, and social media to ensure consistent messaging and brand identity across the college (*EI 2.6 Editorial Style Guide*) (*EI 2.6 Social Media Policy*) (*EI 2.6 Social Media Guide*) (*EI 2.6 McDaniel Legal Webpage*). The website manager oversees the content of the website and trains website content editors from various areas of the college who manage departmental websites. All media relations and communications are managed by OCM with the exception of athletics communications, which is managed by the director of athletics communications.

McDaniel understands the importance of providing accurate, transparent, and timely information to our stakeholders and manages several print and digital publications that are updated annually, including the Consumer Information website, Fast Facts website, catalogs, and Admissions pages. While OCM assumes the primary responsibility for the development of materials, they partner with key offices across campus, including Institutional Research, Financial Aid, Admissions, Registrar, Bursar, and Finance, to update print and digital materials annually with accurate information. In support of our DEIJ initiatives, OCM has recently made use of a sensitivity reader to provide feedback on ways to ensure our materials represent our community and our commitment to DEIJ. Finally, OCM is committed to ensuring accurate visual representation of our college by using photos of our own students in print and digital materials. To advance that initiative, OCM has hosted an open casting call to solicit student volunteers who are willing to be highlighted in our communications.

CRITERION 2.7: AFFORDABILITY

As appropriate to mission, services, or programs in place:

2.7a. To promote affordability and accessibility;

2.7b. To enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt

McDaniel College has been recognized by U.S. News & World Report as a “Best Value” college for academic quality and affordability for the past three years, capturing the number one spot for regional universities in the north in 2020, 2021, and 2022. We attribute this recognition to our intentional efforts to design an inclusive admissions and retention process.

Our admissions process employs a need-blind, comprehensive, and holistic review that extends beyond the traditional academic measures of GPA and test scores. This philosophy has contributed to increased enrollment and a more diverse student body (*EI 2.7 First Year Student Enrollment – Race and Ethnicity*). In 2018, McDaniel removed the application fee and fully adopted a test-optional undergraduate admissions policy (*EI 2.7 McDaniel College Test Optional Policy*).

Every undergraduate student is evaluated for financial need through the completion of the FAFSA (Free Application for Federal Student Aid) and evaluated for merit scholarships (*El 2.7 McDaniel Awarding Protocols*). Through federal and state funding, as well as the generosity of donors, McDaniel offered assistance to over 90% of enrolled students in 2022-2023. At a time when the cost of college is increasing nationally, we attribute our ability to be effective at increasing affordability to the generosity of our donors and our institution's strategic priority of increasing access and diversity.

McDANIEL INSTITUTIONAL AID*	18 - 19 ACAD YEAR	19 - 20 ACAD YEAR	20 - 21 ACAD YEAR	21 - 22 ACAD YEAR	22 - 23 ACAD YEAR
STUDENTS RECEIVING INSTITUTIONAL AID	1,442	1,544	1,682	1,691	1,478
TOTAL AMOUNT OF INSTITUTIONAL AID DISBURSED	\$41,006,956	\$47,599,079	\$54,542,369	\$53,581,565	\$54,988,111
AVERAGE AMOUNT OF INSTITUTIONAL AID DISBURSED PER STUDENT	\$28,438	\$30,828	\$32,427	\$31,686	\$37,204

Source: Office of Financial Aid

*Comprises all McDaniel Institutional Scholarship and Grant Aid. Does not include Tuition Remission.

While eligible students are guaranteed institutional awards for all four years, financial situations change, and unexpected issues arise that can impact a student's ability to remain enrolled or prohibit participation in opportunities that enrich their learning experience. To help students during these times, McDaniel has established specialized funds:

- *The Emergency Relief Fund* – supports students with unexpected emergent needs
- *Home on the Hill* – supports students who experience food and housing instability
- *Summer Research Grants* – provides stipends and room and board to encourage students to participate in summer research as a paid job
- *Experience Award* – supports costs associated with experiential learning opportunities
- *Casey-Allers Impact Fund* – supports the cost of experiential learning for first-generation students; *Study Abroad Awards* support students doing semester-long or Jan Term study abroad

Other funding opportunities that have been made available to help increase access for our graduate students, including:

- *Graduate assistant positions* that offer stipends and tuition remission for students who work in various departments on campus. Last year, the college invested over \$400,000 in this program.
- *Graduate Student Workforce Development Scholarship* provides funds to support two students in targeted master's programs aligned with high workforce demand: Teaching, Public Administration, Human Resources Management, and Data Analytics. The annual budget for this program is \$60,000.
- *The Carolyn D. McGolerick Scholarship* was established for students interested in becoming a librarian. This scholarship is a partnership with the Frederick Community Foundation and awarded \$62,829 in 2022-2023.
- *Graduate Education Program School Partnerships* allow students to apply employee tuition remission toward their classes. The college bills the school system and, in some cases, has entered into closed contracts with schools to reduce tuition based on a cohort model program.

UNDERSTANDING FUNDING SOURCES, VALUE, AND MAKING INFORMED DECISIONS

McDaniel has a student-centered approach to addressing "Making McDaniel Affordable," which includes leveraging educational opportunities to inform prospective students early and often about financial aid and scholarship options. Our Financial Aid and Consumer Information webpages provide comprehensive information and links to various financial resources and information including but not limited to tuition and fees, FAFSA applications and deadlines, a net price calculator, estimated cost of attendance, financial aid policies, and information on various scholarships and grants. Students also get personalized information related to their options for affordability to attend McDaniel. Coordinated strategies have resulted in initiatives

such as mailing every admitted student a personalized notification of their financial aid award, followed by an email and text linking to a personalized digital video with a voiceover explaining — in both English and Spanish — the details of their financial aid package (*EI 2.7 Sample Financial Aid Award Notification*) (*EI 2.7 Financial Aid Website*) (*EI 2.7 Consumer Information Website*).

The financial aid staff offers presentations at on- and off-campus recruitment and yield events, as well as monthly financial wellness programming for current students (*EI 2.7 Financial Wellness Plan*) (*EI 2.7 Financial Wellness Event Spreadsheet*). The financial aid staff also conducts outreach education sessions at local middle and high schools, as well as community organizations (*EI 2.7 FAFSA Workshop Presentation*).

Throughout their four years at McDaniel, students are paired with a financial aid specialist. Students who take out loans are required to complete both an entrance and exit counseling session, which is completed online through studentaid.gov. Students have access to a scholarship database that provides resources regarding external funding sources and the Handshake system is utilized to support students looking for jobs, including on-campus work-study positions, off-campus employment, and paid internships.

CRITERION 2.8: COMPLIANCE

Compliance with all applicable federal, state, and commission reporting policies, regulations, and requirements to include reporting regarding:

2.8a. The full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;

2.8b. Compliance with the commission's Requirements of Affiliation;

2.8c. Substantive changes affecting institutional mission, goals, programs operations, sites, and other material issues, which must be disclosed in a timely and accurate fashion;

2.8d. Compliance with the commission's policies.

The President's Office coordinates a compliance reporting calendar that identifies and monitors major reporting requirements (federal, state, and local) that address Requirements of Affiliation 5, 11, 12, and 14. This document tracks the last date of report submission and required frequency of reporting. Accountability for reporting lies with the respective vice president overseeing departments with related compliance responsibility. Those with compliance responsibility are supported by the Office of Institutional Research for assistance with data collection and report submission as needed (*EI 2.8 Compliance Reporting Calendar*).

McDaniel also remains compliant with the MSCHE Requirements of Affiliation 4-6 through the submission of our Annual Institution Update (*EI 2.8 Middle States Annual Report Fall 2022*), submission of substantive changes as needed, and participation in the Midpoint Peer Review, which last occurred in 2018 (*EI 2.8 MSCHE PRR Action Letter*).

In accordance with the Higher Education Act of 1965, the college makes information available to various constituent groups through a variety of pages on the McDaniel website and on our Consumer Information page, which is accessible via a link at the bottom of all McDaniel webpages. This page also provides information about our Middle States accreditation and other accreditations.

McDaniel's full compliance report can be found in the evidence inventory (*EI 2.8 McDaniel Verification of Compliance Report Form*).

CRITERION 2.9: ASSESSMENT OF ETHICS AND INTEGRITY

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

McDaniel's mission statement anchors our commitment to ethics and integrity. We have reaffirmed this commitment through our new strategic plan, which identifies DEI as a central theme that is embedded throughout the plan. We also recognize the need to sustain our effort by continuing to assess our progress and use data to inform improvement. To that end, there are several ways McDaniel assesses our work and uses data to inform ongoing improvement for building a campus culture of inclusion, assuring compliance with federal and state regulations, and minimizing institutional risk.

Campus Committee on Policy: Led by the AVP of administration, McDaniel has recently developed a Campus Committee on Policies charged with regularly reviewing, revising, and creating administrative policies and processes, and monitoring policy review cycles (*EI 2.9 Policy on Policies*). Policies reviewed by this committee are moved to the president's leadership team for review and shared with faculty where appropriate before being moved to the president for adoption. Policies requiring Board of Trustee review or input are taken to the board by the president via the Risk and Governance Committee.

HEDS DEI Campus Climate Survey and HEDS Sexual Assault Survey: In the spring of 2022, McDaniel conducted a Higher Education Data Sharing Consortium (HEDS) Campus Climate Survey (*EI 2.9 HEDS Diversity and Equity Campus Climate Survey*). The results of this survey have informed many of the DEI strategies and goals included in the new strategic plan. The DEI dashboard displayed on the college's website has been established to provide regular assessment of our progress and to ensure accountability. The HEDS Sexual Assault Campus Climate Survey, which is completed biennially, provides helpful information for planning and compliance. The 2022 survey informed two recent initiatives to improve awareness of sexual assault and gender-based harassment — improved annual student leader training and a social media campaign to increase awareness (*EI 2.9 HEDS Sexual Assault Survey*). Both surveys will be conducted biennially.

Enterprise Risk Management (ERM) Initiative: In 2021, McDaniel relaunched the ERM initiative, which was previously completed in 2015. The goal of this initiative is to establish an administrative structure and protocols to help institutional stakeholders identify and address risks as they arise. In 2022, the college asked 132 faculty, staff, and Board of Trustee members to complete a risk perception survey. The results of the survey identified 10 risks the college needed to investigate further. In rank order, they were: 1) admissions, 2) financial goals, 3) tuition, 4) compensation and benefits, 5) student debt, 6) promotion and tenure, 7) rankings, 8) alumni and donor support, 9) data and network security, and 10) financial aid (*EI 2.9 ERM Survey*). As of January 2023, the college completed interviews of institutional stakeholders for five of the 10 risks. When interviews are complete, the new Board of Trustees ERM committee will be charged with developing additional policies and processes to equip both the board and the college with the tools and training to be effective managers of risk.

Federal Financial Aid: McDaniel also periodically engages consultants in external review processes. As of the writing of this report, McDaniel is currently in a review by Blue Icon Advisors, who are a part of NASFAA (National Association of Student Financial Aid Administrators) financial aid consulting services, to conduct a full program review to assess the institution's delivery of student financial aid. The review looks at all aspects of administering Title IV aid. The review includes an assessment of systems, automation, and technology utilization, institutional eligibility, administrative capability, consumer information, Title IV federal student aid compliance, operations, and delivery. This includes our compliance with federal regulations.

SUMMARY OF FINDINGS:

The college upholds academic freedom as a cornerstone of its identity, recognizes diversity, equity, inclusion, and justice as an ethical imperative, develops and implements policies and practices for fair and equitable treatment of our campus community, values honesty and truthfulness in our communications, and is committed to access and affordability. We are particularly proud of our bold approach to DEIJ and our focus on promoting access and affordability through our test-optional policies, elimination of our application fee, and investment in merit- and need-based financial aid. The innovative and collaborative approach of our admissions and financial aid offices in communicating early and often with our prospective and admitted students about available financial resources has had a positive impact on improving access and has led to a more diverse community.

McDaniel uses a decentralized approach to policy and compliance with various offices and individuals holding responsibility for their respective departments and divisions. While the current approach is effective, a more centralized approach to policy and compliance would lead to better awareness and communication concerning the policies and the regulations themselves, as well as any changes to them, including the need to communicate changes across all constituent groups. A centralized approach would also increase our confidence that we are meeting our compliance obligations in a timely manner.

RECOMMENDATIONS FOR NEXT STEPS:

- Continue our commitment to bold development of DEIJ structures, policies, and processes in our approach to DEIJ, using data from our campus climate surveys.
- Complete revision work on the Intellectual Property Policy and the new Freedom of Expression Policy. Consider a conflict-of-interest policy for administrators, faculty, and staff.
- While the college has made progress with policy review through the development of the Policy on Policies and creation of a college Policy Committee, we should centralize and create a systematic approach to policy review and compliance with federal, state, and local regulations. This will ensure the institution is keeping abreast of regulatory changes and requirements, addressing needed policy and process revision, monitoring compliance with federal and state regulations, and coordinating the strategies for communication and dissemination of information related to policies and processes in a transparent and user-friendly format.

“

I was raised by a single mother, so being able to receive financial aid means so much to my family and I. Words cannot express how thankful I am to have received this financial aid.

— JOSH SPROUL | CLASS OF 2022

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CHAPTER 3

STANDARD III – DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

A full description of the ways McDaniel meets the eight criteria and all applicable sub-criteria of Standard III, as well as the Requirements of Affiliation 1, 2, 8, 9, 10, and 15, are presented throughout this chapter. We will also show how the following institutional priorities are addressed in this chapter:

- *Data-Driven Student Success Initiatives*
- *Anti-Racist and Inclusive Practices*
- *Strategic Resource Development and Allocation*

Standard III. *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.*

Accredited institution possesses and demonstrates the following attributes or activities:

CRITERION 3.1: DEGREE LEVEL DESIGN

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

McDaniel College is authorized by the Maryland Higher Education Commission (MHEC) to offer 37 baccalaureate degrees, 19 master's degrees, and eight post-baccalaureate certificates. McDaniel Budapest, our branch campus in Hungary, offers five baccalaureate degrees (*EI 3.1 MHEC Letter of Authorization*) (*EI 3.1 Letter of Accreditation Budapest*). In 2022, McDaniel enrolled 1,762 undergraduate students and 1,234 graduate students and awarded 299 bachelor's degrees, 292 post-baccalaureate certificates, and 218 master's degrees (*EI 3.1 Enrollment Trends*) (*EI 3.1 Enrollment Trends McDaniel Budapest*) (*EI 3.1 IPEDS Completions 2021 - 2022*).

McDaniel's academic programs are designed such that the length and requirements of the degree meet Maryland's Code of Regulations (*COMAR 13B.02.03.24 and 13B.02.03.25*). McDaniel's degree program inventory includes Bachelor of Arts, Master of Liberal Arts, Master of Science, and Post-Baccalaureate Certificates. COMAR regulations stipulate the following minimum requirements for each degree or certificate level:

- Minimum 120 credits for bachelor's degree
- Minimum 30 credits for master's degree
- Minimum of 12 credits for post-baccalaureate certificate

A full list of undergraduate majors and minors, as well as graduate degrees and certificates, can be found in the undergraduate and graduate catalogs and are searchable by degree level and field of study on the McDaniel website (*EI 3.1 Undergraduate Catalog*, *EI 3.1 Graduate Catalog*). McDaniel also offers five undergraduate degree programs at a branch campus in Budapest, Hungary: Business Administration & Economics; Political Science & International Studies; Communication; Psychology; Art.

The following academic programs hold national accreditation or recognition:

- Bachelor of Art in Chemistry – American Chemical Society (*EI 3.1 ACS Letter of Accreditation*)
- Bachelor of Arts in Social Work – Council on Social Work Education (*EI 3.1 Social Work Accreditation Letter*).

Bachelor of Arts in Elementary Education; Bachelor of Arts in one of nine majors with an education minor; and select Master of Science and post-baccalaureate certificate programs that are initial teacher preparation or advanced certification/endorsement programs – Council for the Accreditation of Educator Preparation (formerly NCATE) (*EI 3.1 CAEP Accreditation Letter*).

McDaniel's education programs are also approved by the Maryland State Department of Education (*EI 3.1 MSDE Approved Programs*). The programs below have also sought recognition and approval from professional organizations aligned with their discipline:

- Master of Science in School Librarianship – AASL (American Association of School Librarians) - CAEP recognized (*EI 3.1 AASL Recognition Report*)
- Master of Science in Deaf Education – Council on the Education of the Deaf (CED) (*EI 3.1 CED Reaccreditation Letter*)
- Master of Science in Reading Specialist – Literacy Leadership – International Literacy Association (ILA) (*EI 3.1 ILA National Recognition Letter*)

UNDERGRADUATE PROGRAMS

McDaniel currently offers 36 undergraduate majors, an option for a student-designed major, and over 60 minors. Undergraduate major programs of study are of an appropriate scope and credit count for a bachelor's degree. Their tiered set of requirements include a set of core classes, a set of electives, and a senior capstone experience designed to provide a synthesis of learning.

In the spirit of the liberal arts, majors account for an average of 50-60 credits of the 128 credits required to complete a degree at McDaniel. This curricular design provides opportunities for students to take a broad range of electives and/or declare a minor or second major. Students may propose a self-designed major or minor if their interests do not match those of existing programs. Proposals are developed in consultation with a faculty advisor and require approval by the Curriculum Committee (*EI 3.1 Degree and McDaniel Plan Requirements*).

The McDaniel Plan includes four curricular elements: The McDaniel Commitment, the Integrated Study of the Liberal Arts (ISLA), the Major, and Electives and Special Opportunities. ISLA and the McDaniel Commitment requirements, which constitute the largest portion of curricula, are listed in the two tables that follow. Student learning outcomes for each requirement are listed in Chapter 5.

TABLE 5. INTEGRATED STUDY OF LIBERAL ARTS (ISLA) REQUIREMENTS	
NO OF COURSES	REQUIREMENT
1	First-Year Seminar
2	College Composition (developmental); Intro to College Writing: The Argument (required)
3	Global Citizenship: Multicultural U.S. (1); International Western and Non-Western (2)
2	Second Language: Arabic, ASL, Chinese, French, Hungarian (Budapest campus only), Spanish
Varies	Departmental Writing (major-specific writing)
3	Scientific Inquiry (1 with lab), Quantitative Reasoning (1), and either SI or Q (1)
1	Social, Cultural, and Historical Understanding
2	Textual Analysis (1) and Creative Expression (1)
1	January Term

The McDaniel Commitment, launched in 2019 to complement our ISLA requirements, has four components — My Place, My Design, My Experience, and My Career — and provides students with a sustained, intensive, and scaffolded experience leading to both the identification of career and life goals and the mapping of a path forward to pursue those goals. Commitment requirements are detailed in the following table.

COMPONENT	DESCRIPTION
MY PLACE	My Place is designed to help students adjust to and flourish in their first year. First-year students attend McDaniel Local the summer before their first semester for guided self-discovery, community exploration, academic planning, and earn experiential learning credit at the McDaniel Environmental Center. Students attend sessions during August Orientation and throughout the first semester (First Look Series) to learn about resources and opportunities available to them.
MY DESIGN	First-year students earn 2 credits in a faculty-guided Jan Term course that provides an opportunity to identify and explore their life goals as well as the support and insight that the liberal arts can provide as students chart a path through their college experience to a vocation.
MY EXPERIENCE	Students engage in experiential learning courses: internships, study abroad, summer research, etc. Students must complete at least two experiential learning experiences.
MY CAREER	Students in their junior year or senior fall must complete a course that guides them through the next steps for professional success by providing support as they research and identify their next pursuit after graduation (e.g., career, graduate school, fellowship), prepare for interviews, and learn to write resumes and cover letters.

Together, ISLA and the McDaniel Commitment requirements provide a broad, coherent liberal arts curriculum emphasizing intellectual breadth, cultural understanding, the development of core skills, and purposeful, explicit goal setting for life after college. (*EI 3.1 Student Learning Outcomes for McDaniel Plan Requirements*)

McDaniel's curricular design is consistent with expectations of higher education as evidenced in our six-year graduation rates. The table below shows that McDaniel has consistently performed higher than the national six-year graduation rates. However, we acknowledge a declining trend in these rates and have identified student success as one of our five-year strategic plan priorities (*EI 3.1 Strategic Plan 2022-2027*). In summer 2022, we hired an associate vice president of student success who is responsible for the overall student success initiatives for the college (*EI 3.1 Graduation and Retention Data*) (*EI 3.1 Organizational Chart*).

	MCDANIEL RETENTION	MCDANIEL 4-YEAR GRADUATION RATES	MCDANIEL 6-YEAR GRADUATION RATES	NATIONAL 6-YEAR AVERAGE
2013	84%	60%	69%	61%
2014	76%	52%	62%	51%
2015	81%	56%	65%	62%
2016	82%	57%	66%	62%

GRADUATE AND PROFESSIONAL STUDIES

McDaniel's Graduate and Professional Studies (GPS) offers eight post-baccalaureate certificates, a Master of Liberal Arts degree, and 18 Master of Science degrees. Credit requirements for our master's degrees range from 33 to 36 credits, while our certificate programs range from 15 to 18 credits. One program, our M.S. in Counseling, requires 51 to 60 credits depending on the student's specialization.

Most of the graduate programs are taught online and are offered in eight-week sessions to best meet the needs of working professionals. The M.S. in Data Analytics, M.S. in Teaching, and M.S. in Human Services Management have on-campus programs but utilize hybrid delivery requiring on-campus attendance for 50% or more of the program. In designing and delivering our programs, we consider several factors: the goals of the program, requirements and student learning outcomes, student demand for flexibility and improved access, considerations for timely completion of degree, and effective and efficient use of resources (*EI 3.1 Graduate Programs – Credits and Modality*).

With the exception of the M.S. in Counseling, McDaniel's graduate programs are designed to allow candidates to complete a master's degree on average in two years and most certificate programs in as little as one year. The counseling program, based on greater credit requirements aligned with state licensure criteria, is designed to be completed in three years on average. GPS policy permits six years to complete a master's degree and four to complete certificate programs. Students can request an extension through the Graduate Academic Policy and Standards Committee (*EI 3.1 Graduate Catalog Time Limitation Policy*).

CRITERION 3.2: STUDENT LEARNING EXPERIENCE DESIGN

3.2 Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals

Curricular changes and new programs are initiated by faculty who submit a proposal to the undergraduate or graduate Curriculum Committee. If the program is new or a substantive change requires additional faculty resources, the proposal is also submitted to the Academic Planning Committee (APC) for review and approval (*EI 3.2 APC and Curriculum Committee Responsibilities*). Faculty elected to these standing committees evaluate alignment with COMAR and McDaniel degree requirement policies, provide feedback to the proposers, and make recommendations to the full faculty. Proposals for new and substantive changes to current programs that are supported by the faculty are in turn taken to the Board of Trustees for institutional approval before being submitted to the Maryland Higher Education Commission (MHEC).

3.2a. Faculty are rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies

McDaniel's criteria for faculty recruitment, appointment, reappointment, tenure, and promotion are detailed in the faculty handbook. All faculty are evaluated on effective teaching and service. Tenure-track faculty are also evaluated on their scholarly, professional, and creative work. (*EI 3.2a Criteria for Faculty Recruitment, Appointment, Reappointment, Tenure, and Promotion*)

According to the faculty handbook (2.6.2), "Effective teaching is the primary requisite for all faculty members at McDaniel College." Each time faculty are reviewed by the Faculty Affairs Committee, they must provide evidence of effective teaching using the definition and examples of evidence provided in the handbook, in addition to course evaluations (*EI 3.2a Sample Course Evaluation Report*). As indicated in their job descriptions, faculty members design, collect, and apply assessment data to inform teaching, and improve course and program design (*EI 3.2a Sample Faculty Job Description*).

Faculty and librarians are expected to provide student-focused, departmental, and college-wide service. As participants in shared governance, they are elected by their peers to over 60 positions on 13 standing committees (*EI 3.2a Faculty Committee Membership*). In addition, they serve on ad-hoc committees, are expected to participate in department meetings and projects, and serve as academic advisors.

Research, creative work, and other professional activity, as appropriate to one's discipline, is expected of tenure-track McDaniel faculty and librarians. For academic year 2021-2022, despite the impact of COVID-19 restrictions, faculty remained professionally active, offering 27 presentations, 21 scholarly publications, and 14 creative activities (*EI 3.2a Faculty Accomplishments 2020, 2021, 2022*). In keeping with McDaniel's student-centered mission, student-faculty research is highly valued. In summer 2021, 19 faculty conducted research with 47 students. In academic year 2020-2021, 10 student-faculty research papers were published in peer-reviewed journals (*EI 3.2a Summer Research Brochure*). To support and encourage DEIJ work, in 2021 the faculty voted to add this statement to the handbook (2.6.4): "Research and professional activity focused explicitly on areas related to diversity, equity, and inclusion are equally valued." (*EI 3.2a Criteria for Faculty Recruitment, Appointment, Reappointment, Tenure, and Promotion*).

3.2b. Faculty are qualified for the positions they hold and the work they do

Based on recommendations of the Academic Planning Committee, the president and provost allocate and reallocate faculty positions. When a new position is approved, faculty search guidelines (*EI 3.2b Faculty Search Committee Guidelines*), faculty search criteria and faculty rank descriptions (*EI 3.2b Academic Titles & Ranks and Policies on Position Allocation*) help ensure those hired are qualified for the positions they hold and the work they do. Further, 66% of full-time McDaniel faculty are tenured or tenure-track and 34% are franchised non-tenure-track. 83% of full-time undergraduate faculty and 75% of full-time graduate faculty hold terminal degrees (*EI 3.2b Faculty Profile Data*). In addition, faculty in clinical and professional programs



DALANDA DIALLO
POLITICAL SCIENCE | FRENCH

DALANDA DIALLO '22 joined McDaniel as a transfer student with dual Political Science and self-designed French Studies majors, and interned for a U.S. senator and at the United Nations Refugee Agency. A member of the of the Honors Program, Global Fellow, National Security Fellow, and Green Ambassador, Dalanda immersed herself in every opportunity to get real world experience at McDaniel.

hold certification and/or licensure as appropriate for their field (e.g., Social Work, Counseling, and Education faculty). Department chairs and graduate program coordinators may seek approval for hiring adjunct faculty when student demand exceeds faculty resources or to hire instructors working in the field to teach in various professional GPS programs. New adjunct hires must be approved by the dean of faculty, the dean of GPS, or the associate dean of GPS. Adjunct faculty are appointed, reviewed, and sometimes dismissed in compliance with the college's agreement with Service Employees International Union, Local 500 (*EI 3.2b McDaniel SEIU Contract*).

Budapest faculty members comprise a mix of full-time faculty/administration members and adjunct faculty working at well-known universities, businesses, and other local institutions. Full-time faculty members include the director of academic and student affairs, director of academic and institutional development, coordinator of campus life, career counselor, and the head of journalism/first-year seminar instructor. There are approximately 30 adjunct faculty, some of whom provide vital support in academic assessment, senior thesis direction, and non-native English-language instructional support.

3.2c. Faculty are sufficient in number

Over the past decade, McDaniel has worked to right-size our faculty, considering enrollment challenges and institutional priorities, while at the same time respecting faculty tenure. Adjustments in faculty resources to achieve right sizing had to be strategically planned and implemented, particularly in a budget-constrained environment. Over the past several years, the number of full-time faculty decreased from 141 in 2014 to 126 in 2022 (*EI 3.2c Faculty Profile Data*). Most of this decline occurred during those years when enrollment was declining (2014-2018). Consistent with this decrease, the faculty-to-student ratio at the undergraduate level increased slightly from 11:1 in fall of 2014 to 12:1 in fall 2022 (*EI 3.2c Student Faculty Ratios*).

In response to our declining enrollment and in recognition of the need to align resources with areas for potential enrollment growth, the college engaged in a data-informed program prioritization process that evaluated alignment of program enrollment and resources, including faculty resources (described in Chapter 6). The Board of Trustees recommended this work in support of the 2016 strategic plan. This process resulted in the elimination of five majors and four minors, and the creation of 11 new majors. During this period, five faculty positions were eliminated, and three faculty members retired through an incentive program. Faculty resources were reallocated to departments with growing enrollments or to staff new programs.

As illustrated in the figure below, these efforts were effective in aligning resources to enrollment trends until 2019 when McDaniel experienced a significant enrollment increase compared to many other institutions during this time. We attribute this growth to several factors including marketing of the newly introduced McDaniel Commitment, adding new majors, and hiring a new vice president of enrollment management who implemented new recruitment strategies. In addition, we strongly believe the efforts of our faculty and staff to keep our undergraduate students on campus with face-to-face instruction during the COVID-19 pandemic had a significant impact on our enrollment success. Information about these efforts is provided in Chapter 8. Simultaneously, enrollment in graduate programs increased, also a result of our COVID-19 response to move graduate programs online, which better suited adult learners who were trying to balance work and family responsibilities. We submitted applications and received approval from MHEC to add an online modality to eight programs in the spring of 2021. (EI 3.2c MHEC Inventory Log).

To maintain our focus on right sizing faculty resources, the acting provost conducted a review of faculty positions in the fall of 2022. As a result, nine new faculty positions have been approved for hire in 2023, which will result in 135 allocated full-time faculty positions for the 2023-2024 academic year. Three of these positions will support the new majors created in 2019, four are to support new program development, and two are to address enrollment pressures in established departments.

While the program prioritization process was difficult, the last few years of increased enrollment resulting from this strategic approach has afforded us the opportunity to reinvest in faculty resources in a way that aligns with enrollment demands. All of these efforts are in the spirit of assuring alignment of resources with the priorities of our strategic plan.

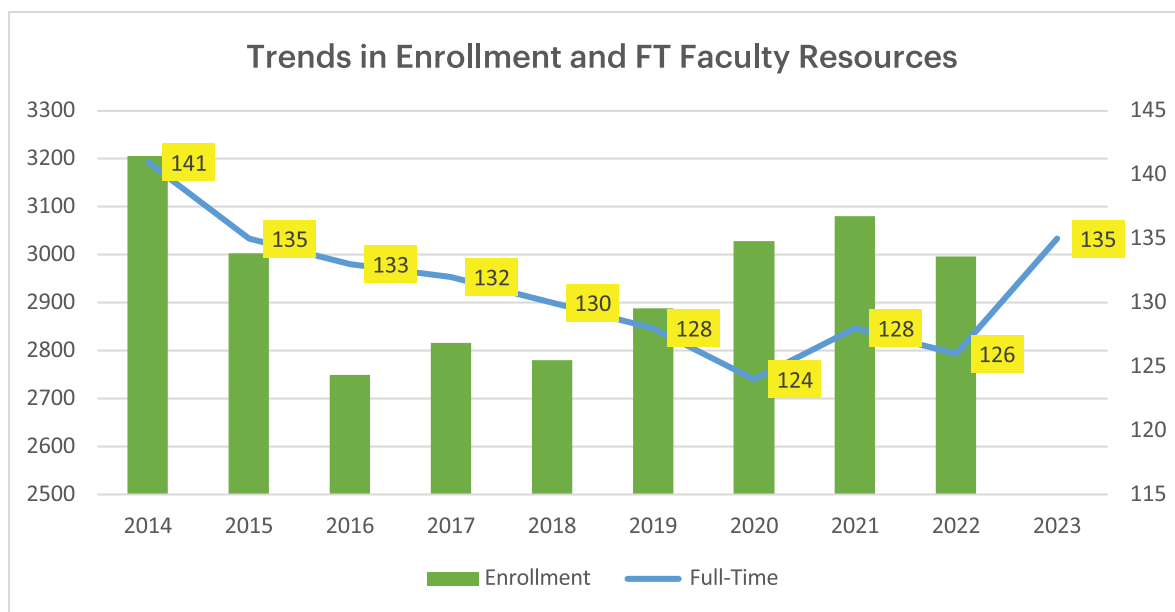


Figure 2. Please note that 2023 faculty numbers are projected based on currently filled positions and approved new positions.

McDaniel’s process for adding faculty positions to existing programs starts with a request from a department submitted to the Academic Planning Committee which makes recommendations to the provost (EI 3.2c Guidelines for Faculty Position Request). For new proposed programs, a strategic enrollment plan indicates when new faculty lines will likely be needed as enrollment increases and those faculty lines are approved as part of the new program proposal process.

3.2d. Faculty are provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation

Faculty at McDaniel are provided with multiple opportunities and resources that support professional growth and innovation. Full-time, tenured faculty members are eligible for sabbatical leave after completing six years of full-time teaching. Senior lecturers are eligible after completing six years at the senior lecturer level. Sabbaticals are granted by the Board of Trustees upon the recommendation of the provost and the Faculty

Affairs Committee (FAC). Over the past five years, 42 faculty (approximately 33% of the faculty) have taken a sabbatical (*EI 3.2d Faculty Sabbatical Leave Policy and Process*).

All franchised and visiting full-time faculty participate in multiple forms of professional development to support them in their first year at McDaniel. New full-time faculty participate in a two-day orientation in August, monthly group meetings with the dean of the faculty throughout their first year, and meetings with their mentor, who is assigned from a different department. New tenure-track faculty are provided with library funds for the purchase of materials to assist in their research and course development. New adjunct faculty participate in an undergraduate or graduate orientation preceding each semester (*EI 3.2d Undergraduate Adjunct Orientation*).

All other professional development that is available to franchised faculty, librarians, and adjuncts comes from several sources including faculty development sessions organized through the dean of the faculty, the associate provost for equity and belonging, and the associate vice president for student success (*EI 3.2d Faculty Development Sessions 2018-2023*). Prior to the start of each fall semester, the provost's office hosts a faculty development retreat (required for franchised faculty). A series of workshops and meetings addressing DEIJ issues and decolonizing the curriculum practices are also offered regularly. In support of major curricular initiatives, we have planned multi-day retreats for faculty and staff during our January Term and summer term.

AWARDS, GRANTS, AND OPPORTUNITIES FOR INNOVATION

There are several grants and awards that support and reward faculty development and innovation.

TABLE 8. FACULTY PROFESSIONAL DEVELOPMENT OPPORTUNITIES AND AWARDS	
PROVOST'S OFFICE PROFESSIONAL DEVELOPMENT FUNDS	Supports attendance at conferences and professional meetings: \$800 to \$1,000 for tenure-track and visiting faculty, senior lecturers, and librarians who attend or present work at conferences. Lecturers may request up to \$500 and adjunct faculty up to \$350.
SUMMER RESEARCH GRANTS	Awarded annually for summer student-faculty research. In 2022, grants awarded totaled \$199,062.
THE FACULTY DEVELOPMENT COMMITTEE (FDC)	Awards conference travel and instructional development grants for research and to improve teaching effectiveness: \$45,000 annually.
IRA G. ZEPP TEACHING ENHANCEMENT GRANT	Supports projects designed to enhance teaching.
IRA G. ZEPP DISTINGUISHED TEACHING AWARD	Recognizes a member of the faculty who has distinguished themselves as an outstanding teacher at McDaniel College. The award amount is \$10,000.
CHARLES A. BOEHLKE JR. ENGAGED FACULTY FELLOWS AWARD	Award up to \$7,000 per year for two years in recognition of up to five faculty who provide exceptional mentorship and/or experiential learning opportunities to students.
NORA ROBERTS FACULTY SERVICE AWARD	Awarded for service projects aimed to connect the campus to the local, regional, national, or global community in support of social justice or service-learning.
THE DISTINGUISHED SCHOLARS AWARD	Provides a course release for faculty members to pursue projects that are exceptional in nature and that not only exceed the expectations of normal scholarship but also represent a unique window of opportunity for the applicant

PROFESSIONAL DEVELOPMENT SUPPORT FROM INSTRUCTIONAL DESIGN AND TECHNOLOGY (ID&T)

The Instructional Design and Technology Office (ID&T) supports faculty through weekly tutorials for Blackboard and instructional apps, as well as specialized training on various instructional technologies and strategies. ID&T offers three online courses: BPO 100 Best Practices Online, required of faculty who teach online or hybrid; HTO 101 How-To Technology Fundamentals; and BPO 200 Advanced Practices in Online and Hybrid Teaching. More than 700 faculty members have taken BPO 100 since its inception, including 231 faculty members

during the pandemic in 2020. ID&T also provides a weekly instructional Tech Tip blog, on-demand courses through Infobase Learning Cloud, quarterly professional development sessions hosted by the Technology and Instructional Design Committee (TIDC), and monthly workshop offerings to further support effective instructional design and technology (*EI 3.2d BPO Overview and Data*) (*EI 3.2d IDT Training Data*).

GRADUATE AND PROFESSIONAL STUDIES (GPS)

Given that most GPS courses are offered online, we have developed a model of preparation and support for all GPS full-time and adjunct faculty to ensure instruction that is consistent with GPS standards and policies. All new GPS adjunct faculty members are required to attend an online new faculty orientation meeting (*EI 3.2d GPS Adjunct Orientation*) (*EI 3.2d Sample GPS Adjunct Contract*), which briefs them on McDaniel's graduate policies and practices. GPS has also developed a rigorous onboarding protocol for all faculty to ensure high-quality online instruction and to provide peer support (*EI 3.2d Online Induction Process Revised*). Preparing to teach for GPS includes taking BPO 100.

In the onboarding/induction protocol, revised for fall 2021, a group of master faculty peer mentors provide guidance to new instructors. Mentors were chosen based on their demonstrated exemplary online pedagogy and are trained through Quality Matters (QM)[®] in applying the QM[®] Rubric for online instruction. They work with new faculty members during the course development phase using a "Design and Delivery Rubric" aligned with QM[®] principles to offer feedback to the course designer prior to the course start date and after the end date (*EI 3.2d APPQMR Schedule and Checklist*) (*EI 3.2d Quality Matters HE Rubric*). The new instructor evaluates this experience through an online reflective survey (*EI 3.2d Adjunct Induction Survey*). This assessment provides helpful feedback and is used to adjust the onboarding process. Mentors are contracted and paid a stipend to provide this oversight.

GPS strives to develop a learning community among its adjunct and full-time faculty. In addition to faculty development sessions organized by the faculty, provost and dean of faculty, and our instructional design department, GPS hosts two faculty professional sessions per year specific to online teaching and learning (*EI 3.2d Adjunct Faculty PD Session 11-2022*).

MCDANIEL BUDAPEST

Orientation for new Budapest faculty is led by the program directors and involves an introduction to the institution, faculty resources, technology tools, and a discussion of expectations for specific courses. Faculty development occurs during the Budapest faculty meetings, and workshops are also held to orient Budapest faculty to new learning systems and situations. The dean of the Budapest faculty, in consultation with the directors, regularly reviews semester course evaluations to advise faculty and to contribute to decisions about teaching assignments and faculty retention. Budapest faculty have the option of requesting teaching analysis polls at mid-semester to gain feedback to improve their instruction and the student experience.

3.2e. Faculty are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures

Faculty and librarians are reviewed regularly and equitably based on fair criteria and clearly described procedures in the faculty handbook. Faculty are reviewed by the Faculty Affairs Committee (FAC), which is comprised of five full-time tenured faculty members elected to serve five-year terms. Through faculty governance, the FAC may recommend to the full faculty changes to promotion, tenure, reappointment, and sabbatical criteria or procedures (*EI 3.2e The Faculty Affairs Committee*).

Time in rank, effective teaching, participation within the college community, research, creative work, and other professional activity, and duties and responsibilities are the criteria used to guide faculty reappointment, tenure, and promotion decisions. The faculty handbook describes the types of evidence faculty should provide in support of their reviews. (*EI 3.2e Procedures for Reappointment, Review, Promotion, and Tenure*). Franchised faculty members undergo an initial review in the spring of their first year by their department chair, program coordinator, or dean of GPS, with the evaluation sent to the provost. In the spring of years two, four, and six, franchised faculty undergo review by the FAC. After earning tenure, faculty are reviewed by the FAC every eight years.

Franchised faculty not on the tenure track undergo continuance reviews focused on teaching effectiveness and participation within the college community. Lecturers have a review process with the same timing as that

of tenure-track faculty, as described above. Librarians have annual evaluations in years one through five until associate rank is achieved, with biennial evaluations thereafter.

Adjunct faculty teaching courses face-to-face also undergo review after their second semester of teaching, pursuant to the policies outlined in the adjunct union agreement. Course evaluations of adjunct faculty are not reviewed by the FAC but are reviewed by their department chair or graduate program coordinator (*EI 3.2e McDaniel SEIU Contract Article 20*).

In addition to written information in the faculty handbook, the FAC portal page includes tips and suggestions for review materials, examples of review materials, and information for deans and department chairs related to faculty review (*EI 3.2e FAC Portal Page Resources for Faculty and Chairs*). To supplement this material, the FAC regularly holds meetings with faculty with upcoming reviews to answer questions they may have. In the past 10 years, 92% of tenure reviews and 72% of reviews for promotion to professor have resulted in favorable outcomes (*EI 3.2e FAC Report Faculty Review*).

On the Budapest campus, adjunct faculty members are evaluated at the end of every semester based on teaching performance and final course outcomes. The two directors' performances are evaluated on a yearly basis by the dean of the faculty.

CRITERION 3.3: PROGRAM DESCRIPTIONS IN PUBLICATIONS

3.3 Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion

Information about graduate and undergraduate academic programs of study is available on the website, which also provides links to the respective catalogs. The undergraduate catalog provides information about our general education requirements (The McDaniel Plan), majors and minors, and special academic opportunities (Honors Program, Global Fellows, National Security Fellows, study abroad, undergraduate research, and January Term). Academic departments submit proposed curricular changes to the Curriculum Committee (undergraduate or graduate) and Academic Planning Committee, if applicable, and the committees recommend the changes to the full faculty for their approval. The registrar is a non-voting member of the undergraduate and graduate Curriculum Committees and is responsible for updating the catalog annually. Other changes to the catalog that are not academic in nature but related to the student experience are coordinated by the registrar's office with the various departments on campus. (*EI 3.3 Undergraduate Catalog*) (*EI 3.3 Graduate Catalog*)

In addition to the catalog, the website provides information to current and prospective students related to academic program highlights, career information, and profiles of recent graduates for many programs. Academic maps, located on the Academic Life portal page available to all enrolled McDaniel students, provide specific, clear suggestions for how undergraduates can effectively plan their major and general education requirements (*EI 3.3 Academic Map Example*). Graduate students can also find program information and catalog links on the website.

All McDaniel students, undergraduate and graduate, use the online platform Student Planning for personalized, up-to-date information about their progress toward degree and program requirements. In Student Planning, students see their completed and planned credits, programs of study, cumulative and major GPA, progress toward each general education and program requirement, and anticipated completion date (*EI 3.3 Test Student Daniel Tiger My Progress*). Student Planning and the academic catalogs are key publications that provide students with individualized information about program requirements and expected time to completion.

CRITERION 3.4: SUFFICIENT LEARNING OPPORTUNITIES AND RESOURCES

3.4 Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress

McDaniel offers multiple means to support the development of students' academic skills and intellectual growth. The following table provides examples. These supports exemplify resources and opportunities beyond the required curriculum.

TABLE 9. ACADEMIC RESOURCES AND OPPORTUNITIES	
OPPORTUNITY/RESOURCE	DESCRIPTION
STEM CENTER	Drop-in academic support for STEM subjects, predominantly in the form of tutoring, time management, and study skills support.
WRITING CENTER	One-on-one writing support, in-class workshops, and other resources to support the development of writing skills.
STUDENT ACCESSIBILITY & SUPPORT SERVICES	Support for students with documented disabilities and learning differences including academic accommodations, peer tutoring, group and individual meetings with academic counselors, and a pre-orientation program.
CENTER FOR EXPERIENCE & OPPORTUNITY	One-stop shop provides support in finding internships, career counseling, and exploration of study abroad opportunities (<i>EI 3.4 CEO Unit Report</i>).
STUDY ABROAD	Students have access to study abroad opportunities in over 50 countries, with many students completing Jan Term study abroad trips or studying at our Budapest Campus for a semester (<i>EI 3.4 Study Abroad Data</i>).
HOOVER LIBRARY	Provides discipline-specific research guides, individual appointments, and in-class instruction in the areas of information literacy and research. Provides access to print and online resources through McDaniel and through a partnership with the Carroll County Public Library and the Carroll Community College Library.
McDANIEL ENVIRONMENTAL CENTER	58-acre property six miles from campus that integrates classroom learning with field experiences in biology, ecology, environmental management, and sustainable agriculture. Since 2017, hundreds of students have engaged in service-learning activities focused on environmental restoration during our summer McDaniel Local program.
HONORS PROGRAM	Through a set of core courses, electives, and co-curricular activities, honors students further enrich their McDaniel liberal arts education. Admission to the Honors Program is highly selective (<i>EI 3.4 Honors Catalog Information</i>). McDaniel College is a member of the Maryland Collegiate Honors Council and the National Collegiate Honors Council.
GLOBAL FELLOWS	Selective curricular and co-curricular program that includes international coursework, extensive second language study, study abroad, and participation in intercultural proficiency workshops and activities. Since 2016, 70 students have graduated as Global Fellows (<i>EI 3.4 Global Fellows Catalog Information</i>).
NATIONAL SECURITY FELLOWS	Selective curricular and co-curricular programs provide students with experience in the field of national security as preparation for future careers or graduate studies. In addition to coursework, students complete three pre-professional experiences such as internships, professional conferences, and security simulations (<i>EI 3.4 National Security Fellows Catalog Information</i>).
STUDENT-FACULTY SUMMER RESEARCH PROGRAM	Provides funding for room, board, research materials, and stipends for students and faculty to engage in intensive, collaborative summer research projects and mentorship. The college invested \$199,062 in summer research in 2022 (<i>EI 3.4 Student Faculty Research</i>).
LANGUAGE HOUSES	Language immersion housing communities where students enhance language skills and cultural competency while living with a house director who is a native speaker. Since 2012, a total of 190 students have benefitted from the credit-bearing immersion opportunity of living in Arabic (48), ASL (15), French (35), German (30), or Spanish (62) houses.
COMPETITIVE POLITICAL SCIENCE EVENTS	Model UN, Model EU, Model Maryland Legislature, etc. provide opportunity to collaborate to tackle real-world problems

Table 9. Academic Resources and Opportunities Continued...

INNOVATION AND ENTREPRENEURSHIP CHALLENGE	Five-week training and mentorship program in which students develop innovative solutions to real-world problems. The program culminates in a competitive business pitch, which is judged by a team of practicing entrepreneurs. The top prize is \$10,000. (EI 3.4 Challenge 2022 Brochure) (EI 3.4 Innovation and Entrepreneurship Program)
GRISWOLD-ZEPP AWARD	Funds up to \$3,000 for student-proposed service projects that address the needs of local, regional, national, or worldwide communities. Students learn how to apply for a grant, manage a budget, document progress, and positively impact communities (EI 3.4 Griswold-Zepp Award).
VOLUNTEER INCOME TAX ASSISTANCE (VITA)	Program in which students prepare free income tax returns for low-to-moderate income taxpayers in the community (EI 3.4 VITA Catalog Information).

CRITERION 3.5: GENERAL EDUCATION PROGRAM

At institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that offers:

3.5a. A sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;

3.5b. A curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives

Our general education requirements, known as The McDaniel Plan, encompass the breadth of traditional liberal arts and sciences disciplines: scientific inquiry, quantitative reasoning, writing, textual analysis, creative expression, and social, cultural, and historical understanding through the ISLA requirements (EI 3.5 Student Learning Outcomes for McDaniel Plan Requirements). In addition, the Global Citizenship requirement of the McDaniel Plan expands students' cultural and global awareness and cultural sensitivity through required courses in a second language; required courses with an international focus, including non-Western focus; and courses that provide a multicultural focus within the U.S. Depending upon the student's major, the McDaniel Plan requirements may be free-standing or integrated into their major requirements to some degree.

Students begin to develop oral and written communication skills through two courses taken in their first year — their first-year seminar (FYS) and Introduction to College Writing (ENG 1101). In both classes, students learn writing skills, oral presentation skills, library resources, and research skills. After students declare a major, they complete an additional discipline-specific writing requirement within their major, which prepares them for the type of writing they will do in their professional work. Our librarians embed information literacy instruction into the FYS and ENG 1101. Each FYS course has two sessions with our librarians to ensure that students understand how to find scholarly sources and how to distinguish them from non-scholarly sources. The library's information literacy instruction program is based on the standards set forth by the Association of College & Research Libraries.

Students develop critical analysis and reasoning skills through the general education requirements of textual analysis (TA), creative expression (CE), quantitative reasoning (QR), and scientific inquiry (SI) courses. In these courses, students participate in and reflect on the creative process, study and interpret texts, and critically assess and interpret written texts. Courses in quantitative reasoning (QR) and scientific inquiry (SI), which includes a hands-on lab component, prepare students to identify and solve quantitative problems and connect scientific theory and evidence to ways that science can be used to solve current problems. Throughout these courses and in major programs of study, students develop critical analysis and reasoning skills, technological competency, and information literacy.

Through our Global Citizenship requirements, students delve into issues of values and ethics and learn about diverse perspectives. Students complete two international classes (I/IN), one of which must be about a nonwestern area of the world, which exposes them to different cultural values and perspectives. Students also complete a multicultural class (M) in which they learn about the experience and perspectives of marginalized groups within the U.S. Students also learn about cultural values and perspectives through their coursework

in second language (SL) which includes two courses in American Sign Language, Arabic, Chinese, French, or Spanish.

A review of the requirements for the McDaniel Plan requirements can be found in the undergraduate catalog (*EI 3.5 Degree and McDaniel Plan Requirements*).

CRITERION 3.6: GRADUATE OPPORTUNITIES FOR RESEARCH, SCHOLARSHIP, AND INDEPENDENT THINKING

3.6 Institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula

McDaniel's Graduate and Professional Studies takes pride in the applied nature of its programs' coursework and capstone experiences. All current graduate programs have curricula designed for working professionals who are looking to enhance or change careers, with 80% of our program portfolio falling within the discipline of Education.

McDaniel aims to arm students with the ability to access, understand, and employ the research and theory that is foundational to their field in order to address the problems and challenges they face in their daily work. All graduate students are required to take a research methodology course. Education programs, for example, use ITL 502: Research for Informed Practice, which examines research methods commonly employed to study education-related and classroom-based phenomena. Other programs have specific research courses designed for emphasis on discipline specific research or utilize RSM 550: Research Methodology as the required course in the degree program.

GPS practices related to the application of theory and familiarity with various research methodologies are demonstrated through the GPS program outcomes that were developed by the Graduate Assessment Committee and presented to GPS coordinators during the 2020-2021 academic year. Designing instruction around these outcomes and realizing ways to assess them have become priorities in GPS (refer to Chapter 5). In particular, the outcomes focused on information literacy, knowledge, and complex thinking are central to the GPS goal of developing leadership skills in the professions that are addressed by GPS programs. As part of an annual assessment, each graduate program is required to assess the Information Literacy outcome using the developed assessment rubric (*EI 3.6 GPS Information Literacy Rubric*).

All programs require either an internship or capstone. Candidates are encouraged to implement and present their independent and capstone projects within their work-based environment, at our college's academic symposium, or at other professional conferences. Most of our instructors of the research courses hold doctorates and those who do not hold positions that require experience in conducting and evaluating applied research. As such, they are able to guide candidates through the process of developing a research proposal. (*EI 3.6 Graduate Research Course Offerings and Instructors*)

Many of our programs have practicum or internship requirements due to their applied nature and goal of licensure or endorsement in their discipline. Internship supervisors are vetted by program coordinators to ensure their suitability and accountability for the role. Internships give candidates the opportunity to apply their learning and to gain advanced professional experience under the supervision of working professionals in their fields.

Given the applied nature of our graduate programs, GPS faculty are professionals actively working in their fields of expertise. Adjunct faculty in graduate education programs are school system leaders, many with terminal degrees in education. They are school principals, curriculum directors, and specialists in such areas as reading, STEM, and DEI. Faculty in non-education programs are practicing professionals in their field. Each program has a program coordinator who, if not a full-time faculty member, is an active and experienced professional who is involved or has a leadership role in professional organizations associated with their fields. Seventy-five percent of our GPS faculty hold terminal degrees.

CRITERION 3.7: THIRD-PARTY PROVIDERS

3.7 Adequate and appropriate institutional review and approval of any student learning opportunities designed, delivered, or assessed by third-party providers

McDaniel has no programs of study that are "designed, delivered, or assessed by third-party providers."

CRITERION 3.8: STUDENT LEARNING OPPORTUNITIES ASSESSMENT

3.8 Periodic assessment of the effectiveness of programs providing student learning opportunities

The Academic and Campus Life (ACL) division, led by the provost, has primary responsibility for the oversight of assessment of student learning activities and collaborates with the associate vice president for student success, who oversees areas within the college that provide support of student learning at the undergraduate level. The dean of GPS oversees assessment at the graduate level.

- Each academic department or graduate program is tasked with developing plans to assess student learning outcomes annually.
- Each academic support unit is tasked to develop annual plans that align with the ACL division goals and ultimately the college's strategic plan.
- Departments, programs, and units are required to assess their outcomes and use results for improvement. They report through the respective governance assessment committees who in turn report to the provost through the division leader.

The expectation is that plans at the program and unit level are aligned to division goals and linked to the college's strategic plan. A framework of this structure and the methods used to assess are outlined below.

TABLE 10. ASSESSMENT OF STUDENT LEARNING FRAMEWORK					
PRESIDENT - INSTITUTIONAL GOALS - STRATEGIC PLAN - REACHING NEW HEIGHTS					
PROVOST: ACADEMIC AND STUDENT SUCCESS ASSESSMENT					
	GRADUATE ACADEMIC PROGRAM ASSESSMENT	UNDERGRADUATE ACADEMIC PROGRAM ASSESSMENT	McDANIEL PLAN ASSESSMENT (ISLA AND McDANIEL COMMITMENT)	ACADEMIC SUPPORT SERVICES ASSESSMENT	
LEADERSHIP	DEAN OF GPS	DEAN OF FACULTY	DEAN OF FACULTY	AVP STUDENT SUCCESS	LIBRARY DIRECTOR
COMMITTEES RESPONSIBLE	Graduate Assessment Committee	Academic Assessment Committee Academic Planning Committee	Academic Assessment Committee and McDaniel Commitment Steering Committees	Student Success Committee	Library Assessment Committee
PROGRAM AND UNIT LEVEL ASSESSMENT	1. GPS Strategic Goals 2. GPS Learning Goals 3. 9 Year External Review and 3-year data review	1. Department Program SLOs 2. 9-Year External Review and 3 Year data review	1. ISLA SLO's 2. McDaniel Commitment SLO's,	1. Student Success Outcomes (graduation, persistence, and retention rates) 2. Office/ Unit Goals: Academic Life (advising), Student Accessibility Support Services, Center for Experience and Opportunity, Writing Center, STEM Center	1. Library Goals 2. Library Services SLOs

Please note that the following assessment activities are included in the comprehensive assessment processes and activities conducted above:

- Department and Program Assessment Plans and Annual Assessment Reports (*EI 3.8 Sample Department Assessment Plan and Report*)
- Nine-Year Program Review (*EI 3.8 Sample 9-Year Program Review*)
- Academic Support Unit Annual Reports (*EI 3.8 Sample Support Unit Report*)
- Institutional Research Data – Graduation, and Retention Data, Enrollment Data, Survey Data to include: HEDS Senior Survey, HEDS Diversity and Equity Campus Climate Survey

SUMMARY OF FINDINGS:

The addition of the McDaniel Commitment in 2019 to an already well-designed general education curriculum has enhanced our ability to support and mentor students throughout their entire college experience. We have a wide range of programs and activities to support the student learning experience.

Our efficient and well-designed shared governance structure places faculty in the center of the development, delivery, and assessment of our curriculum. Our faculty are highly qualified and actively engaged in teaching, scholarship and service to our students and community and are provided strong professional development opportunities.

While it was and continues to be difficult, the program prioritization process implemented in 2018-2019 has been an effective strategic response to declining enrollment and has positioned the college to be more proactive in allocating resources to both academic and support programs. The enrollment impact of adding 11 new programs has allowed us to redirect our efforts through a position of strength as opposed to necessity.

The addition of senior-level leadership positions (associate vice president for student success and associate provost for equity and belonging) is critical to our success in addressing retention and graduation rates. Further, the progress made over the past decade in our DEIJ work has placed McDaniel ahead of our peers and we make our commitment to this effort evident through our policies, processes, and structures.

RECOMMENDATIONS FOR NEXT STEPS:

- Invest in new program development to be proactive in strengthening our financial position and to allow continued reinvestment for moving our strategic plan priorities forward, including student success and DEIJ.
- Continue to closely monitor enrollments to address staffing pressures in majors with growing enrollment and expedite searches to support new program development.
- Strengthen our support for using data to assess our academic support programs.
- In support of Goal 1.2 of the current strategic plan, “Build student success structure and programming to increase retention, persistence, and graduation rates,” we recommend the college move forward with investment in student success software that will provide additional data that can be used for assessment and the ability to use predictive modeling.

CHAPTER 4

STANDARD IV – SUPPORT OF THE STUDENT EXPERIENCE

A full description of the ways McDaniel meets the six criteria and all applicable sub-criteria of Standard IV, as well as Requirements of Affiliation 5, 8, 9, and 10 are presented throughout this chapter. We will also show how the following institutional priorities are addressed in this chapter:

- *Data-Driven Student Success Initiatives*
- *Relationships with External Community*

Standard IV: 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.

As described in other chapters throughout this self-study, three significant changes have been made at McDaniel since our last MSCHE visit that are directly aligned to our 2016 strategic plan as well as our commitment to student retention, persistence, and completion. First, our Admissions Office, Financial Aid Office, and Office of Communications and Marketing were consolidated under one umbrella — now called Enrollment Management and Marketing — and are now led by a new executive vice president for constituent engagement, who joined McDaniel in 2018. This reorganization also included the consolidation of undergraduate and graduate admissions, the latter of which was previously housed in Graduate and Professional Studies (GPS). Secondly, the Academic Affairs division and Student Affairs division were consolidated into Academic and Campus Life, a division that reports to the provost. The third change was the addition of two senior leadership positions that are critical to the issues of student success, the associate vice president of student success and the associate provost for equity and belonging. All of these changes were made to eliminate duplication and improve operational efficiency to provide enhanced service to our students. This chapter primarily focuses on the roles the Enrollment Management and Marketing and Academic and Campus Life divisions play in student success as it relates to activities that occur outside of the classroom.

CRITERION 4.1: ETHICAL POLICIES AND PROCESSES FOR SUCCESS

4.1 Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission

Making the decision to become a “Green Terror” begins with understanding who we are and what you can expect both inside and outside of the classroom while living on the Hill. Tucked away in rural-suburban central Maryland, McDaniel was a well-kept secret until our new executive vice president for constituent engagement arrived and led a concerted effort to remove barriers to access, restructure our merit- and need-based institutional aid awarding process, implement innovative and more efficient recruitment and admission processes, and increase brand awareness through outreach and marketing. These efforts have led to increased enrollment and a more diverse student body. Since 1996, McDaniel has been recognized as one of 44 “Colleges That Change Lives,” but has more recently been recognized as a top “Best Value” regional university in the north by U.S. News & World Report.

We proudly share our national and regional rankings on our website and include supporting statistics on our consumer information page. McDaniel is also proud of our consistently low default rates which, since 2018, have been lower than the state and national averages for four-year private institutions. Default rate declines have occurred annually since 2017, and we are especially proud of our preliminary 2020 default rate of 0.2%. (*EI 4.1 Enrollment Trends Undergraduate*) (*EI 4.1 Enrollment Trends Graduate*) (*EI 4.1 McDaniel College Student Diversity – First Year Students*) (*EI 4.1 McDaniel College Student Diversity*) (*EI 4.1 McDaniel College Debt Load and 2020 Draft CDR Default Rates*)

UNDERGRADUATE ADMISSIONS

Applying for admission to McDaniel College: Admissions requirements are clearly stated in our undergraduate and graduate catalogs and described on our website. First-year students seeking admission undergo a holistic review that includes a personal essay, letter of recommendation, and high school experience and achievement represented by the course offerings at the secondary school setting as indicated on the high school transcript. McDaniel is proudly test optional and there is no application fee. Following the implementation of our test-optional policy, applications increased over 20% in 2019.

Transfer applicants must have a high school diploma and 12 or more transferable college credits to be considered as a transfer student. Candidates seeking re-admission must submit an official transcript for any college they have attended since leaving McDaniel (*EI 4.1 Transfer Credit Policy*).

Applying for admission to McDaniel Budapest: Budapest admissions are clearly explained on our website (*EI 4.1 Budapest Admissions*). The goal of the McDaniel Budapest admissions process is not only to determine whether the prospective student is qualified but also to determine if and how the college can provide the student an effective platform for furthering their intellectual, professional, and life interests and goals. The holistic review includes a personal essay, letter of recommendation, high school or university transcripts set in the context of the respective school and education system. Standardized tests are optional. Applications for re-admission are reviewed by the director of academic and student affairs.

GRADUATE ADMISSIONS

Candidates for admission to Graduate and Professional Studies (GPS) programs must have a bachelor's degree from an accredited institution and an undergraduate GPA of 3.00 or higher. This requirement is outlined on the individual pages of each graduate program in the catalog. Admission requirements beyond the GPA for each program are determined by the coordinator and program faculty. Requirements may include but are not limited to test scores, documentation of professional goals and experience by way of a resume and personal statement, proof of current licensure or certification in the field, letters of recommendations, or an interview. International students are required to provide English language proficiency and an evaluation of transcript when internal review cannot be performed (*EI 4.1 Graduate Catalog Admissions*) (*EI 4.1 Graduate Catalog Counseling MS (CED)*).

4.1a. Accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds

With over \$54 million in financial aid awarded to students per year, we are proud of our commitment to recognizing student achievement through generous merit scholarships and increasing access through need-based aid. McDaniel awards an average of \$32,000 per student each year using both merit- and need-based aid. Each applicant is evaluated for merit scholarships regardless of need. Three special Legacy Scholarship programs have been developed to recognize the contributions of educators, military personnel, and alumni ties to McDaniel (*EI 4.1a Financial Aid Scholarships*). Additional scholarships up to and including full tuition, room, and board are available for students who are invited to apply to the Honors Program.

There are five primary ways in which prospective, admitted, and current students receive information about our expenses, financial aid options, and related financial aid and billing policies.

1. Print and digital materials used in recruitment efforts are updated annually to inform students about ways to finance college by accessing federal financial aid and institutional merit- and need-based scholarships. The undergraduate and graduate catalogs also provide information on up-to-date cost of attendance and financial aid policies. Upon acceptance, students are sent a financial aid workbook that explains their initial financial aid package (*EI 4.1a Financial Aid Brochure Estimated*). When their first bill is due, they are sent another workbook that focuses on various payment options (*EI 4.1a Billing Brochure*). Each awarded student and their parent/guardian receive a custom financial aid award video via text and email that is available in both English and Spanish.
2. The McDaniel website is probably the most utilized method for prospective and current students to learn more about the cost of attendance (*EI 4.1 Cost of Attendance Undergraduate*) (*EI 4.1 Cost of Attendance Graduate*). The consumer information, financial aid, and bursar's office webpages each provide comprehensive information on financial aid options and policies. These webpages encourage early completion of the FAFSA, explain financial aid and scholarship options, provide access to withdrawal, refund, and financial aid policies, outline cost of attendance, provide information on the options for our payment plan, links to a net price calculator, explain the details of a bill, and link students to the financial aid office and their financial aid counselor (*EI 4.1 Consumer Information Page Financial Aid and Withdraw Policies*).
3. Targeted outreach using both digital and print media is also one of our most effective strategies. Slate, our application and admissions platform, enables us to send targeted messages to students early and often in the recruitment and admissions process to help them better understand their financial aid options. These messages draw their attention to our website and encourage them to reach out to a financial aid counselor to discuss their options.
4. The financial aid office is actively engaged in campus events and provides comprehensive and consistent outreach to students during the application cycle. The financial aid office begins awarding financial aid packages shortly after the FAFSA opens each October. Award letters, accompanied by helpful resources, are mailed and emailed to admitted students. Financial aid staff attend the college's Scholars on the Hill and Admitted Student Day events, offering private one-on-one advising and counseling. Financial aid staff are also available at every summer orientation session. Each student is assigned a financial aid counselor, and all admitted students are given the opportunity to schedule private appointments to help them understand their aid awards.
5. For returning students, financial aid staff host meet-and-greets and workshops (including FAFSA and financial literacy workshops) throughout the year. Weekly outreach calls to students begin in January each year, reminding them of important steps in the financial aid process and answering questions. The financial aid Instagram account is a popular way for students to connect with the department and it has nearly 500 followers. For graduating seniors, the financial aid staff participate in the Countdown to Graduation events to help students understand exit counseling and loan repayment.

4.1b. A process by which students who are not adequately prepared for the study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals

McDaniel recognizes that a successful start to an undergraduate college experience is a critical factor in the path to successful completion. This is becoming even more obvious after the height of the COVID-19 pandemic, in a time when students are exhibiting learning gaps, both academically and socially. This added layer of complexity has required us to place even more emphasis on the issues of early engagement, connections, and guidance for a successful transition to college. Therefore, McDaniel's efforts to identify a student's best path to success begin well before they come to campus through our placement testing program.

THE ENGLISH COMPOSITION PLACEMENT EXAM AND DEVELOPMENTAL COURSE

The English composition placement exam is required for all students, with exceptions for those who can show college-level writing proficiency through Advanced Placement or International Baccalaureate scores. Based on an assessment of an essay, students are placed into either ENG 1002: College Composition or ENG 1101: Introduction to College Writing. Students on the cusp of entry into ENG 1101 may meet with an English faculty member to consider directed self-placement. Students are required to complete ENG 1101 with a C or better by the end of their first year at McDaniel College to ensure proficiency in writing. In 2022, 23% of incoming first-year students placed into the developmental English course (ENG 1002).

THE MATHEMATICS PLACEMENT EXAM AND DEVELOPMENTAL COURSES

In our current general education curriculum, students are required to take one of a variety of Quantitative Reasoning courses, most of which require prerequisite skills in arithmetic and/or algebra. Because some Quantitative Reasoning courses do not require math prerequisites (e.g., a course on logic), the math placement exam is strongly encouraged for all incoming students but not required. In 2022, 84% of incoming first-year students took the math placement exam.

Of the first-year students who chose to take the math placement exam in 2022, almost 72% of first-time students placed into the developmental math course, an 8% increase since 2017 (*EI 4.1b Placement Scores & Developmental Courses*). Given the high percentage of students who come to McDaniel without sufficient skills in arithmetic or algebra, we have made significant changes to our developmental courses and to our placement system for math. We have moved away from our former system of offering zero-credit developmental math classes and now offer a four-credit developmental math class (MAT 1100), which uses project-based pedagogy to enhance students' problem-solving skills while closing their gaps in mathematical content and allowing them to earn credits toward their degree.

In January 2023, the college started using ALEKS Placement, Preparation, and Learning (ALEKS PPL) for math placement testing. After the initial placement exam attempt, ALEKS PPL provides self-paced online learning modules to help students learn or re-learn the mathematical skills needed for a higher placement. Students can take the placement exam up to five times within a calendar year but must complete learning modules between attempts. With this technology that provides scaffolded supports, we expect that more students will be able to place into courses that require math prerequisites earlier in their college career and fewer students will need to take MAT 1100. This shift will especially help students in STEM majors where many courses have math prerequisites.

As our faculty are currently considering changes to our general education requirements, they are discussing a Quantitative Literacy requirement which would have a math prerequisite for all students. ALEKS PPL will support students in meeting such a requirement early.

SECOND LANGUAGE PLACEMENT EXAMS

As a graduation requirement, students are required to complete the first- and second-level courses in a second language or place into a higher-level course. We offer courses and placement exams in American Sign Language, Arabic, Chinese, French, and Spanish. The second language placement exam is not required for students unless they intend to continue studying the same language they studied in high school. While there are no developmental courses in second languages, the placement exams are used to ensure that students start their second language from the most appropriate level.

STUDENT ACCESSIBILITY AND SUPPORT SERVICES (SASS)

The SASS Office meets with prospective and admitted students on Junior Visit Days and Admitted Student Days and offers virtual conversations organized by the Admissions Office for parents of admitted students. At each of the events, students and parents receive a brochure about SASS services (*EI 4.1b SASS Brochure*). Students are reminded of the opportunity to register with SASS when they receive the new student checklist the summer before they arrive.

GRADUATE STUDENTS

Each program determines admission criteria beyond the minimum GPA requirement which are outlined in the graduate catalog within each of the program degree policies. Students who have a 2.75 to 2.99 GPA may be admitted provisionally, but will be required to maintain a 3.00 GPA in the first nine to 12 credit hours of study. Students with less than a 2.75 GPA can be considered for provisional admission on a case-by-case basis, but may be required to provide additional documentation, references, and/or participate in an interview. Provisional admission may also come with additional conditions if the program coordinator feels additional measures are needed for student success.

Students who do not maintain a 3.00 GPA after beginning graduate study are placed on probation and have two semesters of consecutive study to raise their GPA to the required 3.00 GPA to remain in good standing (*EI 4.1b Graduate Catalog Academic Standing*). Students and program coordinators are notified when students are placed on probation. Program coordinators are expected to reach out to students who are placed on probation to provide advising and support.

4.1c. Orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience.

At the time of our last accreditation, McDaniel's student support services for undergraduates were housed in two separate divisions: Academic Affairs and Student Affairs. In 2018, these two divisions were consolidated into one, Academic and Campus Life, reporting to the provost. This restructuring has allowed for increased communication and closer collaboration within the single division, proving beneficial for rolling out initiatives such as the McDaniel Commitment.

The McDaniel Commitment, as described in chapter 3, follows a developmental model that begins in a student's first year with orientation (My Place), includes self-reflection and purposeful planning of college experiences (My Design), experiential learning opportunities (My Experience), and extends into the junior or senior year with career exploration and planning (My Career). Some of the McDaniel Commitment elements are described below and in 4.1d depending on their intended purpose.

ORIENTATIONS

UNDERGRADUATE ORIENTATION

After depositing, new students are sent a checklist to guide their steps in preparing to join McDaniel (*EI 4.1c New Student Checklist*) that includes information, deadlines, and instructions to register for new student orientation, which are part of the My Place component of the McDaniel Commitment.

My Place was created to ensure that students feel a sense of belonging at McDaniel as they adjust to college. It has three phases:

- **McDaniel Local** is a two-day, overnight pre-orientation during which students socialize with classmates and peer leaders, familiarize themselves with campus resources, identify clubs and organizations of interest, participate in a community service-learning project, and receive course advising and registration for the fall semester (*EI 4.1c McDaniel Local Schedule*). In 2022, 97% of students who attended McDaniel Local started classes in the fall. In alignment with this self-study institutional priority and our strategic plan priority – Relationship Building with Community - McDaniel Local includes purposeful community connection activities including guided walking tours from campus to downtown Westminster where students eat meals at local restaurants and meet with community leaders who share their personal and professional development stories.
- **August New Student Orientation** (NSO) builds upon the foundation of McDaniel Local. Peer leaders, faculty mentors, and staff provide training to first-year and transfer students, which includes Title IX, alcohol awareness, and DEI principles (*EI 4.1c August Orientation*). FYS professors meet with their students to share academic success tips (*EI 4.1c Academic Success Presentation*).
- **The First Look Series** occurs during the fall semester and is linked to the First Year Seminar (FYS) course required for all first-year students. Each FYS class has an extra meeting time per week in which students participate in sessions run by various student support offices such as Wellness, Student Engagement, Academic Life, the Writing Center and STEM Center, and the Office of Diversity, Equity, and Inclusion. The goal of the First Look series is to provide students with a comprehensive overview of campus resources and connect them with staff in those areas (*EI 4.1c First Look Sessions*). The First Look Series also includes an online training in how to use Blackboard, our learning management system.

FIRST YEAR SEMINAR (FYS)

Within the FYS course, professors review academic success tips early in the semester (*EI 4.1c Academic Success Presentation*) and peer mentors who undergo intensive training support students during their transition to college (*EI 4.1c Peer Mentor Role*). For families, starting in summer 2023, the Office of Alumni and

Parent Engagement in collaboration with Campus Life will orient first-year students' family members regarding support for student success in and out of the classroom.

STEP AHEAD

Step Ahead provides an early move-in opportunity and six additional orientation days for incoming students registered with Student Accessibility and Support Services (SASS), to focus on supporting students with learning differences and disabilities in their transition to college. Topics such as accessing accommodations at the college level, academic skills, support departments and resources at McDaniel, assistive technology, as well as developing a place within the McDaniel community are addressed. SASS staff, graduate assistants, and Step Ahead mentors maintain connection throughout the first semester with Step Ahead students.

McDANIEL BUDAPEST NEW STUDENT ORIENTATION

McDaniel Budapest's new student orientation in Budapest consists of an online session to familiarize students with the online platforms they will use as students. In-person meetings held over two days on the Budapest campus include an introduction to the college, the curriculum and graduation requirements, the McDaniel Budapest community (especially the peer mentors and student government), the support services, and the campus itself. Special emphasis is placed on the McDaniel Commitment and the opportunities and challenges of interdisciplinary and experiential learning, including opportunities in the city of Budapest. As on the Westminster campus, the objectives of My Place are integrated into the new student orientation and throughout the fall semester through the First Year Seminar course.

GRADUATE STUDENT ORIENTATION

Once admitted to a graduate program, students receive a welcome email with important information about their program, the name and contact information of their program coordinator and their academic advisor, important campus contact information, instructions for how to set up email and gain access to their portal, search and register for courses, and pay their bill (*EI 4.1c GPS How to Booklet*). Although many of our programs have curricula that are prescriptive in nature — meaning that the option for electives is often limited — all students are encouraged to meet with their advisor to map out a plan of study that considers proper progression and course schedule rotations. Students in programs that have less prescriptive study plans or various specializations within their program must meet with their advisor to formulate a clear path to degree completion. Two weeks prior to the beginning of each semester, new graduate students are also invited to a virtual orientation session that reviews information about graduate policies, sets clear expectations, discusses expectations for learning online, and allows them to ask questions about the college and their program (*EI 4.1c GPS Orientation*). Some programs that have special requirements for progression or that operate as a cohort may also have required program orientations or required practicum and internship orientations.

While we were offering a few programs and courses online prior to the pandemic, most graduate programs have transitioned to online delivery permanently. To ensure a quality experience, McDaniel requires all faculty who are teaching online or hybrid to complete an online teaching best practices course, which is built on the foundations of Quality Matters®. To support students beyond the virtual orientation, our website has been updated to provide students access to important information related to online policies and practices including:

- Overview and access to Blackboard
- Student guidelines for online classes
- Technology support information
- Core principles and policies
 - State Authorization (*EI 4.1c State Authorization Reciprocity*)
 - Professional Licensure (*EI 4.1c Professional Licensure Disclosure*)
 - Student Complaint for Distance Education (*EI 4.1c Student Complaint for Distance Education*)
 - Verification of Student Identity (*EI 4.1c Verification of Student Identity Policy*)
 - FERPA Guidelines for Distance Education (*EI 4.1c FERPA Guidelines of Distance Education*)

ADVISING

UNDERGRADUATE ADVISING

First-year students: Our advising model for first-year students takes a staged approach. For first-year students, their first advising experience occurs at the McDaniel Local summer orientation, where they meet with a trained McDaniel Local advisor (faculty or staff) who helps them select and register for their first semester of courses. During the rest of the summer, they may meet virtually with one of our trained hotline advisors (faculty) who can help them adjust their fall course schedule based on preferences or the receipt of AP scores. When first-year students arrive on campus in the fall, the faculty member teaching their FYS course becomes their academic advisor. Whenever students declare their major, they transition to an assigned major advisor from the department. Students must declare a major by the spring of their sophomore year.

Transfer students: New transfer students who have already declared a major are immediately assigned a faculty advisor in that major. Transfer students without declared majors are advised by an academic dean or counselor in the Academic Life Office until they declare.

Academic advisors: Academic advisors meet with each assigned advisee prior to registration each semester to review and suggest courses. Students are not cleared to register until they have met with their academic advisor. Registration times are assigned and prioritized based on the number of credits completed to ensure that students nearing graduation can take the courses they most need to complete their degree.

Academic life deans: Academic life deans support undergraduate advising efforts by providing training and resources to faculty advisors, such as information about general education requirements, recommendations for advising undeclared students for each major, and academic maps for each major (*EI 4.1c Advising Resources*) (*EI 4.1 Sample Academic Map*). Deans also provide advising support when complex issues arise that a faculty advisor cannot address.

McDaniel Budapest advising: On the Budapest campus, advising efforts were recently augmented by the creation of a new position, director of academic and institutional development, who works with the director of academic and student affairs to advise all registered students. Students must meet with one of the directors for advising before registering for courses. Faculty do not serve as academic advisors on our Budapest campus given that most of them are not full-time.

GRADUATE STUDENT ADVISING

Each graduate student has an assigned advisor who is often also the program coordinator. Due to the prescriptive nature of most of our programs, students generally meet with an advisor only when the study plan for progression is not clear or the student needs consultation on course sequence. In addition, GPS also has two-and-one-half staff members to serve as advising liaisons. Liaisons are available to assist students who have questions about course schedules and rotations, need assistance with registration, need help with troubleshooting a problem or technology issue, or need assistance with connecting to various campus offices for assistance, such as billing or financial aid. Liaisons also perform outreach each semester to help with registration and will connect students with their advisor if curricular questions arise.

COUNSELING AND OTHER PROGRAMS TO ENHANCE RETENTION AND GUIDE STUDENTS THROUGHOUT THEIR EDUCATIONAL EXPERIENCE

At McDaniel College, counseling and other programs to enhance retention come from many different sources such as the Academic Life Office, Wellness Center, Student Accessibility and Support Services, STEM Center and Writing Center, Office of Diversity, Equity, and Inclusion, peer leadership positions that support students academically and/or socially, and programs such as EDGE and Global Bridge, which support specific groups of students. The table below provides an overview of these and more supports for student connection, engagement, guidance, and counseling.

TABLE 11. COUNSELING AND GUIDANCE FOR UNDERGRADUATES	
PROGRAM OR UNIT	DESCRIPTION
ACADEMIC LIFE DEANS AND COUNSELOR	One first-year dean, two upper-class deans, and one academic counselor provide individualized support to students with academic concerns. 1,427 appointments provided in 2021-2022.
STUDENT ACCESSIBILITY AND SUPPORT SERVICES (SASS)	SASS provides academic accommodations to students with documented learning differences and disabilities through various free and fee-based services (<i>EI 4.1c SASS Services</i>). 367 students were registered with SASS in the 2021-2022 academic year with one-third of those enrolled in the Academic Skills Program, which includes weekly meetings with an academic counselor.
WRITING CENTER	Peer tutors who complete a 15-week course on tutoring pedagogy provide one-on-one appointments, online learning resources, and in-class workshops. 1,337 individual appointments in 2021-2022.
STEM CENTER	Peer learning assistants who complete a 15-week course on quantitative peer tutoring offer one-on-one appointments for tutoring, time management, study skills, mock presentation support, and standardized test support. Disciplines covered include Accounting, Biology, Chemistry, Computer Science, Economics, Environmental Studies, Kinesiology, Mathematics, Physics, Psychology, and Statistics. Some learning assistants are linked to specific classes and offer review sessions and just-in-time learning sessions. 202 students utilized the STEM Center in 2021-2022.
DEPARTMENT TUTORS	Some academic departments hire student tutors to support certain classes.
McDANIEL BUDAPEST ACADEMIC SUPPORT	To help students build writing and STEM skills, professors from each major as well as from English composition courses provide support. The small size and low student-to-instructor ratio of the Budapest campus lends itself to this model for providing academic support.
HOOVER LIBRARY	Librarians offer information literacy instruction and research consultation services in one-on-one appointments and integrated into classes. Librarians provide two information literacy sessions to each FYS course. There were 110 individual appointments, 676 reference transactions, and 142 class instruction sessions in 2021-2022. 218 research guides across all subject areas were viewed 101,094 times.
OFFICE OF DIVERSITY, EQUITY, AND INCLUSION (ODEI)	ODEI offers programs, presentations, workshops, and daily one-on-one appointments with students, faculty, and staff. Each year, ODEI provides approximately 15 workshops about anti-racism, equity, and inclusion; hosts 20 presentations about DEI in the college community; and presents over 50 cultural events in collaboration with student groups.
EDGE EXPERIENCE	ODEI offers this year-long program to new first-generation students from Baltimore City Public Schools. The program helps students adjust to college life academically and socially through group meetings, tutoring services, introduction to college services, frequent meetings with ODEI staff and mentors, and events with college and community leaders. The EDGE program has improved retention in this group of students from 44% in 2016-2017 to 70% in 2021-2022. Participation has ranged from 16 to 58 students.
GLOBAL BRIDGE	Global Bridge is a program for U.S.-based students who have grown up abroad, who are immigrants that have moved to the United States later in life, or who have been mostly immersed in their first culture(s) until their arrival at McDaniel College. Global Bridge students participate in co-curricular learning opportunities and may also be directed to support systems and social networks to provide a greater sense of connection. Between 18 and 20 students enroll in Global Bridge annually (<i>EI 4.1c Global Bridge</i>)
CENTER FOR EXPERIENCE AND OPPORTUNITY (CEO)	The CEO offers support for career development, study abroad (including our Budapest campus), community engagement, employer relationships, and provides support for orientation and the peer mentor program. The CEO offers educational and professional events where students connect with employers and community partners. There were 621 individual appointments in 2021-2022 with the most frequent being for career development, study abroad, and internships. (<i>EI 4.1c Career Development Email</i>).

Table 11. Counseling and Guidance for Undergraduates Continued...

WELLNESS CENTER	<p>The Wellness Center offers a variety of counseling services, including individual therapy, group therapy, brief substance abuse treatment, crisis services, clinical management, and crisis consultations. Students can participate in a no-cost, short-term model of counseling; but students with longer-term counseling needs could participate in a fee-based counseling program for students that allows for more frequent service (<i>EI 4.1c Counseling Appt Stats</i>).</p> <p>In 2019, the Wellness Extended Support Program (WESP) was created as a fee-based program to provide long-term individual therapy and clinical case management. Many students enrolled in WESP are also registered with SASS and benefit from this wrap-around approach. In 2021-2022, 80% of students enrolled in WESP reported that they are more likely to stay at McDaniel after attending counseling services compared to the aggregate Student Satisfaction data of 71%.</p> <p>To support physical health, the Wellness Center provides access to routine medical care off-campus at the Carroll Health Group, approximately one-half mile from campus, where students can schedule appointments five days a week. The Wellness Center collaborates with the college's Department of Campus Safety, which offers 24/7 emergency response services.</p>
SUPPORT FOR ATHLETES	<p>Through the grant-funded "Hidden Opponent" program, approximately 30 student-athletes participate in and lead conversations about dealing with anxiety, depression, and other mental health challenges. Counseling services also holds Friday morning drop-in hours for student-athletes in Gill Gymnasium.</p>
RESIDENCE LIFE INTENTIONAL CONVERSATIONS	<p>Resident assistants use "intentional conversation" questions to engage with students and help connect them with the campus community (<i>EI 4.1c RA Intentional Questions</i>). On average, the 32 resident assistants complete about 1,600 conversations a year.</p>
ENGAGEMENT PEERS	<p>The Office of Student Engagement (OSE) hires engagement peers to help students find meaningful activities to participate in, plan student events, and provide help to start new student groups.</p>
HOME ON THE HILL	<p>This program provides confidential, no-cost non-perishable food items, toiletries, clothing, and other necessities to students who need them. Students in the Home on the Hill Program are also allowed extended on-campus housing opportunities before and after college breaks.</p>

4.1d. Processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement

Undergraduate processes to enhance degree completion: To intensify our efforts to promote student success, McDaniel hired an associate vice president of student success (AVPSS) in 2022 to oversee and coordinate all academic offices that implement undergraduate processes related to student success and degree completion, including the Academic Life Office, SASS, the Writing Center, the STEM Center, the CEO, and the registrar. This new position was created specifically to address the declines in our retention and graduation rates. While this position has existed for only a short time, we have already begun to feel the impact of having a senior leader working as a liaison between and among the various departments to focus on student support strategies. Our second-year retention rates rebounded from 71% to 76% in fall 2022 (*EI 4.1d Retention and Graduation Rates*). While this rebound shows promise, our efforts toward ensuring stable retention, persistence, and graduation rates are critical to our future and the future of our students. This is identified as one of four institutional priorities in our new 2022-2027 strategic plan, "Reaching New Heights."

The following strategies have been implemented over the past several years with the goal of identifying every student in need of academic support and providing that support as early as possible:

TABLE 12. PROCESSES IN SUPPORT OF STUDENT ACADEMIC PROGRESS		
PROCESS	ACTIONS	STUDENTS SUPPORTED
REGISTRATION OUTREACH	Office of Academic Life contacts students via email, phone, text, and sometimes postal mail to remind students to register for the upcoming semester and continues outreach through the beginning of the next semester. Signage is placed across campus reminding students to register.	All undergraduates
FINISH IN FOUR	Supported by Complete College America and the Jesse Ball DuPont Foundation, this campaign focuses on communicating to students and advisors strategies and resources for staying on track to graduate, including recent development and use of academic maps for each major, and ways to earn additional credits in fall, spring, summer, and January Term (<i>EI 4.1 Academic Map Psychology</i>).	All undergraduates
ACADEMIC RECOVERY FIRST YEAR SEMINAR PILOT COURSE	The First Year Seminar (FYS) is a requirement for graduation, but students have not historically had the opportunity to retake the course if they did poorly. In spring 2023, we are offering a pilot course, FYS 2001: Foundations for Your Success, which provides students an opportunity to retake the course if they earned a D or F, and potentially increase their GPA. The pilot course engages students in reflection, the identification of past challenges, and opportunities for success.	24 first-year students in the current pilot offering
STUDENT OUTREACH NETWORK	Any member of the campus community who has a concern regarding a student's well-being is strongly encouraged to submit their concerns to the Student Outreach Network (SON), an interdepartmental team consisting of professionals from across the college that functions as a behavioral intervention team. The team reviews students' academic performance, out-of-classroom involvement, disciplinary issues, and information gathered from faculty, coaches, family, and friends. Depending on the issues, interventions may be carried out by Academic Life deans, Campus Life deans, SASS counselors, coaches, Residence Life or Wellness staff. (<i>EI 4.1d Student Outreach Network</i>).	200-250 students per year
ACADEMIC PROBATION SUPPORT	Each of the three academic deans provides ongoing support to an assigned caseload of students who were placed on academic probation. At the start of the semester, the deans work with students to create an individualized academic recovery plan with steps to achieve success in the upcoming semester. This initial meeting is followed by weekly or bi-weekly coaching meetings in which students are held accountable and supported in following through with the goals set in the plan (<i>EI 4.1d Academic Recovery Plan</i>).	An average of 45 students in fall, 76 in spring
PROGRESS REPORTING FOR HIGH-RISK STUDENTS	In weeks 4 and 11 of each semester, the Office of Academic Life asks instructors to complete progress reports for all students on academic probation, students identified as at-risk based on reports from certain offices, students referred to SON, and students with a low GPA. Based on these reports, academic deans, coaches, and SASS counselors collaborate to support any students experiencing challenges and to celebrate students who are succeeding after an earlier probation. Following the submission of midterm grades, Academic Life directs students who earned one or more grades of D/F to campus resources and notifies their academic advisors who will meet with them during the upcoming advising period.	90-150 students per semester

Table 12. Processes in Support of Student Academic Progress Continued...

OUTREACH TO SENIORS	Each summer and each January, the registrar identifies rising seniors who are off-track for a four-year graduation. The Academic Life Office reaches out to these students and their advisors to help chart a path to reach 128 credits or meet other requirements that they lack. Academic deans and the assistant registrar for degree progress meet weekly throughout the semester to track the progress of seniors. If, when the registrar conducts their degree audit, a senior finds themselves four credits short of graduating, they may petition to walk at commencement after a meeting with a dean to plan for completion of coursework over the summer.	All seniors
FINANCIAL AID EMERGENCY RELIEF FUND	In response to the COVID-19 pandemic, alumni, and friends established an Emergency Relief Fund, which has continued to be funded. These funds provide support for students in need who face an unexpected financial hardship that might prevent them from completing their degree.	30-40 returning students per year

McDaniel offers a January Term designed mostly to support study abroad and experiential learning opportunities and a summer term that is delivered entirely online. While these sessions have not historically been leveraged by the college as a strategy to improve degree completion or retention, our new strategic plan has identified January Term and summer as a potential opportunity related to credit recovery and degree acceleration.

TECHNOLOGIES THAT SUPPORT ADVISING AND PROGRESSION

Advisors and students are supported by various technological tools for degree planning and progression, which are described below.

Students and faculty use Student Planning, based in our Colleague system, to search and register for classes and track progress to degree. The “progress” tab serves as a degree audit, which shows the requirements students have completed or still need to complete within general education and their major, and allows them to see what requirements they would have were they to declare a different major. Within Student Planning, students can use the “timeline” tab to map out planned classes for future terms. Students also have access to academic maps for each major on the Academic Life portal page to help them chart an eight-semester plan to degree completion (*EI 4.1 Sample Academic Map*).

We have also recently completed a review of student success software options to enhance the use of technology in our efforts to improve retention and degree completion. This software purchase and implementation has been identified as an action item for this year and our plans are to purchase a student success software in the next fiscal year to begin the work of implementation and training.

TRANSFER TO ANOTHER INSTITUTION

Undergraduate students transferring to another institution rather than completing their degree at McDaniel are asked to meet with an academic dean to discuss the factors leading to this decision and to review transfer processes. Students are also encouraged to consult the financial aid office to identify and understand the financial implications of processing a leave of absence or a withdrawal. Students with an F1 or J1 visa are referred to our Designated School Officer (DSO) who explains any potential immigration consequences of withdrawing or dropping below full-time status. Students with veteran or military educational benefits are reminded that a leave or withdrawal could have adverse financial effects. All students are informed that within three business days of submitting a leave of absence or withdrawal form they must contact the bursar, financial aid, and residence life. The registrar provides transcripts in a timely manner for students who intend to transfer. In order to begin the process of transferring, students must complete an exit survey, which enables us to track patterns in need of improvement (*EI 4.1d Exit Survey*).

UNDERGRADUATE POST-COMPLETION PLACEMENT

The McDaniel Commitment is designed to help students achieve their post-graduation goals.

- In **My Design** (taken in the first year), students start to think about what their personal and professional goals might be and they plan experiences during college to help them achieve those goals.
- **My Experience** requires that each student participate in at least two types of experiential learning before they graduate. Experiences such as internships, peer leadership positions, service-learning courses, student-faculty research, and study abroad help prepare students for their future professions.
- **My Career** requires that students take a course focused on career development. While some departments offer a My Career course specific to their majors, most students take a one-credit, modular, online course overseen by the associate director of career development in the Center for Experience and Opportunity (CEO). In this course, students complete modules in which they write resumes, network, reflect on topics related to diversity in the workplace, and research their career options. In addition, students select two career-field-specific modules (*EI 4.1d My Career Modules*). The course prepares students for post-degree placement into graduate school, fellowship opportunities, or employment. Students must complete the My Career requirement well in advance of graduation, between fall of junior year and the fall of senior year.
- **Career coaching sessions** with a CEO staff member are available for in-person, individual support for an internship or job search. Guidance is provided in using LinkedIn, Handshake, and other powerful search engines to find the best opportunities for students, graduates, and alumni. The CEO provides networking opportunities and internship and job fairs throughout the year. Students who may be exploring graduate and professional schools can visit the CEO to receive support on polishing their personal statements and application materials.

Although we have utilized the HEDS Alumni Survey in the past, we did not implement this survey during the COVID-19 pandemic and relied on the HEDS Graduating Student Survey for data related to students' plans post-graduation. This information is posted on our consumer information page (*EI 4.1d Student Reported Plans Post Graduation*). However, our plans are to return to the HEDS Alumni Survey in spring of 2023 and to use National Student Clearinghouse data to track our students who continue education post-graduation. This plan will provide more reliable job placement and graduate school placement rates going forward, in support of our strategic plan objective to "track and improve rates for job placement and graduate school admission, and market programs that excel in these areas."

CRITERION 4.2 TRANSFER CREDITS, CPL, AND ALTERNATIVE LEARNING APPROACHES

4.2 Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches

UNDERGRADUATE TRANSFER CREDIT

The college grants transfer credit for all incoming and current students for courses listed on official transcripts from institutions accredited by federally recognized accrediting agencies, provided that the courses are standard liberal arts courses or courses that are comparable to courses offered at McDaniel. Credit is awarded when the grade from the sending institution is a C- or better, except for ENG 1101, where the grade must be a C or better, to match the graduation requirement of our students (*EI 4.2 UG Transfer Credit Policy*).

We have recently created a dual admissions program with neighboring Carroll Community College (CCC) and are in the initial implementation phase of this agreement. This program will allow CCC students to declare their intention to enroll in McDaniel early, receive ongoing advising support from McDaniel, have priority course registration for their first McDaniel semester, and generally streamline the process for students from CCC (*EI 4.2 McDaniel-CCC Dual Admissions*). Although we have articulation agreements with various other institutions for students interested in specific majors at McDaniel, we have realized through this self-study process that we need improved processes and oversight for promoting, reviewing, and updating these agreements regularly (*EI 4.2 McDaniel Articulation Agreements*). Our strategic plan has a KPI specifically addressing the need to make McDaniel a more transfer-friendly institution. This work will be led by the provost in the coming year.

ALTERNATIVE UNDERGRADUATE CREDIT

McDaniel College awards credit from sources other than traditional college coursework such as Advanced Placement exams, College Level Examination Program (CLEP) exams, International Baccalaureate diplomas, and affiliated and non-affiliated study abroad programs. Each department sets course and credit equivalencies or AP exam score requirements. In addition, our life experience policy allows students to request up to 16 credits for occupational or volunteer work, military service, or other learning experiences which may be worthy of college credit. If the student believes their life experience should meet a specific course, general education requirement, or major requirement, they must provide evidence that links their learning experience to the relevant student learning outcomes (*EI 4.2 Credit from Other Sources*). The evidence is reviewed by an academic dean, and in the case of major requirements, by the department chair.

GRADUATE TRANSFER CREDIT

The college will accept a maximum of six graduate-level transfer credits (or up to 12 in the Counseling program) if the work is equal in scope and content to that offered by McDaniel College; if the credits were completed within the past six years; and if a grade of B or higher was earned in those courses. Students seeking transfer credit from coursework earned at an institution outside the U.S. must submit official transcripts that have been evaluated by any National Association of Credential Evaluation Services member (*EI 4.2 GPS Transfer Credit Policies*).

CRITERION 4.3: STUDENT INFORMATION AND RECORDS

4.3 Policies and procedures for the safe and secure maintenance and appropriate release of student information and records

The Office of Information Technology oversees all systems related to the collection, storage, and maintenance of student information and records. The Information Security and Protection policy governs roles for data access, access controls, and storage and data loss guidelines (*EI 4.3 Information Security and Protection Policy*). The registrar's office ensures the safe and secure maintenance and appropriate release of student information and records. Access to and release of student records are determined by college policy, which complies with Public Law 93-380, the Family Educational Rights and Privacy Act of 1974 (FERPA). Copies of the College Policy on Release of Information About Students and of the U.S. Department of Education regulations are on our consumer information page website, in the catalogs, and available through the registrar's office (*EI 4.3 Student FERPA Policy*). Students and staff receive email notification of the rights accorded them under FERPA at the beginning of each semester (*EI 4.3 Faculty Spring 2023 FERPA Notice*). Recently as a result of this review, the registrar's office has drafted a new document which provides guidelines for the application of FERPA to an online environment (*EI 4.3 Guidelines for FERPA and Distance Education*).

Transcript records are permanently held by the registrar's office and course registration is held for a period of one year. According to the undergraduate catalog, the college maintains student conduct records for seven years after graduation or withdrawal, except in cases of suspension and expulsion, in which case records are kept indefinitely. When students request the release of their student conduct records to another institution, students must sign a release form (*EI 4.3 Student Conduct Record Release Policy*).

Employees must complete an online training about data security annually and job descriptions and annual performance review documents contain information related to data security for positions with access to data.

CRITERION 4.4: ATHLETICS, STUDENT LIFE, AND OTHER EXTRACURRICULAR ACTIVITIES

4.4 If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs

As described throughout this study, since the last MSCHÉ visit, the college has made a significant organizational structure change by consolidating the Academic Affairs division and the Student Affairs division into one division called Academic and Campus Life. This has provided us the opportunity to assure that academic, co-curricular, and extracurricular activities are being planned, implemented, and delivered using the same academic, fiscal, and administrative principles to realize effective and efficient operations and to provide synergy in learning experiences that extend beyond the classroom.

The offices of student engagement, residence life and intercollegiate athletics, all overseen by the dean of students, play a critical role in the lives of McDaniel students by enhancing the student learning experience through co-curricular and extracurricular activities.

OFFICE OF STUDENT ENGAGEMENT

The Office of Student Engagement's (OSE) mission is to integrate the student curricular, co-curricular, and extracurricular experiences to enhance student learning through intellectual, creative, and personal development. OSE sponsors evening and weekend programming, oversees student organizations and Greek Life, and provides leadership development programs and prevention and awareness initiatives. On average, OSE hosts 50-70 events per semester with approximately 10,000 unique student encounters with students.

RESIDENCE LIFE

Approximately 1,400 students live on campus, where they receive support and mentorship from Residence Life staff and the 33 student residential assistants (RAs). RAs hold a series of one-on-one intentional conversations with their residents each semester (approximately 1,600 conversations per year) to learn about their successes and challenges and provide referrals to appropriate resources (*EI 4.4 RA Intentional Questions*). RAs may be directed to have supplemental discussions with residents identified by the Student Outreach Network (SON), a cross-divisional behavior intervention team. RAs also host campus events designed to expose residents to the CLIMB theme (**C**areer development, **L**ifelong learning, **I**ntity awareness, **M**aking a difference, and **B**uilding connections) and support the wellness goals outlined in the strategic plan.

ATHLETICS

As an NCAA DIII member institution, McDaniel College's Department of Athletics serves nearly 500 student-athletes who compete in one or more of 24 different sports — 12 men's sports and 12 women's sports (*EI 4.4 Student Athlete Manual*) (*EI 4.4 Dept of Athletics Staff Handbook*). McDaniel athletics has recently started a strategic planning process, which has involved creating a new mission statement and identifying key initiatives. In response to an external review of athletics in 2021, the department has begun shifting away from a graduate assistant model in favor of a full-time assistant coach model and has established ideal roster sizes to ensure more play time for student-athletes (*EI 4.4 Athletics External Review*).

Student-athletes benefit from academic and counseling support. In recent years, many coaches have mandated study halls and academic coaching meetings for students with low GPAs. In support of the new strategic plan, study halls and academic coaching meetings for students on academic probation will be standardized across all teams and overseen by the associate director of athletics. Through the grant-funded "Hidden Opponent" program, approximately 30 student-athletes participate in and lead conversations about dealing with anxiety, depression, and other mental health challenges. Counseling services holds Friday morning drop-in hours specifically for student-athletes in Gill Gymnasium and coaches receive regular trainings from the Wellness Center staff to identify mental health issues. The percentage of student-athletes seeking counseling has increased from 18% in 2016-2017 to 33% in 2021-2022.

McDaniel athletics complies with Title IV requirements through the U.S. Department of Education's Equity in Athletics Disclosure Act (EADA) reporting (*EI 4.4 EADA Report*).

CRITERION 4.5: STUDENT SUPPORT SERVICES PROVIDED BY THIRD-PARTY PROVIDERS

4.5 If applicable, adequate, and appropriate institutional review and approval of student support services, designed, delivered, or assessed by third-party providers

McDaniel College partners with LifeBridge Health to offer health services to McDaniel's students. Through this partnership, McDaniel students can receive routine medical care and telehealth appointments directly from Carroll Health Group Primary Care. This affiliation, which began in fall 2020 as a result of the pandemic, provides access to after-hours on-call medical consultations as well as greater access to medical specialists within the LifeBridge Health network and coordination with Carroll Hospital when necessary. Each semester, the dean of students and the director of the Wellness Center meet with Carroll Health Group representatives to

discuss the partnership, which is currently supporting the college well.

Like most colleges and universities, McDaniel has experienced a significant increase in utilization of counseling services. The percentage of undergraduate students seeking counseling services has doubled in the past 10 years and the total number of hours of counseling appointments has more than tripled (*EI 4.5 Counseling Utilization Data*). To meet this demand, the Wellness Center has doubled the number of full-time counselors and created a counselor-on-duty structure to cover urgent walk-in appointments during business hours. In spring 2022, the college contracted with Mantra Health to increase the availability of mental health services by adding a telecounseling option for students. The Wellness Center will be evaluating that service via student feedback later this year.

McDaniel contracts with AVI Foodsystems to provide a well-balanced mix of freshly prepared dining options to meet all dietary needs for students in our residential dining hall, Englar Dining Hall, and at our retail locations, Caseys' Corner and Hilltop Pub/Freshen's, where students can use their McDaniel Bucks and meal exchanges as an alternative to our residential dining hall. Each semester, students are asked to provide feedback on their dining experience via surveys, which guide future changes. Recent changes based on student survey feedback resulted in improved ratings on almost all categories from spring 2022 to fall 2022. (*EI 4.5 Dining Survey Results*).

CRITERION 4.6: ASSESSMENT SUPPORTING THE STUDENT EXPERIENCE

4.6 Periodic assessment of the effectiveness of programs supporting the student experience

McDaniel's system of assessment of co-curricular activities and support services related to the student learning experience and ultimately student success is currently decentralized. Each area under the direction of their respective reporting division holds responsibility for assessment and uses various types of assessment data including student utilization data, surveys that measure student satisfaction and perception (both nationally and internally developed), and, in some cases, external program review to inform their annual plans.

ENROLLMENT MANAGEMENT

The admissions and financial aid departments are committed to continuous improvement and use both formative and summative assessment to evaluate their services. Annually, all admitted students (including those who do not enroll at McDaniel) are sent an Admitted Student Survey. This survey provides quantitative and qualitative data related to recruitment and financial aid performance, including:

- Impact of the campus visit;
- Feedback on communication and marketing efforts;
- Insights into admissions and financial aid staff performance;
- Overall value proposition of the college. (*EI 4.6 Admissions Survey Results and Action Items*).

In addition, the enrollment team conducts an annual funnel data review, which is compared to national data and that of peer institutions. Together, this allows the team to identify what is working and where there are opportunities for improvement. Surveys are also sent following recruitment events, which support improvements each year.

Financial aid leveraging data is also analyzed for all admitted students, and a day-long meeting is held each year that includes the president, executive vice president, chief financial officer, and provost. This deep dive, done in partnership with the college's leveraging consultant, reviews three years of historical enrollment performance. With the support of econometric models, it allows the college to test various financial aid scenarios and their impact on headcount and net revenue. It is from this process that new student enrollment goals are set.

ACADEMIC AND CAMPUS LIFE

Academic assessment is described in detail in Chapter 5 and some in Chapter 3. However, some additional support units that are not represented in these chapters are part of the division of Academic and Campus Life and play a critical role in the student learning experience and in student success. Residence life, athletics, student engagement, and wellness and counseling develop annual plans with goals that become part of the larger Academic and Campus Life division goals and are linked to the college's strategic plan priorities (*EI 4.6 Campus Life Annual Report*). Campus Life goals are informed by utilization data and data collected from

student surveys that measure student perceptions of their quality of life on campus, their needs, and level of student engagement. A framework of the Academic and Campus Life Assessment processes that include assessment of these campus life units can be found in evidence (*EI 4.6 Academic and Campus Life Assessment Framework*).

College surveys conducted to inform assessment plans and improvement include:

- HEDS Graduating Senior Survey (last completed 2022) (*EI 4.6 HEDS Senior Survey Report*)
- HEDS Alumni (last completed 2018, scheduled for spring 2023)
- RNL Student Survey Satisfaction Inventory (last completed 2019) (*EI 4.6 SSI Survey*)
- BCSSSE First-Year Student Survey (last completed in 2020 and 2021)
- HEDS Sexual Assault Survey (last completed 2022, scheduled for 2024) (*EI 4.6 HEDS Sexual Assault Survey*)
- HEDS Diversity and Equity Campus Climate Survey (last completed in 2022, scheduled for 2024) (*EI 4.6 HEDS Diversity Survey*)

Other examples of assessment and reports used by our Academic and Campus Life division to inform improvements are listed below and can be found in our evidence inventory.

DESCRIPTION	EVIDENCE
CENTER FOR EXPERIENTIAL LEARNING	<i>EI 4.6 CEO Annual Report, EI 4.6 Fall 2022 Virtual Career Fair Report</i>
McDANIEL COMMITMENT	<i>EI 4.6 NetVue Grant Report on McDaniel Commitment</i>
STUDENT ACCESSIBILITY AND SUPPORT SERVICES	<i>EI 4.6 SASS Assessment Summary, EI 4.6 SASS Growth</i>
STUDENT WELLNESS AND COUNSELING	<i>EI 4.6 Counseling Satisfaction Survey</i>
STUDENT SUCCESS	<i>EI 4.6 Exit Survey</i>
WRITING CENTER	<i>EI 4.6 Writing Center Annual Report 2021-22</i>
LIBRARY	<i>EI 4.6 Library Assessment of FYS Sessions, 2021</i>
CAMPUS SAFETY EXTERNAL ASSESSMENT	<i>EI 4.6 Campus Safety External Assessment, EI 4.6 CAPS (College Alcohol Survey) Report</i>
PLACEMENT EXAMS	<i>EI 4.6 Placement Exams External Review</i>
ATHLETICS EXTERNAL REVIEW	<i>EI 4.6 Athletics External Review</i>

Since our last MSCHE visit, the college has focused on creating strong, centralized systems for academic assessment of student learning. However, our assessment of activities outside of the classroom remains decentralized. Assessment and long-term planning in the campus life areas was slowed and, in some cases halted, during the height of the pandemic while campus life offices were heavily focused on the intensive daily campus operations and implementation of safety protocols that enabled us to offer a safe residential learning experience during the 2020-2021 academic year. Most surveys were paused during this time or resulted in data that are likely unreliable.

SUMMARY OF FINDINGS:

Changes in our recruitment and admissions policies, processes, and structures have led to improved access, increased enrollment, and a more diverse student body. At the same time, McDaniel has experienced a shift in our retention and graduation rates, like many of our peer institutions. In response, we have taken several steps to address this pressing need, including implementing the McDaniel Commitment, which provides a structured framework to our student experience, beginning with orientation and following students to graduation. We have also expanded student support programs and activities, such as the addition of our STEM Center and expansion of our Student Accessibility and Support Services. While we have continued to make progress in areas related to the student experience and saw a rebound in our retention rates in fall 2022, we also recognize that COVID-19 has added a new layer of complexity to student success. We must continue to assess the impact of COVID-19 response through our programming. Our commitment to student success is evident in our

2022-2027 strategic plan. A new senior-level position, associate vice president of student success, has been charged to lead this assessment and to develop a coordinated campus-wide approach to student success.

The strategic plan and the self-study process brought to light the need to develop a more centralized approach to institutional planning and assessment, which will provide stronger support and guidance for non-academic unit assessment. Ultimately, increased support for the assessment process will improve college-wide assessment that will inform our planning and resource allocation and will allow us to assess the extent to which we are meeting our mission's promise to prepare students for successful lives of leadership, service, and social responsibility.

RECOMMENDATIONS FOR NEXT STEPS:

- Develop an Office of Institutional Effectiveness to provide additional support for assessment planning, data collection, and reporting for both academic and non-academic assessment and to create a more comprehensive and centralized institutional approach to planning and assessment across the college.
- Improve campus living environments to promote community and student satisfaction.
- Review the current advising system to consider models of best practice.
- Develop a cross-divisional wellness plan under the leadership of the newly created Wellness Steering Committee.
- Become more transfer-friendly in our course transfer policies and explore block transfer.

ANNA JEZERSKI '22, a triple major in Accounting, Business Administration, and Economics with a minor in American Sign Language, was able to pursue all of her passions on the Hill, including hands-on experience as a STEM tutor, SASS tutor, and even as a student employee with Conference Services.



CHAPTER 5

STANDARD V – EDUCATIONAL EFFECTIVENESS ASSESSMENT

A full description of the ways McDaniel meets the five criteria and all applicable sub-criteria of Standard V, as well as the Requirements of Affiliation 8, 9, and 10 are represented throughout this chapter. We will also show how the following institutional priorities are addressed in this chapter:

- *Data-Driven Student Success Initiatives*
- *Strategic Resource Development and Allocation*

Standard V: 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.

McDaniel College's culture of assessment is embedded into and informs our academic practices. Since our last Middle States review, the following improvements in our academic assessment procedures have been made, each of which will be described in more detail later in this chapter:

- The Academic Assessment Committee (AAC), which focuses on undergraduate assessment, and the Graduate Assessment Committee (GAC) are responsible for educating faculty in best practices for effective assessment. In addition, both committees provide feedback on proposed program assessment efforts.
- The responsibilities of the AAC have been expanded to oversee the assessment of both undergraduate majors and undergraduate general education requirements. This expansion of the committee's charge has embedded all undergraduate academic assessment within the work of a single standing committee, leading to a more effective and consistent process of evaluation and the assurance of effective assessment systems.
- The Graduate and Professional Studies (GPS) division has recently revised their assessment process, adopting division-level graduate learning outcomes that can be assessed across all programs. The GAC now oversees assessment processes of both graduate program-level outcomes and GPS division-level outcomes. The GAC reports to the AAC annually.
- Student learning outcomes (SLOs) for undergraduate and graduate programs and all general education requirements have been reviewed and revised to ensure they are measurable and useful. SLOs for each course are included in all syllabi. SLOs for general education, majors, and other programs are also included in syllabi where appropriate.
- Our assessments now require both direct and indirect measures. Assessment results are shared with constituents and used to improve student learning.
- Our improved assessment practices are applied beyond purely academic endeavors. Co-curricular initiatives such as our summer and fall orientation programs for first-year students and our January Term professional development sessions — elements of the McDaniel Commitment — are now being regularly assessed as well.

The following table identifies the various committees involved in academic assessment and their responsibilities.

TABLE 14. COMMITTEES RESPONSIBLE FOR ACADEMIC ASSESSMENT	
COMMITTEE	ASSESSMENT RESPONSIBILITIES
ACADEMIC ASSESSMENT COMMITTEE (AAC)	<ul style="list-style-type: none"> Oversees the assessment of all undergraduate general education requirements Oversees annual assessments of undergraduate majors/minors
GRADUATE ASSESSMENT COMMITTEE (GAC)	<ul style="list-style-type: none"> Oversees assessments within Graduate and Professional Studies (GPS), including division-level GPS outcomes and program-specific assessments New to this committee will be the oversight of the nine-year program review process
BUDAPEST ASSESSMENT COMMITTEE	<ul style="list-style-type: none"> Oversees assessment of McDaniel Budapest
ACADEMIC PLANNING COMMITTEE	<ul style="list-style-type: none"> Oversees the nine-year external review process and the three-year data analysis for all undergraduate departments
MY PLACE STEERING COMMITTEE	<ul style="list-style-type: none"> Conducts assessment of all first-year onboarding programs and submits to AAC
MY DESIGN STEERING COMMITTEE	<ul style="list-style-type: none"> Conducts assessment of the January Term My Design course and co-curricular sessions and submits to AAC
MY CAREER STEERING COMMITTEE	<ul style="list-style-type: none"> Conducts assessment of the My Career courses and submits to AAC
MY EXPERIENCE STEERING COMMITTEE	<ul style="list-style-type: none"> Newly formed committee that will assess experiential learning and submit to AAC

Note: Since only undergraduate courses are offered in Budapest, general education assessment procedures are identical to those on the Westminster campus but occur approximately a year later for each general education requirement.

CRITERION 5.1: STUDENT LEARNING OUTCOMES

5.1 Clearly stated student learning outcomes, at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission

UNDERGRADUATE STUDENT LEARNING OUTCOMES (SLOS)

Undergraduate SLOs fall into two categories: McDaniel Plan (general education) and majors. Our McDaniel Plan SLOs are aligned with our institutional mission statement, which states that we are “committed to excellence in the liberal arts and sciences and professional studies” and that we prepare students through “experiential learning and global engagement.” The McDaniel Plan includes both the Integrated Study of the Liberal Arts (ISLA) SLOs and the McDaniel Commitment SLOs for each of the components: My Place, My Design, My Experience, and My Career (*EI 5.1 McDaniel Plan Advising Guide*). The following table provides an overview of all McDaniel Plan SLOs and the most recent assessment dates.

TABLE 15 McDANIEL PLAN REQUIREMENT AND STUDENT LEARNING OUTCOMES	
STUDENT LEARNING OUTCOME	LAST ASSESSED
<p>First Year Seminar (McDaniel Commitment)</p> <ol style="list-style-type: none"> 1. Students demonstrate the ability to critically analyze college-level material. 2. Students demonstrate effective oral communication, both in class presentations and informal discussions. 3. Students demonstrate basic information literacy skills, including research, evaluation, and citation. 	Fall 2021
<p>Introduction to College Writing (ISLA)</p> <ol style="list-style-type: none"> 1. Students demonstrate an ability to construct an argument and offer appropriate evidence in support of their argument. 2. Students can identify the resources and processes they need to use in order to write well. 3. Students have strategies for analyzing and interpreting written texts. 4. Students understand and employ the conventions appropriate to particular writing situations. 	Fall 2021
<p>International (Western or Non-Western) (ISLA)</p> <ol style="list-style-type: none"> 1. Students will be able to apply knowledge gained regarding their own culture and place in the global community, in order to make informed comparisons of different historical and/or contemporary perspectives. 2. Students demonstrate skills and attitudes (e.g., heightened self-awareness, capacity for perspective shifting, acceptance of global civic responsibility) conducive to intercultural competence. 3. Students demonstrate knowledge of a cultural group outside of the United States. 	Spring 2021
<p>Multicultural (ISLA)</p> <ol style="list-style-type: none"> 1. Students analyze the effect of marginalization and subordination of groups defined by categories (e.g., race, ethnicity, gender, sexuality, religion, language, social class, and disability). 2. Students demonstrate skills and attitudes (e.g., heightened self-awareness, capacity for perspective shifting, acceptance of personal and social responsibility) conducive to intercultural competence. 3. Students demonstrate knowledge of the cultural pluralism of American society and identify the histories and contributions of diverse communities in the United States. 	Spring 2021
<p>Second Language (ISLA)</p> <ol style="list-style-type: none"> 1. Students will perform fundamental communicative tasks, express personal meaning, and demonstrate basic knowledge of selected second language culture at the “Novice High” level as defined by the American Council on the Teaching of Foreign Languages (ACTFL). 	Fall 2022
<p>Writing in the Discipline (ISLA)</p> <ol style="list-style-type: none"> 1. Students demonstrate rhetorical knowledge (i.e., the ability to analyze and act on understandings of audiences, purposes, and contexts in creating and comprehending texts). 2. Students demonstrate critical thinking through writing, reading, and research (i.e., the capacity to analyze, synthesize, interpret, and evaluate ideas, concepts, and evidence). 3. Students demonstrate adaptive writing processes (i.e., the ability to conceptualize, develop, revise, and finalize writing projects for varied contexts and occasions). 4. Students demonstrate knowledge of discipline-specific conventions in the genres they are asked to produce. 	Spring 2022
<p>Scientific Inquiry (ISLA)</p> <ol style="list-style-type: none"> 1. Students understand how scientists generate hypotheses and use appropriate methods to test them. 2. Students distinguish between scientific and non-scientific evidence. 3. Students understand how scientific theory and research can be applied to problems facing our world, while considering ethical practices, the social context of science, and methods of communication of scientists. 4. Students demonstrate the ability to design scientific experiments or make objective, empirical observations, analyze their data, and draw logical conclusions. [Laboratory component only] 	Spring 2021

Table 15 McDaniel Plan Requirement and Student Learning Outcomes Continued...

<p>Quantitative Reasoning (ISLA)</p> <ol style="list-style-type: none"> 1. Students identify essential quantitative elements of a problem, formulate a strategy for solving the problem, and then apply techniques they have learned to solve the problem. 2. Students demonstrate an understanding of the logic behind quantitative reasoning by developing a formula/algorithm to solve a problem, and by explaining the rationale behind the formula/algorithm and what its elements mean. 	Spring 2022
<p>Social, Cultural, and Historical Understanding (ISLA)</p> <ol style="list-style-type: none"> 1. Students understand the effect of social, cultural, or historical variables on the human experience. 2. Students understand how theories and methods are used to arrive at social, cultural, or historical knowledge within a discipline. 	Spring 2021
<p>Textual Analysis (ISLA)</p> <ol style="list-style-type: none"> 1. Students demonstrate close reading of a written text. 2. Students demonstrate the ability to critically analyze a written text in terms of structure and rhetorical strategies. 3. Students demonstrate the ability to interpret the meaning of a written text. 	Fall 2021
<p>Creative Expression (ISLA)</p> <ol style="list-style-type: none"> 1. Students demonstrate skills (e.g., interpretation, creation, practice, performance) relevant to the creative process. 2. Students demonstrate an awareness of the value of the creative process in the human experience. 	Fall 2021
<p>My Design (McDaniel Commitment)</p> <ol style="list-style-type: none"> 1. Students identify their strengths. 2. Students identify their areas of personal growth. 3. Students identify their personal/professional goals. 4. Students articulate how the McDaniel liberal arts environment can help them shape and meet their goals. 	January 2023
<p>My Career (McDaniel Commitment)</p> <ol style="list-style-type: none"> 1. Students articulate the value of the liberal arts for employers. 2. Students compose personal statements, cover letters, resumes, and other professional materials. 3. Students network with alumni and other professionals. 4. Students research career fields, graduate school, and post-graduate fellowship opportunities. 5. Students understand and follow the rules of professional etiquette and meet the behavior expectations of the workplace. 	Fall 2022
<p>My Experience (McDaniel Commitment)</p> <ol style="list-style-type: none"> 1. Students articulate the skills and/or perspectives that they gained/honed and predict how they will apply them to another experience. 2. Students explain how the experiential learning opportunity (EXP) enabled them to see how theory and practice work together. 3. Students identify the ethical or professional practices embedded in their EXP experience. 	Newest requirement –steering committee is creating assessment plan for fall 2023

Assessment for each major is conducted by the faculty of the department that houses the program. They identify program SLOs, and on a curriculum map, indicate if a given required course introduces material relevant to one or more SLOs, reinforces that material, leads to mastery, and/or provides an assessment opportunity (*EI 5.1 Curriculum Map Sample - ENV*). To ensure that students are aware of and understand the course learning outcomes and their alignment with the learning outcomes in their major or general education learning outcomes, faculty are asked to put SLOs in their syllabi (*EI 5.1 Sample Syllabus*).

GRADUATE STUDENT LEARNING OUTCOMES

Each graduate program has established program outcomes that are described in measurable terms as SLOs and are generally aligned with the program's national and professional organization standards (*EI 5.1 GPS Reading Specialist Outcomes*). The programs also identify where within their programs the SLO is assessed using a curriculum map (*EI 5.1 Curriculum Map Sample – Ed Leadership*). GAC has reviewed these program outcomes, making sure they are meaningful and measurable, and has made suggestions for improvements to some programs, which are currently in the revision process.

Until 2020, the GAC focused only on program outcomes. However, the new dean of GPS charged the GAC to work with program coordinators to develop division-level GPS learning outcomes which could be assessed across all programs. These outcomes were developed by a process coordinated by GAC and were informed by our GPS mission, which provided clear guidance for this development (*EI 5.1 Graduate and Professional Studies Mission*). This process resulted in a set of six core GPS outcomes. Rubrics for each of the six outcomes have also been developed and shared with program coordinators to implement in their programs for scoring student performance and to provide data that will be used by the GAC to assess the GPS division-level outcomes (*EI 5.1 GPS Division SLO Outcomes Rubrics*). The table below provides an overview of the new GPS division outcomes and the initial assessment timelines established for each outcome. Each year, two of the newly developed GPS division outcomes will be assessed as part of the rollout plan. Each SLO will be evaluated annually after the initial assessment is complete.

GRADUATE STUDENT LEARNING OUTCOMES	YEAR OF ASSESSMENT
Complex Thinking: Apply critical thinking, creative thinking, and inquiry to solve problems of professional practice and to inform decision making.	2024-2025
Information Literacy: Demonstrate skills in the discovery and acquisition of information, in the analysis and determination of the credibility of information, and in the ethical use of information for synthesizing knowledge or creating new knowledge.	2022-2023
Equity and Inclusion: Be competent, self-aware, productive leaders and allies in a pluralistic and inclusive world who are able to engage in, reflect upon, and demonstrate open-mindedness to aspects of diversity, equity, and inclusion.	2024-2025
Effective Communication: Possess a range of communication skills that express expertise for a variety of purposes and specific audiences, integrate research, and convey coherent ideas verbally or in ASL and in writing.	2022-2023
Knowledge: Be active specialists in their field of study and value the balance and interdependence of current theory, research, and practice.	2023-2024
Technology: Make appropriate use of technologies in their field and ethically use technology to communicate, collaborate, solve problems, make decisions, and conduct research.	2023-2024

CRITERION 5.2: ORGANIZED AND SYSTEMATIC ASSESSMENT

5.2a. Institutions should define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;

5.2b. Institutions should articulate how they prepare students in a manner consistent with their missions for successful careers, meaningful lives, and, where appropriate, further education; they should collect and provide data on the extent to which they are meeting these goals;

5.2c. Institutions should support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders.

McDaniel's organized and systematic assessment system includes the following components:

- Program review
 - Nine-year external program reviews (external reviews for accredited programs may occur more frequently, as required by each accrediting body).
 - Three-year data analyses of enrollments and staffing needs between full program review cycles.
- Annual assessments of student learning outcomes
 - Undergraduate general education outcomes (ISLA & McDaniel Commitment)
 - Undergraduate major outcomes
 - Graduate division-level outcomes
 - Graduate program outcomes
- Annual assessment of academic support units (described in chapter 4)

Our curricular goals are expressed through meaningful, defensible SLOs that we have created for each of our general education requirements, undergraduate majors, GPS master's degree and certificate programs, and GPS division-level outcomes. At the undergraduate level, our goals are expressed through the SLOs of our general education curriculum (ISLA and McDaniel Commitment) and the SLOs within each major. At the graduate level, our goals are expressed through the six division-level goals and program-level outcomes with identified SLOs within each program that are often developed in alignment with professional organization standards.

In this chapter, we will describe each of the components of our academic assessment system and will address undergraduate and graduate assessment separately.

UNDERGRADUATE ASSESSMENT OVERVIEW

UNDERGRADUATE PROGRAM REVIEW

Nine-year program reviews are required of all undergraduate programs and are designed to provide a comprehensive assessment of both operational and curricular issues. Program reviews entail a yearlong self-study process culminating in a visit from a team of external reviewers. A three-year data analysis to be performed between full review cycles has recently been added as part of this process to ensure continuous assessment, particularly to review enrollment patterns to plan for rotation of courses and staffing needs. More detail about the program review process and its connection to budget and resource planning is provided in section 5.3 of this chapter. The results of the annual academic assessment of student learning are used to inform the program review process as it relates to needs for curricular change, improvement, or support.

ANNUAL ASSESSMENT OF UNDERGRADUATE GENERAL EDUCATION OUTCOMES (ISLA AND McDANIEL COMMITMENT)

Our undergraduate general education SLOs, which include both ISLA and the McDaniel Commitment SLOs, are consistent with our mission in that they focus on the liberal arts and sciences (writing, quantitative reasoning, scientific inquiry, textual analysis, creative expression, and social/cultural/historical understanding), experiential learning, and skills related to global citizenship (second language, international understanding, and multicultural understanding). In the McDaniel Commitment, two courses address our mission's focus on student success, future careers, and meaningful lives. In the My Design course, "we challenge students to develop their unique potentials," as stated in our mission. In My Career, we prepare students for their next professional steps after college.

Most of our long-standing ISLA undergraduate general education requirements are assessed every three to four years on a rotating basis (*EI 5.2 Timeline of Gen Ed Assessments*).

Our most recently introduced general education requirements, which are credited elements of the McDaniel Commitment (My Design and My Career) are currently assessed annually so that we can adjust our approach to these new general education requirements from year to year. My Place is non-credited and is assessed by the My Place Steering Committee using data from the McDaniel Local summer orientation, August orientation, and

the First Look Series. Information about this assessment of student onboarding support is covered in chapter 4. My Experience will be assessed beginning in fall 2023, given that our current juniors are the first class to be required to participate in two approved experiential learning opportunities. The My Experience Steering Committee is currently developing the assessment process that will be used to assess this requirement.

The AAC implements a highly organized and standardized approach to assessing our general education curriculum. Faculty are notified in advance if they are teaching a course that meets any general education requirement the following semester. Students in those classes complete pre-test and post-test surveys measuring their self-perception of their mastery of the SLOs. Faculty utilize a rubric when reviewing final student work to assess the degree to which their students have achieved each SLO, and they submit a reflection of successes and their plans to improve student attainment of the SLOs the next time the class is offered. Samples of the surveys, rubrics, and communications that support the assessment of our general education are provided in our evidence inventory (*EI 5.2 Steps and Templates for McDaniel Plan Assessment*).

The AAC compiles the quantitative and qualitative data from each class into a single report, which indicates if there were statistically significant changes from pre-test to post-test in student perceptions of learning (*EI 5.2 McDaniel Plan Complete Assessment Reports – Qualitative & Quantitative*) (*EI 5.2 Table of McDaniel Plan Outcomes Data*). The AAC hosts an open meeting with faculty to share the results and discuss improvements for the future. For each element of the McDaniel Commitment, the respective steering committee reviews the data and then holds a meeting with instructors who teach relevant courses (e.g., My Design, My Career).

At McDaniel Budapest, the dean of the faculty serves as the liaison between the AAC and the director of academic and student affairs regarding assessment of general education requirements and SLOs in each major to ensure consistency. Our McDaniel Budapest campus assesses each general education requirements after the Westminster campus, using the same measures.

ANNUAL ASSESSMENT OF UNDERGRADUATE MAJOR OUTCOMES

Each undergraduate department assesses one or two SLOs each year and completes a full cycle of assessing all departmental SLOs within a three- to four-year period. This three- to four-year cycle allows faculty to utilize assessment in formulating modifications, to observe the results of those modifications, to judge the success of those efforts, and to make further modifications as necessary.

Since our last Middle States review, the AAC has worked with each undergraduate department to revise SLOs and provide support in developing direct and indirect assessment methods. The AAC has created several resources to support and standardize assessment across undergraduate departments, such as a single template used for both assessment plans and reports (*EI 5.2 Assessment Plan & Report Template*) and a template for curriculum maps, which indicate in which courses each SLO is introduced, reinforced, mastered, and assessed (*EI 5.2 Sample Curriculum Map – Cinema*). To maintain high-quality assessments, the AAC requires that departments submit their proposed assessment plans each spring for the following academic year so that the committee can provide guidance to improve the proposed plans in advance (*EI 5.2 Sample Assessment Plan – History*). Final reports include a summary of results and a description of how the department plans to use the results in maintaining and/or modifying instructional practices moving forward (*EI 5.2 Sample Assessment Report – Psychology*). The AAC reviews all departmental assessment reports and provides guidance when needed to improve future reports. On the Budapest campus, the Academic Assessment Working Group similarly provides local support.

GRADUATE ASSESSMENT OVERVIEW

GRADUATE PROGRAM REVIEW PROCESS

Our portfolio of graduate programs is heavily concentrated in Education, and as a result GPS has not participated in the nine-year program review process because our Education programs are currently accredited by Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE), which occurs every seven years. This process provides a rigorous external review that is conducted in lieu of other external program review requirements. However, as part of our overall recent redesign of GPS assessment systems,

the dean has asked the GAC to require all graduate programs that are not currently participating in external accreditation to participate in a nine-year program review process. The decision to require external reviewers for this process will be made by both the dean and the program coordinator collectively. This will be adopted beginning fall 2024.

Our next CAEP accreditation visit is scheduled for spring 2024; however, we are considering a transition to the Association for Advancing Quality in Educator Preparation (AAQEP), the newest CHEA-approved accrediting body for teacher preparation programs. This option is being considered following a comprehensive review and assessment of both accrediting bodies and as a result of the shift made by the Maryland State Department of Education, which no longer aligns program approval with national accreditation or CAEP. McDaniel is committed to maintaining national accreditation for our Education programs but is seriously considering AAQEP as our accreditor.

While we are CAEP accredited, a few of our graduate education programs have also recently sought and received national recognition directly from their professional organizations — School Librarianship, Deaf Education, and Literacy Specialist programs.

The dean may also request ad hoc program reviews. These requests can be a result of a sudden change in enrollment or external changes in the field that might have an impact on the need to make program changes. For example, the dean recently requested the M.S. in Counseling program begin a program review with attention to the need to consider Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation, given that some states expedite the licensing process for graduates of CACREP programs. The dean has also requested that two other programs that lead to Maryland teaching license be reviewed to ensure our curriculum is aligned with current standards and to identify any needs for curricular improvement (Special Education and Deaf Education). The first review is not currently using an outside reviewer because it is being led by a faculty member, but we have engaged an external consultant for the Education program reviews.

ANNUAL ASSESSMENT OF GRADUATE DIVISION-LEVEL OUTCOMES

At the request of the dean, the GAC completed a review and revision of our assessment processes for our graduate division, which resulted in the creation of six graduate division-level SLOs. Assessment of these outcomes will take place in addition to the annual graduate program assessment processes, which are focused on individual graduate program learning outcomes assessment. Both GPS division outcomes and individual graduate-level program outcomes align with our mission, and where appropriate, with professional organization standards used to guide the development of program outcomes (*EI 5.2 GPS Reading Specialist Outcomes*). The plan is to assess two GPS division-level outcomes each year so that all outcomes are assessed by 2024-25 academic year. The GAC is responsible for assessment of graduate-level outcomes assessment and reporting, while the programs are responsible for data collection to inform this assessment.

GAC notifies program coordinators each March which graduate-level outcomes will be assessed the following academic year and are provided a rubric for this assessment (*EI 5.2 GPS Division SLO Outcomes Rubrics*). Program coordinators collect data from each instructor and provide this data in their annual assessment report (*EI 5.2 GPS Sample Assessment Report*). The GAC then compiles a summary of the results across all GPS programs, which are then shared with program coordinators at their November meeting (*EI 5.2 GPS All Programs Assessment Summary*).

ANNUAL ASSESSMENT OF GRADUATE PROGRAM OUTCOMES

Graduate program SLOs are often developed in alignment with accrediting body requirements, professional organization standards, and in some cases, licensing requirements to ensure quality programs (*EI 5.2 GPS Reading Specialist Outcomes*).

GPS follows an annual assessment cycle that begins with program coordinators submitting assessment plans to the GAC (*EI 5.2 GPS Sample Program Assessment Plan*). The GAC and respective assigned program liaison review the proposed plan and provide feedback to the program coordinator. Program coordinators collect data from individual instructors teaching the relevant courses and compile the data in a final report that is submitted to the GAC for review and evaluation (*EI 5.2 GPS Sample Data Report*).

The GAC reviews the assessment report using an evaluation rubric (*EI 5.2 GPS Rubric for Evaluating Assessment Reports*) and the GAC liaison provides feedback and recommendations for improvement to the program coordinator. In addition to providing a response to each program, the GAC writes a summary report that is shared and discussed at length at the annual program coordinators meeting in November (*EI 5.2 GPS Division Outcomes Assessment Report*). At this meeting, stakeholders reflect on the data and consider changes to make at the course level or program level.

The GAC provides graduate faculty various forms of support for assessment, including regular meetings, training sessions, video resources, and a GAC liaison assigned to each program to offer support in planning assessments. Our Instructional Design and Technology staff also provide training on the use of rubrics and data collection through Blackboard. Assessment roundtables encourage program coordinators to work together to review and provide feedback on one another's assessment plans.

CRITERION 5.3: USE OF ASSESSMENT RESULTS FOR IMPROVEMENT

Consideration and use of assessment results for the improvement of educational effectiveness Consistent with the institution's mission, such uses include some combination of the following:

5.3a. Assisting students in improving their learning;

5.3b. Improving pedagogy and curriculum;

5.3c. Reviewing and revising academic programs and support services;

5.3d. Planning, conducting, and supporting a range of professional development activities;

5.3e. Planning and budgeting for the provision of academic programs and services;

5.3f. Informing appropriate constituents about the institution and its programs;

5.3g. Improving key indicators of student success, such as retention, graduation, transfer, and placement rates

Both undergraduate and graduate assessment report templates require faculty to explain how the information gathered from the assessment will be used to make modifications to courses or curricula in ways that will enhance the student's educational experience. The template that undergraduate departments and graduate programs complete for their annual assessments includes, in the last column, the department's or program's use of the data to identify changes that will improve student learning.

The following table provides some examples of recent changes made as a result of assessment (5.3a, 5.3b, 5.3c):

TABLE 17. EXAMPLES OF CHANGES TO IMPROVE STUDENT LEARNING, PEDAGOGY, AND CURRICULUM	
MAJOR/PROGRAM	DESCRIPTION OF CHANGES MADE
UNDERGRADUATE MAJORS	
ACCOUNTING	Converted a two-semester accounting sequence into a three-semester sequence to give students more time to master skills and applications. Also provided STEM Center numeracy workshops to students in the first semester of the sequence.
ART	Created a Graphic Design specialization in the major in response to a review of senior exhibitions. Student focus groups and an alumni survey were conducted as part of the external department review.
BIOLOGY	Implemented the flipped classroom model in some courses to allow time for interactive discussions in which students can apply what they are learning.
CHEMISTRY	Incorporated lab practical assessments into every course to improve lab skills following assessment of related SLOs (<i>EI 5.3 Chemistry Department Assessment Report</i>). Also, embedded STEM Center learning peers into general chemistry class to run review sessions and provide frequent support.
CINEMA	Added more production classes to the major to ensure students are better prepared for their capstone films.

Table 17. Examples of Changes to Improve Student Learning, Pedagogy, and Curriculum Continued...

EDUCATION	Established a collaboration with an online Praxis tutoring company in response to data indicating a small group of students were struggling to pass Praxis II. Also, reviewing and implementing course content to ensure components of diversity, equity, and inclusion are threaded throughout the program.
ENVIRONMENTAL STUDIES	Collaborated with STEM Center to help students with data interpretation and understanding of results.
HISTORY	Integrated more role-playing games into courses that involve textual research to enhance student learning.
PHYSICS	Developed an algebra-based physics class to meet the needs of students who have not yet placed into calculus.
PSYCHOLOGY	Added a focus on ethics in research design and use of statistics (p-hacking) within the research methods and statistics course sequence after assessment of related SLOs showed that weakness (<i>EI 5.3 Psychology Assessment</i>).
GRADUATE PROGRAMS	
M.S. IN EDUCATIONAL LEADERSHIP/ ADMIN. I	Assessment data was not aligned to the national and state standards, which created a serious disconnect. In addition, data collected from students indicated outdated course resources and poorly constructed course format. Curricular changes to core courses and the internship included content revisions, development of new assessments and accompanying rubrics, inclusion of field work, and access to current and diverse resources. In addition, courses were also redesigned using the Quality Matters criteria to provide students with a high-quality online learning experience. (<i>EI 5.3 EDL Assessment Report</i>)
M.S. IN INNOVATIONS IN TEACHING AND LEARNING	Data from the capstone identified a relative weakness in two of the eight outcomes: 1.) using evidence-based/research-based sources to support their claims, and 2.) responsiveness to diverse learning environments. As a result of our analysis, learning journal and discussion board prompts were revised to require students to cite evidence/research-based support early in the capstone experience, and changes were made to the capstone prompt and rubric to clarify and highlight the expectations for demonstrating achievement of those weaker outcomes. (<i>EI 5.3 MS ITL Assessment Report</i>)
M.S. IN READING	Data from RDS 548 indicated a relative weakness on ILA Standard 4.4 <i>Candidates advocate for equity at school, district, and community levels</i> . To address the data-based need, the program coordinator outlined procedures for a new course assignment. Candidates identify a relevant resource from sources such as Learning for Justice, We Need Diverse Books, Southern Poverty Law Center, or their school district equity department. Candidates create a screencast video to describe the resource and share the promotional video with school and community stakeholders through the Digital Resource Repository and Digital Family Literacy Series. (<i>EI 5.3 Reading Assessment Report</i>)
M.S. IN SCHOOL LIBRARIANSHIP	In the spring of 2022, the program used data from SLM 509 and SLM 522 related to lessons that candidates taught to actual PreK-12 students. The program coordinator and instructors improved the instructions and the rubrics. These revisions ensure that candidates share actual student work and that candidates comprehensively reflect on how to improve their teaching. (<i>EI 5.3 School Librarianship Assessment Plan and Report</i>)
M.S. IN COUNSELING	In spring 2022, data from CED 508 course indicated weakness in facilitation skills due to COVID-19. To increase students' experience and exposure in group dynamics in an online environment, the decision was made to increase subscription to Psychotherapy.net to include more examples of group facilitation that can serve as a model for students. (<i>EI 5.3 CED Assessment Report</i>)
GENERAL EDUCATION REQUIREMENT OR SUPPORT	
LIBRARY: INFORMATION LITERACY IN FYS	Following a 2021 faculty survey that indicated FYS students struggled with identifying and using scholarly sources, the library developed an activity for all FYS students to identify the taxonomy of different types of sources.
MATH PLACEMENT	Implementing ALEKS PPL learning modules to help students improve their math skills during the math placement process.
MY CAREER REQUIREMENT	Embedded the NACE career readiness competencies into Module 2 of the course in response to assessment data that students did not feel they had improved on the SLO related to workplace expectations. (<i>EI 5.3 My Career Assessment, Fall 2022</i>)
STEM CENTER	Started a STEM Center to support student learning in STEM classes.
WRITING	Planning to require intensive writing courses for all students in our new general education curriculum.

ASSESSMENT DATA AND THE GENERAL EDUCATION CURRICULUM REVISION (5.3 a, b, c)

The most recent assessment reports for each of our general education requirements have been provided to the group leading the work of revising, updating, and strengthening our general education requirements, the General Education Taskforce (GET) (*EI 5.3 Table of McDaniel Plan Outcomes Data*). Although these reports indicate statistically significant improvement in students' self-perceptions of their mastery of almost every SLO, the data indicated some areas of weakness in faculty assessments, and the GET is discussing with the full faculty how to address those weaknesses in the revised requirements. For example, our current curriculum gives students the option between a science course with a free-standing three-hour lab and a science course with an "embedded" lab within the standard course meeting time. Given that almost 20% of our students did not demonstrate the ability to design scientific experiments and draw logical conclusions from their data, our faculty are considering requiring a free-standing lab for all students in our next curriculum. Our past assessments have shown that almost 20% of students are not achieving the SLOs for our quantitative reasoning (QR) requirement. Given that some of our QR courses currently have math prerequisites and others do not, our faculty are considering requiring confirmed numeracy skills, via placement test or through a prerequisite class, for what will likely be a quantitative literacy requirement in our new curriculum.

REVIEW AND REVISION OF ACADEMIC SUPPORT SERVICES (5.3c)

At the end of each academic year, each office in the Academic and Campus Life Division submits an annual report combining quantitative and qualitative data, including several indirect measures of success. These assessments are also aligned with overall division goals for the year, and any proposed goals for the following year are grounded in the assessment of the past year (*EI 5.3 2020-21 Academic Life Offices Annual Reports*).

Each of the offices or committees that support student learning conducts annual assessments of their services to improve their effectiveness (*EI 5.3 Student Services Data*). The following table provides examples of recent improvements made as a result of assessment.

OFFICE OR COMMITTEE	EXAMPLES OF ANNUAL ASSESSMENTS	SELECTED REVISIONS BASED ON ASSESSMENTS
HOOVER LIBRARY	<p>Annual statistics of utilization of services (<i>EI 5.3 Library ACRL Survey</i>)</p> <p>Survey data and focus groups of students in First Year Seminars (FYS) to assess the information literacy programming the library provides to every FYS course (<i>EI 5.3 Library Assessment of FYS Sessions, 2021</i>)</p> <p>Library liaisons work with instructors to identify areas in need of improvement for research support, which are then addressed in student-focused research guides and the FAQ bank.</p>	To increase utilization of research support services, a triage model of reference was created with on-call librarians who can meet with students one-on-one.
MY CAREER STEERING COMMITTEE & CEO	Pre- and post-surveys of student learning outcomes, student feedback on the course, and student feedback on each specific online module (<i>EI 5.3 My Career Assessment, Fall 2022</i>)	Expanded networking opportunities to include industry showcases, recruitment tables, alumni- and employer-led workshops
MY DESIGN STEERING COMMITTEE	<p>Pre- and post-surveys (<i>EI 5.3 My Design Assessment 2021-2022</i>) of student learning outcomes, student feedback on the course assignments, student feedback on co-curricular events offered during Jan Term, and instructor feedback</p> <p>Annual meeting of steering committee and My Design instructors to identify themes for improvement</p>	Created instructor "pods" with pod leaders to support each other in teaching the course

Table 18. Revision of Student Learning Support in Response to Assessment Data Continued...

MY PLACE STEERING COMMITTEE: FIRST-YEAR ONBOARDING	<p>Pre- and post-surveys of student learning outcomes and student (<i>EI 5.3 My Place Assessment 2021-2022</i>) experience in McDaniel Local summer pre-orientation, August orientation, and the First Look series, which first-year students participate in during their first semester</p> <p>Annual meeting with FYS faculty to identify themes for improvement</p>	<p>Established a “transfer tracks” pathway for transfer students during August orientation following student survey</p> <p>In response to student feedback about First Look sessions, we provided consultations with staff presenters to improve engagement levels of the sessions.</p>
STEM CENTER	<p>Utilization data - # of visits, # of unique students, courses (<i>EI 5.3 STEM Center Utilization</i>)</p> <p>Tracking of midterm and final grades of students who visit STEM Center to measure academic gains</p> <p>Individual feedback survey after every tutoring session to measure confidence and self-efficacy regarding skills addressed in the session as well as feedback about the tutoring services</p>	<p>Have adjusted staffing levels during certain times in the semester based on week-by-week utilization data</p>
STUDENT ACCESSIBILITY & SUPPORT SERVICES (SASS)	<p>End-of-semester surveys of students in Academic Skills Program (<i>EI 5.3 SASS Assessment Summary</i>)</p> <p>Surveys of students utilizing peer tutoring by SASS tutors</p> <p>Recently acquired Accommodate management software to track and analyze outcome data such as retention, academic probation, and GPA for students registered with SASS</p>	<p>To increase attendance with graduate assistant appointments, an online booking link was created. To improve satisfaction with the testing center, earplugs and sound machines are now made available.</p>
WRITING CENTER	<p>Utilization data: # of visits, # of unique students, courses (<i>EI 5.3 Writing Center Annual Report 2021-22</i>)</p> <p>Individual feedback survey after every tutoring session to measure confidence and self-efficacy regarding skills addressed in the session as well as feedback about the tutoring services</p>	<p>In response to student data regarding concerns for privacy, white noise machines and room dividers were added to the center.</p>

FACULTY DEVELOPMENT IN RESPONSE TO ASSESSMENT DATA (5.3D)

In addition to a wide variety of faculty development sessions on topics such as student success strategies, Bloom’s taxonomy, online and hybrid pedagogy and tools, backwards design, universal design, and managing challenging conversations about race, we also provide targeted professional development to address themes from assessment data.

Recent examples include:

- In response to data about student experience data in STEM classes, a faculty development session was created to share that data and brainstorm ways to improve the STEM experience.
- In response to student data showing that First Look sessions were not engaging, our Writing Center director met with the session presenters to develop active learning strategies for inclusion in their sessions.
- In response to faculty data about the need for increased support while teaching the My Design class, we appointed pod leaders — experienced My Design instructors — to mentor and support their peer instructors throughout the teaching experience.
- In response to faculty feedback related to challenges with data collection, GPS offered a professional development session conducted by our instructional design team on embedding rubrics into courses using Blackboard.
- As GPS has redesigned our assessment processes, we have assigned a liaison from the GAC to work with individual program coordinators to provide support for assessment planning and reporting.

The Teaching Analysis Poll (TAP), conducted by trained faculty moderators, provides confidential, mid-semester student-response data to the instructor of any course. Without the instructor present, the moderator holds a discussion with students, asking them to reflect on what is helping them learn, what is making it difficult to learn, and what improvements students suggest. The TAP assessment enables faculty to make important improvements to the student learning experience in mid-semester (*EI 5.3 Teaching Analysis Poll*).

PLANNING AND BUDGETING FOR THE PROVISION OF ACADEMIC PROGRAMS AND SERVICES (5.3E)

Each undergraduate academic department undergoes a program review every nine years that begins with a yearlong self-study and data analysis prepared by the department, which provides an account of the strengths and weaknesses of the program and includes a five-year plan for future improvements (*EI 5.3 Departmental Review Guidelines*) (*EI 5.3 Department Review – Nine-Year Cycle*). The Academic Planning Committee (APC) and provost review the self-study and approve the team of external reviewers. After the team of external reviewers visit campus and submit their report of strengths, weaknesses, and recommendations, the department writes a response to the APC and provost, which includes a revised five-year plan (*EI 5.3 Sample Program Review – English*). Program reviews can provide additional justification for requests to increase staffing to cover needed curricular areas.

In addition to the nine-year external reviews, we have recently created a three-year cycle of internal data analysis. The three-year cycle means that each academic department reviews course enrollment more often than before. This data may drive curricular changes or reveal the need in a given department for additional staffing or other resources. Departments submit their data analysis to the APC and the provost who review it to determine if there are enrollment pain points that need to be addressed through additional faculty lines in a department or reallocation of underutilized faculty teaching loads to programs in need, such as FYS. Processes for applying for new positions are described in Chapter 6.

Assessment and utilization data may identify budgetary and staffing priorities aligned with annual department goals and the strategic plan; such needs can be considered as part of the annual budget cycle with assessment data providing a strong rationale for the request. For example, student utilization data in our support service offices has been used to increase staffing and space assignments. Given the increase in students registered with SASS —178 students in 2012, 410 students in 2022 — we have increased the number of SASS staff from six to 12 in the past 10 years and expanded the physical space of the SASS Office accordingly. The budget cycle request process is covered in detail in Chapter 6.

IMPROVING KEY INDICATORS OF STUDENT SUCCESS (5.3G)

In response to a gradual decline in both retention and graduation rates, we have implemented several strategies over the past several years. As a result, we have seen our retention rates bounce back this year with an increase from 71% in 2021 to 76% in 2022, one percentage point above the pre-pandemic rate of 75% (*EI 5.3 Retention and Graduation Rates*). Beginning in 2018, we undertook a series of assessments that provided data that led to the improvements below, and that we believe have had a positive impact on our retention.

Math, English, and second language placement process assessed by external consultants (*EI 5.3 Placement Exams External Review*) resulting in:

- Establishment of directed self-placement processes in both English and math, whereby students could meet with a professor to discuss their placement and choose the level of class best suited to their needs.
- Moving all placement tests online and added technology to assure the accessibility of accommodations.
- Adopting ALEKS Placement, Preparation, and Learning (PPL) to determine readiness for mathematics courses. ALEKS PPL is an artificial intelligence-based program that tests and assesses a student's knowledge of math, reports test results to the student, and provides prep and learning modules to refresh the student's knowledge in areas of weakness. Students may retake the test four times to improve their placement and must complete learning modules before each retest.

Creation of the Student Success Committee in the fall of 2020 was the result of an external review of our retention and student success initiatives by Ruffalo Noel Levitz, LLC. (*EI 5.3 RNL Student Success Report*)

The Student Success Committee reviewed institutional historical data, identified barriers to success, and with the support of a Jesse Ball Dupont/Complete College American Grant (February 2021), launched “Finish in Four,” a campaign to help students and advisors plan for successful completion in four years. Initiatives included:

- Creation by departments of academic maps to help majors and their advisors chart an eight-semester plan for completion.
- Initiating tracking of attendance verification reports at weeks one and two, in addition to the mid-term grade report analysis, which at the beginning of the semester identified at-risk students for progress reporting by their instructors to facilitate early intervention and follow-up by advisors and staff in Academic Life.
- After a review of the first-year course data, the committee recommended that students have the opportunity to repeat FYS if they were not successful in their first semester, proving and an opportunity for improving their GPA as well as additional support in their second semester. The recovery course is being piloted this semester and data will be reviewed to determine if this strategy will remain in place.

Improved coordination of assessment data by the Office of Academic Life, the Registrar’s Office and Institutional Research has resulted in:

- Analysis of fall-to-fall and fall-to-spring retention rates (for selected cohorts of first-year students) as well as four-, five- and six-year graduation rates (*EI 5.3 Retention and Graduation Rates*).
- Identification of courses with higher D, F, and W rates, resulting in the establishment of the STEM Center in fall 2020.

CRITERION 5.4: THIRD-PARTY PROVIDERS

5.4 If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers

Not applicable.

CRITERION 5.5: PERIODIC EVALUATION OF ASSESSMENT

5.5 Periodic evaluation of the assessment processes utilized by the institution for the improvement of educational effectiveness

EVALUATION OF UNDERGRADUATE ASSESSMENT

Evaluating and improving our assessment processes has been a priority for our institution since our last Middle States review. One key change that now allows us to conduct a comprehensive review of our undergraduate assessment systems was expanding the charge of the AAC to include oversight of both undergraduate major assessment and oversight of the general education program assessment. This expansion of the committee’s charge has embedded all undergraduate academic assessment within the work of a single standing committee, leading to a more effective and consistent process of evaluation.

Perhaps the best evidence of AAC’s effectiveness in overseeing assessment processes was the recognition of a failed attempt to implement a new assessment process after our last Middle States review and our subsequent ability to adjust course when we noticed the problems. This ineffectual method relied on ad hoc committees of faculty whose courses fulfilled the same general education requirement, such as “creative expression,” to agree to use a common key assessment that would work across multiple disciplines, such as theatre, music, and art. Reaching this agreement was difficult, and assessment slowed and sometimes even stalled. Given the difficulties of that approach, AAC was able to recognize, support, create, and implement a new process whereby general education requirements are now assessed in ways directly related to the SLOs which allows for departmental flexibility but also reaches the common goal. Faculty may choose any assignment(s) in their courses that address a particular SLO, rather than having to come to an agreement with colleagues from other disciplines regarding the target assignments.

The AAC recently held an assessment training for department chairs that included a discussion of suggested improvements to our assessment procedures:

- Appoint an ongoing chair of AAC to ensure consistency rather than having this position rotate annually among faculty, as is the practice in other committees.
- To ease the workload of department chairs, designate one person in each department as the assessment leader and that person would receive annual training from the AAC.
- Develop a process whereby the AAC meets with the Curriculum Committee (CC) to share any general education assessments that show disappointing results, so that the CC can engage faculty in a discussion about that element of the general education curriculum.

EVALUATION OF UNDERGRADUATE ASSESSMENT PROCESSES

Each year, the GAC evaluates our assessment process, using our standardized rubrics that measure the quality of each graduate program's assessment plan and through qualitative feedback from meetings with program coordinators. The assessment rubric measures the degree to which each the program assessment plan includes all of the necessary elements: clearly defined outcomes, appropriate direct and indirect measures, a timeline, description of results, and recommendations for improvement. Results of this assessment and feedback from the program coordinators are then used to inform actions that the GAC might consider for overall assessment process improvement and ongoing support for all programs, particularly those falling below the level of proficient. The report is shared with the graduate program coordinators, dean of GPS, and the AAC (*EI 5.5 GPS All Programs Assessment Summary*). Two key recommendations from this overall assessment that we are currently taking action on are:

- Provide more support to programs that are struggling to develop strong assessment plans.
- Investigate technology that would support the collection of data.

SUMMARY OF FINDINGS:

Since our last MSCHE visit, McDaniel has created a growing culture of academic assessment having established a systematic plan of assessment for all undergraduate programs, the McDaniel Plan (our general education program, which includes the McDaniel Commitment), graduate program assessment, and graduate student learning outcomes (SLOs) assessment. Academic assessment is embedded in new programs from their inception, and our curriculum approval process now includes the submission, review, and approval of SLOs for new courses or programs.

Although we are proud of our progress in developing a culture of assessment at McDaniel, we recognize the need to continue to evaluate the effectiveness of our assessment system and procedures to make continual improvement as we move forward.

RECOMMENDATIONS FOR NEXT STEPS:

- The Academic Assessment Committee (AAC) recommends that the structures to support undergraduate academic assessment be strengthened by appointing a long-term chair of the AAC instead of rotating the chair position on an annual basis.
- As recommended in Chapter 4, develop an Office of Institutional Effectiveness to provide additional support for assessment planning, data collection, and reporting for both academic and non-academic assessment and to create a more comprehensive and centralized institutional approach to planning and assessment across the college.
- The college should invest in technology to assist with data collection and reporting for the purpose of assessment. The current process is very labor intensive.

KASSIDEE WRIGHT is confident in her path after completing two capstone projects for her dual degree in Psychology and Communication — a combination she was glad to find was easy to pursue at a liberal arts college. Determined to have a career as a counselor, she will be completing McDaniel’s master’s program in School Counseling. Having traveled to Paris for Jan Term and interned at the Boys and Girls Club of Westminster, Kassidee gained plenty of professional experience both locally and internationally.

“

I plan to finish my graduate program in School Counseling here at McDaniel and then become either an elementary school counselor or a high school counselor.

— KASSIDEE WRIGHT | CLASS OF 2022

”



KASSIDEE WRIGHT
PSYCHOLOGY | COMMUNICATION

CHAPTER 6

STANDARD VI – PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

This chapter will provide evidence that McDaniel operationalizes our mission and strategic plan in accordance with four criteria and all sub-criteria of Standard VI, as well as the Requirements of Affiliation 10 and 11. We will also show how the following institutional priorities are addressed in this chapter.

- *Strategic Resource Development and Allocation*

Standard VI. McDaniel'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.

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

CRITERION 6.1: INSTITUTIONAL OBJECTIVES LINKED TO MISSION

6.1 Institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation

Discussed in detail in Chapter 1, McDaniel's 2016 strategic plan has guided much of our work over the past several years and has built a strong foundation for our new 2022-2027 strategic plan, developed under our new president. Both plans are aligned tightly to our mission, were developed with campus-wide participation, and are used for planning and resource allocation. (*EI 6.1 2016 Strategic Plan*) (*EI 6.1 Strategic Plan Objectives and Resource Allocation Alignment*) (*EI 6.1 2022-2027 Strategic Plan Reaching New Heights*)

Investments in the development and implementation of the McDaniel Commitment, expanded DEIJ infrastructure (*EI 6.1 DEIJ Summary*), development of 11 new academic programs resulting from a comprehensive, data-driven program prioritization process, and investment in faculty and staff salaries are strong evidence of how our 2016 strategic plan connected resources to our institutional priorities.

INSTITUTIONAL OBJECTIVES: "REACHING NEW HEIGHTS: McDANIEL COLLEGE 2022-2027 STRATEGIC PLAN"

As we developed our 2022-2027 strategic plan, we were able to reflect on the success of our 2016 plan outcomes, which clearly linked investment, both fiscal and human, to institutional priorities. The recognition of the importance to intentionally link institutional priorities to resources is reflected in our new strategic plan in initiative 4 – *Revenue Generation and Enhanced Business Operations*, Goal 2 – *Align campus resources with institutional goals and priorities*.

The goals and objectives of our new 2022-2027 strategic plan were informed by:

- Analysis of our 2016 strategic plan
- Institutional student success data
- National trends in higher education
- Data gathered via surveys and focus groups
- Enrollment and financial data

After a comprehensive and inclusive planning process (*EI 6.1 2022-2027 Strategic Plan Timeline*) and after the endorsement of the faculty and Board of Trustees, the “2022-2027 Strategic Plan – Reaching New Heights” was announced to the McDaniel community.

The plan identifies four strategic initiatives with aligned goals within each of the four initiatives.

1. **Student attraction, achievement, and outcomes:** Provide a rich, engaging experience for students at all levels to increase student satisfaction, academic quality, and the value proposition of the institution.
2. **Employer of choice:** Attract and maintain top-quality talent that supports the college’s mission and value.
3. **Community partnerships:** Expand alliances within the city of Westminster and the region to enhance the student and employee experience.
4. **Revenue generation, enhanced business operation, and governance:** Identify programs and operations to increase revenue, maximize resources, modernize practices, and improve integration.

Parallel to the process of developing this plan, the leadership team also developed a five-year budget model process that builds in anticipated resource needs aligned with the plan’s objectives. Further, as will be described in 6.3, our upcoming capital campaign has been designed by Institutional Advancement to be directly aligned with our strategic plan.

CRITERION 6.2: COMMUNICATION, PLANNING, AND ASSESSMENT

6.2 Documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results

The following tables and narrative reflect the assessment framework implemented at McDaniel College and the various responsible individuals for assuring assessment activities and reporting.

GOALS/PLAN	PLAN FOR ASSESSMENT	RESPONSIBLE FOR ASSESSMENT REVIEW AND REPORT	TIMELINE FOR REVIEW AND REPORT
INSTITUTIONAL GOALS	Strategic Plan	President and Leadership Team, Board of Trustees	Annually
DIVISIONS GOALS	Division Plans	Vice Presidents/Provost	Monitoring January and June
DEPARTMENT GOALS	Academic Department	Department Chair	Annually June
	Administrative Department	Director of the Department	
ACADEMIC ASSESSMENT	Academic Program Assessment Plans (undergraduate and graduate) Academic Department Reports	Department Chairs/Program Coordinators	Academic Assessment – Fall and Spring, Annual Report due (UG October, Graduate September) Academic Department Reports due June
	Undergraduate General Education Assessment	Academic Assessment Committee	Annually - Fall
	Graduate Learning Goals	Graduate Assessment Committee	Annually - June
	External Program Review	Department Chairs	9-years as Scheduled
	External Accreditation (Social Work, Chemistry, Education)	Department Chairs/Program Coordinators	As Required

Academic Assessment: The academic assessment process is thoroughly described in Chapter 5 and includes department or program-level assessment of student learning, undergraduate general education assessment, nine-year program external reviews, graduate learning goals assessment, and external accreditation review for some programs (Social Work, Chemistry, and Education).

Academic Department Reports: The annual reports due to the provost from the chairs of academic programs have three parts. Part I, Communication and Marketing Opportunities, provides details of curricular initiatives, student-faculty research, conference presentations, grants, awards, or other noteworthy experiential learning opportunities that can be shared with the Office of Communications and Marketing. Part II, a Departmental Check-In, outlines challenges, new programs of exploration for the department, and requests for additional funding to benefit the student experience that are shared with the dean of the faculty.

Beginning in spring 2023, departments have been asked to submit Part III, Data Analysis, on a staggered schedule, with approximately a third of the departments' data and analysis being evaluated by the provost and Academic Planning Committee (APC) each year. In this section, chairs of departments are asked to review and provide feedback on three-year trends observed in departmental data, both for their department and other associated departments. Specifically, feedback is requested regarding number of enrollments and degrees awarded by major and minor, average class size (by level), and total credits taught. In addition, chairs will be asked about capacity utilization, courses offered as part of the general education curriculum, and any other pertinent information they wish to share. After review of Part III, the APC will prepare a report for the provost to assist with recommendations regarding departmental staffing and programming, evaluation of proposed new programs, and changes to existing programs (*EI 6.2 Template End of Year Department Report*).

Division and Administrative Department Reports: Each year, the directors of each administrative department submit reports to the head of their division, which both document the previous year's accomplishments and propose departmental planned goals for the coming year (*EI 6.2 Sample Annual Report - Administration and Finance*). The administrative directors meet with their division heads to receive feedback both on the past accomplishments and upcoming goals. These conversations provide an opportunity for departments to receive feedback on their outcomes to assure new goal alignment with the strategic plan prior to finalizing them. The relevant reports and plan from each division are then collated and summarized by the division vice president and submitted to the president as a division plan and report. The president provides feedback on the summarized reports and collates the preliminary division goals, which are then shared with the leadership team for additional feedback and alignment to the strategic plan prior to being finalized. Finalized reports are then shared with the Executive Compensation Committee of the board, and finalized goals are shared with the full board. Division goals are incorporated into the strategic plan where appropriate.

EXTERNAL CONSULTANT ASSESSMENTS

Another important and frequent tool used for assessment and continual improvement is outside evaluations by consultants. Over the past several years, McDaniel has engaged consultants to assist in assessment to inform planning for facilities, human resources, student success services, financial aid and compliance, technology, potential new program development, and risk management. A full review of these external consultant assessments can be found in our evidence inventory (*EI 6.2 External Consultant Assessments Summary*).

COMMUNICATING PROGRESS

Each semester, the leadership team is asked to report on progress for each goal within the strategic plan assigned within their respective divisions. In June, a final report is compiled and used by the president and leadership team to inform planning for the following year. The Board of Trustees is informed of progress toward the strategic plan and given an opportunity to provide feedback at each of their quarterly board meetings and through the trustee-led committees.

Twice a year, the president and vice presidents offer campus-wide presentations to offer information on budget, enrollment, fundraising, and administrative services, which includes a host of topics from facilities to technology. Members of the campus community have a chance to ask questions and provide feedback. The vice presidents also provide divisional updates each month, which are entered into the minutes of faculty meetings and sent out to staff. Previous and current months' reports are available on the college's portal. Members of the senior leadership team also meet with other groups, such as department chairs and other division-wide meetings, and with members of the Student Government Association each semester through publicly announced meetings to speak on topics of relevance and/or concern.

CRITERION 6.3: FINANCIAL PLANNING AND BUDGETING PROCESS

6.3 A financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives

Financial planning is managed by the Office of Administration and Finance under the guidance of the president and oversight of the Board of Trustees. The finance department is charged with developing and monitoring annual budget planning and management. Finance is led by the associate vice president for finance, who also serves as treasurer for the college and the Board of Trustees, assisted by the director of financial planning and budget. Collectively, they manage the annual budget cycle and partner with the vice president for administration and finance to present and share information with the campus, committees, and the Board of Trustees.

In 2015, the college created a five-year budget model. At the time, the model was designed as an internal tool for the finance department to project and analyze revenue. It was neither widely shared nor used to inform institutional decisions. In 2021, the finance department relaunched the model with the goal of revising it to help inform decisions by allowing the manipulation of variable data in order to calculate revenue and expense scenarios. Several variables were added to the model, such as capital project costs, capital campaign revenue, enrollment and retention assumptions, and the use of debt or cash reserves to perform five-year projections.

In 2022, after months of retooling the model and discussing it with the leadership team, the college shared the model with the Board of Trustees during a financial planning retreat. The purpose of the retreat was to review the financial state of the college and discuss new programs. Since the retreat, finance has updated the model to reflect changed assumptions and priorities. Finance routinely shares the model with the Board of Trustees Executive Committee, which is responsible for oversight of the fiscal health of the college. These updates allow college leadership and the board's Executive Committee to confirm projected resource availability for strategic goals, both short and long term, along with annual priorities (*EI 6.3 Five-Year Budget Model*). In fall 2023, the current five-year model will again be revamped to project more complex exports such as financial statements (e.g., balance sheet or cash flow) and revenue calculations by enrollment class.

BUDGET CYCLE

The college's cyclical planning and budget process can be found here: (*EI 6.3 Budget and Milestone Calendar*).

Each year, institutional priorities for the following fiscal year are set by the president and the leadership team based on the identified five-year strategic plan priorities and the annual department plans and goals. Examples of institutional priorities with financial implications may include reducing expenses in a specific area; adding faculty lines for new program development; increasing employee wages; reducing percentages for the discount or endowment draw; setting rates for tuition, room, and board; discussing upcoming fundraising efforts; and planning capital and non-capital projects. In the process of determining appropriate allocations, the leadership team gathers feedback from campus stakeholders, such as administrative staff, department chairs, the Board of Trustees, and faculty, through several standing and administrative committees.

In November of each year, the director of financial planning and budget sends all budget managers historical data on their spending and guidelines for preparing their budget requests for the next fiscal year (e.g., operating, technology, equipment). By mid-January, budget managers submit their completed requests to their designated provost or vice president, who compiles and reviews all submissions, and then reviews significant deltas from the prior academic year with the president. Once the president has provided preliminary approval of the budget submitted by the provost or vice presidents, all requests are submitted to finance for compilation into a draft budget for review. In March, the president and leadership team make budgetary decisions to balance the projected budget based on strategic goals and priorities.

The preliminary budget is presented to the campus community in April and then to the Board of Trustees Finance and Facilities Committee in May. Upon recommendation from that committee, it is then voted on by the full board. Additionally, during this meeting, the college seeks approval for future tuition, room, and board (TRB) rates for the year following the next academic year. For example, while the budget draft may focus on June 1, 2023, to May 31, 2024, the TRB request focuses on June 1, 2024, to May 31, 2025. This approval allows Enrollment and Financial Aid to better inform potential students about the cost to attend the college.

Following the review and approval by the Board of Trustees, the Office of Administration and Finance provides each division with preliminary budget approval and spending limits during the summer period. This preliminary

approval is pending the final budget approval, which takes place in the fall after the census date, when enrollment and retention numbers have been verified. Once the budget has been approved for the upcoming fiscal year, leadership begins planning for the next academic year, while simultaneously monitoring use of the current-year budget.

BUDGET COMMITTEE

To increase opportunities for budget-related transparency, communication, education, and feedback, the college re-established a Budget Committee in fall 2022. The committee is chaired by the president and includes the provost, the vice presidents, the dean of GPS, the controller, the director of financial planning and budget/assistant treasurer, three elected faculty, and three elected staff members. The role for the elected and appointed employees on the committee is to:

- Understand existing institutional budgetary realities;
- Increase awareness of long-range budgeting implications and alternatives within the context of the educational mission and needs of the college;
- Provide feedback on variables for the multi-year budgeting model;
- Serve as a conduit of communication about budgetary issues among leadership, faculty, and staff.

INSTITUTIONAL ADVANCEMENT

Institutional Advancement (IA) has linked its fiscal planning and the upcoming \$50 million fundraising campaign directly to the college's strategic plan. IA one-year and five-year fundraising goals and metrics are listed as KPIs in the strategic plan, showing direct alignment with institution's priorities (*EI 6.3 Fundraising Aligned with Strategic Plan*). In addition, IA goals include budget relief dollars built into the budget through the college's annual and athletics funds.

In preparation for the campaign, the college has drafted a preliminary case for support along with philanthropic priorities, which has been shared with trustees, key donors, and volunteers as part of a campaign planning study (*EI 6.3 IA Campaign Study Case for Support*). More than 60 trustees, alumni, and friends will have participated in discussions with our campaign consultants to validate the fundraising goal and to ensure that donors are interested in supporting these initiatives. In addition, 26,000 alumni, parents, and friends have been invited to participate in a campaign planning survey to gauge their interest in supporting the campaign philanthropically and their interest in specific needs of the college. As an additional campaign preparation tactic, IA has prepared a projected cash flow of campaign gifts over the next nine years related to the strategic plan and the types of gifts received (*EI 6.3 IA Giving Priorities*).

IA has a standard operating procedure for aligning potential donors' interests with the college's philanthropic needs tied to the strategic plan. Once a development officer has determined a donor's interests and gift level, that is shared with the appropriate college leader to determine alignment. If the gift intent reflects alignment with college needs, the development officer creates a draft proposal and gift agreement for review and approval by the provost or other appropriate college leader. For gifts of \$1 million or more, the president also reviews the proposal and gift agreement. If a donor's interests do not align with the strategic plan, then the college leadership encourages further discussion to see if better alignment is possible. (*EI 6.3 Gift Acceptance Policy*) (*EI 6.3 Gift Counting Guidelines*).

IA follows college policies and procedures to shift undesignated major gifts to strategic plan needs. The college created two funds for the provost and president to support strategic plan initiatives from donor gifts. For undesignated gifts of \$25,000 or more, the college follows a process of first sharing an executive summary of the recommendation and rationale for the reallocation of the gift with the Institutional Advancement Committee and the Finance Committee of the Board of Trustees. The two committees discuss the summary and forward their recommendation to the Board of Trustees for approval. In most cases, reallocations are typically realized bequests where the donor has named McDaniel College as a beneficiary in a will with no other specifications related to the use of the gift. Evidence of this is provided by the Oct. 8, 2022, Board of Trustees meeting minutes, reflecting discussion and approval of the recommendations of the Institutional Advancement and Finance Committees to reallocate two undesignated bequests to strategic plan initiative funds (*EI 6.3 BOT Meeting Minutes, October 2022*).

IA works closely on fund management to ensure that:

- Donor gifts are spent on the donor's intent;
- Gifts placed in holding accounts for any reason are reallocated to the proper designations;
- College departments are aware of existing resources and funding opportunities that align with the strategic plan.

CRITERION 6.4: FISCAL AND HUMAN RESOURCES

6.4 Fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered

McDaniel has the human resources as well as the physical and technical infrastructure to support our operations.

Human Resources (EI 6.4 IPEDS HR Data)

The Office of Human Resources supports over 850 faculty and staff and 400 student workers who serve the campus community. Services include employee and labor relations, benefits administration, payroll, recruitment and selection, and training.

Recent employee experience and benefits management improvements are listed below.

PROCESS	IMPROVEMENT
TIMESHEETS	Moved online, eliminating manual processes
PAYROLL	Reduced number of payrolls paid on differing cycles
BENEFIT ENROLLMENT	Moved online, eliminating paper process
EMPLOYEE AND STUDENT TRAINING	Implemented SafeColleges, an online comprehensive training system
TRACKING JOB APPLICANTS	Implemented online applicant tracking system Hirezon

New partnerships were formed with NFP, a health and welfare brokerage firm, and with CapTrust, investment advisors, to improve management and services of employee benefits. These new partnerships led to improved health, dental, and vision benefits and services; enhanced regulatory compliance; and overall cost savings for the college.

As part of the college's strategic planning process, one workgroup was created to focus on the employee experience. The workgroup conducted a SWOT analysis after gathering feedback from employees via a survey and multiple focus groups (EI 6.4 Employee SWOT Analysis). This important work led to one of the overarching drivers of our strategic plan, to be an "Employer of Choice." Our strategic plan includes many goals and KPIs to improve faculty and staff engagement and satisfaction to recruit and retain talented employees.

In the wake of the pandemic, many faculty and staff report low morale and work fatigue. Faculty Council devoted faculty-only discussion time at the December 2022 faculty meeting so that faculty could speak openly and honestly about their challenges. Faculty Council summarized themes from that discussion that will guide future initiatives to address these concerns in the coming year (EI 6.4 Suggestions from Faculty Meeting, 12-2022). Further, Human Resources facilitated a parallel meeting for staff, and themes of this meeting have been gathered and will also be used to guide future initiatives (EI 6.4 Report of Staff Meeting 12-2022).

SALARY ANALYSIS

The faculty and staff salary information used by Sibson Consulting in 2018 came from the CUPA-HR survey. Sibson Consulting used six key variables to construct a list of 67 comparable institutions for its faculty compensation analysis. While many of the schools in the list are comparable institutions, others are aspirational comparisons. The six variables used to create the sample of peer institutions were: total expenses, tuition and fees as a percentage of core revenue, total endowment, student enrollment, staff full-time employment, and faculty full-time employment.

The Sibson Consulting analysis clearly indicated that average employee salaries at McDaniel are low relative to our peers. The college is committed to increasing employee salaries and has prioritized market adjustments as one strategy to improve compensation. This goal is reflected in the 2022-2027 strategic plan. In the past three years we have invested \$1,206,000 in market-based increases for faculty and staff by implementing the following strategies:

- At the beginning of academic year 2020, increased faculty salaries for those with salaries significantly below the 25% market value for their discipline
- Implemented an overall faculty and staff salary increase of 2% in 2020
- Reallocated the 5% retirement match to salaries in 2022
- Increased salaries by 3% for those making less than \$100,000 per year in 2023

These actions have been important steps in improving compensation at the college overall. Although we are not where we want to be, the college is committed to bringing salaries in line with those at comparable institutions.

STAFFING/POSITION EVALUATION

McDaniel has historically been an employer of choice in our region, having consistent turnover rates until 2022 when we, like many others, experienced the impact of COVID-19 and the great resignation. Our turnover rates spiked to 23.52% in 2022 from 13.52% in 2020, placing tremendous workload pressures on our current workforce. These rates returned to 13.87% in 2023, but we are feeling the lingering impact of the high turnover rates of 2022 and COVID-19 fatigue (*EI 6.4 HR Turnover Data*). As part of the 2022-2027 strategic plan, Human Resources will be benchmarking staffing levels against national trends.

The college maintains a list of open positions that is reviewed by each vice president and the larger vice president group to identify deficiencies in the workforce and strategize recruitment targets, as well as to monitor space needs and resource allocations. An open positions pacing report enables the president to determine on a monthly basis how the college is tracking relative to the anticipated annual savings anticipated within the annual budget.

Open positions are regularly evaluated for restructuring to shift human resources as the college's needs evolve, and increased resources are directed to areas of urgent need. For example, in 2016, as part of the college's strategic planning effort to improve experiential learning, quality, and access for students, the college elected to consolidate several offices previously reporting to different divisions under a central umbrella called the Center for Experience and Opportunity with a single director reporting to the president. Affected offices included Career Services, Study Abroad, Community Engagement, Competitive Scholarships and Fellowships, Work Study, and Campus Employment.

Since that time, several additional organizational moves have been made with the goal of improving the quality and functionality of services and controlling institutional costs:

- In 2018, the vice president of student affairs position was eliminated and the academic and student affairs units both began reporting to the provost. [The org chart from 11.27.17 shows the separation of academic and student affairs; the chart from 12.14.18, shows the revised reporting lines, headed by the dean of students (*EI 6.4 Organizational Charts 11.27.17 and 12.14.18*).]
- In 2019, graduate enrollment and marketing was moved from reporting to the dean of GPS to reporting to the vice president for enrollment to leverage resources and gain efficiencies.
- In 2021, IA also restructured its 23-person staff to address gaps in its fundraising. Two vacant positions were reallocated to become the director of corporate and foundation relations and the director of special philanthropy programs and family giving. A third position was eliminated, and the salary reallocated for three other IA positions.
- In 2021, an associate vice president for facilities management (AVPFM) position was created to oversee all operations, maintenance, and projects. In 2022, the AVPFM position was restructured into a director of physical plant position. Additionally, the contract with a third-party vendor to provide maintenance management services was restructured. Beginning in FY2024, three of the management positions will transition from the third-party vendor to the college, which will allow the college to provide the same level of service at a lower cost.
- In 2022, oversight of the institution's marketing and communication was further consolidated, with the creation of an executive vice president of constituent engagement to oversee these efforts within Institutional Advancement.
- In 2022, an associate vice president for student success was hired to oversee retention-related student-facing offices within the academic program.

PHYSICAL RESOURCES

McDaniel College, referred to as “the Hill” occupies a 160-acre campus at the west end of Westminster, Maryland. The campus’s 40-plus buildings provide spaces dedicated to a variety of purposes, from teaching spaces to residence halls and administrative offices. The college has not built any new stand-alone facilities for the past two decades. Instead, the college has modified existing structures to suit current needs. This has created some pressures on space that the college seeks to address in the new strategic plan and annual priority needs as discussed in 6.6 of this chapter.

Facility modifications since our last visit include:

- **Roj Student Center:** Repurposing and redesigning space on three levels of the existing student center, providing a modernized quick-service food and social center for students, CEO offices and meeting spaces, payroll and bursar’s office space, and office and meeting space for the Office of Diversity, Equity, and Inclusion;
- **McTeer-Zepp Plaza:** Construction of a fountain and redesign of the surrounding area;
- **Coley-Rice Lounge:** Renovation of primary space for events and meetings;
- **Student residences:** Renovation of more than 15 single-family homes owned by the college;
- **Instructional space:** Redesign and upgrades in Gill Center for the Kinesiology department, in WMC Alumni Hall theatres, and Hoover Library.

TECHNOLOGY RESOURCES

Students have access to class syllabi and course resources through the Blackboard learning management system. A Microsoft Teams site has been created for every course to provide video conferencing capabilities and to enhance student collaboration. Classrooms, meeting spaces, and seminar rooms have been equipped with a presentation system and a computer to support classes and events. Students have access to nine campus computer labs including a 24-hour, seven-day-a-week computer lab. IT meets with the faculty Technology and Instructional Design Committee (TIDC) to get feedback on new technology initiatives and to identify opportunities for leveraging technology to improve teaching and learning. IT meets with TIDC and the provost to determine which classrooms and labs will be upgraded for the new fiscal year based on the capital funds allocated by the college.

The Office of Instructional Design and Technology (ID&T) provides training and support to faculty and staff in the use of current and emerging learning technologies. ID&T offers a variety of services, including Blackboard training and support, training on best practices in online/hybrid teaching and learning, accessibility training and support for courses, instructional guides and tutorials, Microsoft 365 collaboration tools, faculty and staff workshops, and weekly tech tip videos. Our ID&T staff provide extensive and frequent technological and pedagogical support GPS faculty, given the growing slate of online graduate course offerings and undergraduate faculty who teach online or hybrid courses.

Wireless access points across the campus provide students, faculty, and staff with access to the campus network, campus systems, and the internet. IT meets with the Enterprise Applications Committee to determine next steps for enhancing McDaniel’s use of Ellucian Colleague and Self-Service System to improve the student experience and campus operations.

IT has developed a Technology Roadmap to identify problems to solve or goals to be achieved through technology (*EI 6.4 Technology Roadmap*). These problems and goals are influenced by strategic goals, annual college goals, divisional goals, needs, and pain points, and the needs and expectations of students, faculty, and staff. The Technology Roadmap is presented to the President’s Cabinet to get their feedback and to establish IT priorities. IT sends a weekly report to the vice president of finance and administration to provide an update on projects completed, services that have been improved, problems that were encountered, policy issues, and planning that will need to be completed. The weekly report provides updates in the areas of planning, user services, infrastructure, and enterprise systems. IT maintains a list of projects to be completed to plan and prioritize in these areas.

McDANIEL BUDAPEST HUMAN RESOURCES AND PHYSICAL INFRASTRUCTURE

On the McDaniel Budapest campus, a staff of 40 provides administrative support for students and faculty. This support involves upkeep of physical and IT infrastructures, aid in navigating Hungarian state administration, requisition of health insurance for non-Hungarians, and registration and bursar’s services for the campus. For

better strategic planning and student support services, in 2019, the director of academic and institutional development was created from the former position of director of administrative affairs.

The Budapest campus consists of a historic three-floor educational facility in the city's 7th district, not far from the Eastern Railway Station (Keleti Pályaudvar), which is a major transportation hub. It includes classrooms, meeting rooms, a student club room, a study hall, a cafeteria, a computer lab, an event hall, and faculty and administrative offices. Classrooms and meeting rooms are equipped with computers and presentation equipment. Wi-Fi is available throughout the building. In 2017, several storage rooms were upgraded into classrooms to increase total classroom space. Last year, the student clubroom was renovated. The college regularly renews the painting and the lighting.

CRITERION 6.5: DECISION-MAKING PROCESS AND ACCOUNTABILITY

6.5 Well-defined decision-making processes and clear assignment of responsibility and accountability

Well-defined decision-making processes are the norm at the college, as is the clear assignment of responsibility and accountability.

Job descriptions detail the responsibilities of the holder of each position at the college. The faculty handbook details faculty responsibilities, the performance of which are evaluated by department chairs, graduate program coordinators, the dean of graduate and professional studies, the Faculty Affairs Committee, and the provost, who makes recommendations to the president concerning reappointment, tenure, and promotion. The provost and president, in turn, make recommendations regarding reappointment, tenure, and promotion to the Board of Trustees.

In general, vice presidents are authorized to make decisions and sign most documents in their purview. They are also authorized to assign work, update job descriptions, and issue directives as needed. However, only the president is authorized to review all personnel records, hire, terminate, and approve salary changes. The president also reviews all transactions in excess of \$10,000 and all credit card transactions by vice presidents.

Signing authority for documents that bind the college is delegated by the Board of Trustees to the president and the vice president for administration and finance (*EI 6.5 Corporate Resolution*). Local processes such as approving a financial transaction or purchase can be authorized by division representatives with signature authority. Signature authority levels are reviewed and set annually by the president and vice presidents.

Accountability and transparency are also built into the college's newest strategic plan, which assigns a primary (and secondary, if appropriate) administrator, faculty, or staff members as the lead(s) for each KPI.

CRITERION 6.6: FACILITIES AND TECHNOLOGY PLANNING

6.6 Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes

The college has conducted campus-wide planning exercises to guide its resource investments. In 2016, the college updated its 2005 master plan, which focused on three strategic efforts: indoor athletics, outdoor athletics, and the Decker College Center (now the Roj Student Center). At the same time, the college completed three supplemental studies that addressed campus accessibility, wayfinding, and the "million-dollar walk," which is the path that campus tours follow (*EI 6.6 Master Plan Final Report*). Many of these projects have been at least partially completed, with the Gill Center renovation, Decker College Center renovation, and million-dollar walk projects being fully completed. The college also completed an energy saving study in 2015 to guide future investments to align with changing global sustainability needs. With the appointment of a new president and the launch of a new strategic plan, the college is in the process of working with a land planning firm to revise and update our previous master plan to bring it into alignment with the college's current priorities.

PRIORITY NEEDS ASSESSMENT (PNA)

The 2015 and 2017 PNA prompted the college to develop a five-year capital plan and funding strategy to support maintenance needs. As a result, in 2021, the Board of Trustees worked with senior leadership on a plan to take advantage of record stock market increases and approved a special draw of \$10 million from the endowment to fund 55 separate maintenance projects. These included software upgrades, the redesign of the McDaniel Environmental Center, greenhouse, and Harvey Stone Pavilion; slate roof repair on a number of college buildings; and non-ozone depleting upgrades to chillers. Work on Phase 1 (October 2021-May 2023) is nearing completion. Work on Phase 2 (June 2023-January 2025) will begin when the Board of Trustees grants approval to access the remainder of the endowment funds. (*EI 6.6 Phase 1 & 2 PNA*)

While the phased plan has been a success, the college recognizes those allocated endowment funds will soon be fully expensed and has shifted its attention to creating a rolling five-year capital plan to address the remaining projects that were not included in the phase plans, along with other needs that have been added since the last PNA was completed. The goal is to create a five-year plan by October 2023. This will ensure the college allocates resources to non-master-plan-related projects that are critical to the campus's physical, energy use, and technological infrastructure.

ENVIRONMENTAL SUSTAINABILITY EFFORTS

The 2015 Energy Savings Plan outlined projects such as steam plant improvements, control system optimization, chilled water system improvements, and lighting upgrades (*EI 6.6 Energy Savings Audit 2015*). By 2017, equipment upgrades had resulted in significant energy savings for the college (8,975 light fixtures were replaced or retrofitted to be more efficient; 71 motion sensors and nine daylight harvesters were installed; 1,570 plumbing fixtures were replaced or retrofitted to reduce water usage; and HVAC controls were replaced in several buildings). Between 2016 and 2018 alone, the college saved \$444,000 in energy costs. As a result, energy expenses in 2022 are similar to our expenses in 2005 despite significant increases in overall energy costs during that time period.

The college's new strategic plan includes many sustainability-related KPIs outlined in the first year of the strategic plan. The college has relaunched an internal grant program, the Green Terror Revolving Fund (GTRF), which funds projects designed to reduce energy consumption. Prior to the COVID-19 pandemic, the GTRF funded multiple projects totaling approximately \$100,000. With the relaunch, the college intends to broaden the guidelines to include other projects such as water stations and electric car charging stations. In 2022, the college secured a \$2.3 million dollar grant from the state of Maryland to renovate multiple educational spaces in support of the Environmental Studies program. These investments will support environmental research and teaching related to important themes such as reusable water, solar energy, composting, and sustainable parts and systems.

Additionally, the college has established a new campus Sustainability Committee, which is composed of students, faculty, and staff, to continue the work the prior committee conducted in 2009 with the Climate Action Plan and to further the Energy Savings Plan (*EI 6.6 Climate Action Plan 2009*). Their charge is as follows:

- Serve as a consultative body regarding relevant college strategic initiatives.
- Recommend and review sustainability-related institutional policies and processes.
- Identify significant issues relating to environmental sustainability at the college.
- Gather opinions from the college community on issues related to environmental sustainability.
- Help prioritize the campus's environmentally related initiatives.
- Support educational and curricular initiatives related to the strategic plan focusing on environmental wellness.

COMPREHENSIVE EVALUATION OF INFORMATION TECHNOLOGY SUPPORT

As a result of the 2017 comprehensive audit of the college's technology systems, and in recognition of the increasingly complex nature of ensuring high-quality and safe technology infrastructure and services, the college elected to outsource most of its core technology functions. After evaluating several different vendors, CampusWorks was ultimately selected.

CampusWorks provides ongoing advisory support for the college's infrastructure (e.g., equipment, parts) and varying systems (e.g., network, security). They also hire highly trained staff to lead specific functional areas such as the helpdesk and network security. All information technology staff report to a chief information officer (CIO) who reports to the college's vice president for administration and finance. Instructional Design and Technology is not overseen by CampusWorks. Its employees remain in the Academic Life unit and continue to report to the provost.

This timeline of CampusWorks partnership with McDaniel reflects the comprehensive nature of its assessments and extent of the improvements to our technology systems:

- **2017:** In April, CampusWorks conducted a comprehensive assessment of the college's network infrastructure. The current state of the environment was quantified and qualified in discussions with the college's leadership, staff, students, and current technology vendors. The assessment also examined the current IT organization, considering both the structure and staffing. This report evaluated the current state and provided recommendations for improvements and directional changes (*EI 6.6 Technology Audit 2017*).
- **2017:** In June, the college partnered with CampusWorks to provide technology leadership and staffing to the college that will ensure that the needs of students, faculty, and staff are being heard and addressed. The CIO, director of user services, director of infrastructure, director of enterprise applications, and two enterprise application senior technologists are provided by CampusWorks and collaborate with two helpdesk senior technologists and one IT network administrator employed by McDaniel to support the technology needs of the campus. CampusWorks provides additional resources to the college through business process reviews, security audits, recommended best practices, and additional staff to complete projects (e.g., automation of donor letters and emails, implementation of new online forms software).
- **2018:** CampusWorks completed a Registration, Advising and Student Planning, Academic Scheduling, and Curriculum Management Process Reimagine and Redesign.
- **2019:** CampusWorks completed, an Academic Technology Strategic Plan, a Human Resources Process Reimagine and Redesign, an Information Technology Security Assessment Report, an Institutional Advancement Process Reimagine and Redesign.
- **2020:** CampusWorks made a presentation to the board on the McDaniel Cyber Security Program.
- **2021:** CampusWorks completed an Advising and Student Success Technology Assessment.
- **2022:** CampusWorks developed next steps for the college's portal.

CRITERION 6.7: ANNUAL AUDIT

6.7 An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter

The college has partnered with Baker Tilly since 2015 to complete all annual, financial, and single-entity audits. Baker Tilly is considered one of the best tax and assurance firms in the United States. Each year's completed audits are reviewed and accepted by the Audit and Risk Management Committee and presented to the full Board of Trustees for review. A copy of each audit is stored and available to requesting interested parties to review in person and online. Over the past 10 years, the college has received an unmodified opinion for its annual financial statements, which means that the institution's financial statements are free of any material misstatements (*EI 6.7 Annual Audit*).

CRITERION 6.8: ASSESSING UTILIZATION OF RESOURCES

6.8 Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals

The college's financial performance is evaluated annually by Standard & Poor's (S&P) to evaluate the college's ability to meet its financial obligations, whether repaying debt or meeting annual operating expenses. Despite higher education being downgraded as a sector this year, S&P Global Ratings made the decision to increase McDaniel College's outlook from "BBB stable" to "BBB with a positive outlook." This change in outlook was rare for colleges during this cycle and reflects S&P's confidence in McDaniel's market position due to growing enrollment and improved financial performance (*EI 6.8 McDaniel College Rating Report*).

The Council of Independent Colleges (CIC) uses financial data from the *Integrated Postsecondary Education Data System (IPEDS)* to evaluate private college and university financial performance and health in four categories: debt to equity, operating reserve, operating margin, and change in net assets. The CIC scores each

category for each institution and produces an annual report. The report clusters institutions by size and region and other sortable categories. Out of a possible 10, a score above a 3.0 is the benchmark for signaling good financial health. McDaniel's most recent score in 2021 was 8.5. The score for 2022 will be available in summer 2023.

ACADEMIC PROGRAM EVALUATION

In response to a recommendation made in our last Middle States review in 2013, McDaniel undertook two rounds of evaluation of our academic programs to identify and reallocate underutilized resources.

MS 2013 Recommendation: The college should perform a review of academic and non-academic departments to realize efficiencies and eliminate redundancies that may exist and to ensure human resources are used effectively.

UNDERGRADUATE EVALUATION

In 2016, the faculty voted to revise our general education requirements to reduce the cost of that program. A subcommittee of the Strategic Thinking Group called the Strategic Thinking Group on Pedagogical Value (STGPV) provided a model, based on the compensation for instruction, for comparing the costs of the 12 requirements (*EI 6.8 Curricular Cost Savings*). The subcommittee asked faculty to make cost-benefit decisions regarding these requirements and to state their preferences for reducing them. Along with raising course enrollment caps (the purview of the provost), and performing departmental program-by-program evaluations, which were slated to provide approximately \$250,000 annually, revisions to the McDaniel Plan were intended to locate an additional \$100,000 in savings. The faculty responded to a survey indicating their preferred changes. Based on this faculty input, the subcommittee sent three proposals to the relevant elected faculty committees (Curriculum and Academic Planning), whose members rejected two proposals and amended the third, which was sent to the Faculty Council for presentation to the faculty for a vote. The faculty voted in favor of the amended proposal. The revised requirements took effect immediately.

In 2018, the subcommittee led a second round of curricular cost savings, this time focused on undergraduate majors and minors and graduate certificates and master's programs. More than 20 datasets ranging from department operating budgets to average class sizes were provided to all faculty, enabling department chairs to analyze the programs housed in their departments. The subcommittee placed each program into one of four categories: inactivation, consolidation/transformation/reorientation, fine as is, or strategic investment. At the end of this process, it was decided to sunset five majors — Art History, Music, French, German, and Religious Studies — along with the minors in Gerontology, Latin, Music, and German. Reinvestment of cost savings funded, among other things, the development of 11 new majors: Actuarial Science, Applied Mathematics, American Sign Language, Biochemistry, Biomedical Science, Criminal Justice, Food Sciences, Health Sciences, International Business, Marketing, Writing and Publishing. (*EI 6.8 STGPV 2018 Final Report*).

GRADUATE EVALUATION

In the winter of 2018, a Graduate Program Evaluation Committee provided a series of recommendations to the president and provost. These reports provided important insights regarding the overall health of the graduate school and its many programs. (*EI 6.8 GPS Recommendations*).

The Board of Trustees received the following recommendations at the February 2019 board meeting: centralizing the institution's marketing and recruitment efforts at both the graduate and undergraduate levels within a single umbrella overseen by the VP of enrollment management; development of a process that will be used to determine what additional investments are made to the operating budget in the areas of marketing and advertising; and revisioning of our current model of program coordination to include increased compensation, appropriately scaled to the size of the program. GPS also identified underperforming programs, developed a new master's program in Data Analytics, and updated a legacy education program, Curriculum and Instruction.

The committee also identified program-level recommendations and placed them into four categories: no action, consolidate or restructure, strategically invest, or sunset. The committee recommended "no action" for 10 programs and recommended sunsetting two post-baccalaureate certificates and the Deaf Education program. However, the college did not act on these sunsetting recommendations due to a change in leadership to provide the new dean of GPS an opportunity to evaluate the recommendations. Since this time, the Deaf Education program has been revitalized and has strong enrollment and is no longer being considered

for sunseting. A review of low-enrolled programs is currently in process under the new goals of GPS which are aligned with the strategic plan.

Upon the arrival of the new dean of Graduate and Professional Studies in 2020, a second evaluation was completed, this time with the purpose of diversifying our portfolio of programs and identifying potential areas for enrollment growth aligned with student and employer demand. Graduate and Professional Studies contracted with Gray Associates, a consulting firm that assists institutions to strategically evaluate new programs. Two half-day workshops were held in the summer of 2021, inviting undergraduate and graduate faculty and key campus leaders to review a variety of data using the Gray Associates Program Evaluation System tool. This work, and additional work following, led to the identification of five potential graduate and professional programs for McDaniel to explore (*EI 6.8 Gray and Associates Report*). Since this time, two of the five programs have been developed and have been submitted to the state for approval (Bachelor of Science in Nursing and Bachelor of Arts in Early Childhood Education); two others, Master of Science in Occupational Therapy and Master of Science in Speech Language Pathology, are moving through the development process with an anticipated launch date of 2026, pending all internal and external approvals.

CRITERION 6.9: PERIODIC ASSESSMENT OF PLANNING AND RESOURCE ALLOCATION

6.9 Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources

In order to track and assess our progress in achieving the goals outlined in our new strategic plan, each division reports progress on KPIs twice a year. In January and in May, leadership team members are asked to input status updates into a shared master tracking document, where they identify the percentage completed (0%, 25%, 50%, 75%, or 100%) as well as a one-sentence progress description. After each deadline to submit updates into the master file, the president reviews the progress and identifies items that may need to be reevaluated as a KPI for the following year instead (*EI 6.9 President's Master KPI Tracking*).

Assessment of the budget is ongoing and occurs throughout the academic year. During the year, each department is responsible for reviewing their budget and tracking use. Finance updates and finalizes the current year budget after the fall census date. As part of this step, the college reviews the initial projection compared to actual(s) from census with the campus and the Board of Trustees in the fall semester. During the review, the college highlights all significant deltas from projection to actual and outlines strategies to adjust to ensure the college meets the budget expectation. This process repeats in spring semester. The goal is to confirm the college has acknowledged any potential shortfalls and implemented a strategy to address those concerns. Discrepancies in budget utilization are reported to the vice president for administration and finance and the targeted division vice president for review.

Further, after each student census review (e.g., fall, spring), the college updates the college's rolling five-year budget model, which includes a variety of enrollment, revenue, and expense scenarios. These updates allow college leadership and the Board of Trustees Executive Committee to confirm projected resource availability for strategic goals, both short and long term (*EI 6.9 Five Year Model*). Additionally, the Enrollment Management Committee of the board holds strategic budget discussions throughout the budget process to analyze the effect on enrollment of various tuition, room, board, and financial aid pricing strategies. In total, the financial position for the college is presented to the Board of Trustees, Facilities and Finance Committee meeting, the Executive Committee of the Board of Trustees, and the full Board of Trustees meeting, up to nine times an academic year.

The Finance and Facilities Committee of the board also tracks our S&P Global rating and monitors the CIC FIT scores on an annual basis after their publication. At the conclusion of the year, Finance begins the process to formally close the books and conduct end-of-year reporting and audits. All reports and audit reports are reviewed by the Board of Trustee Audit and Risk Management Committee and the full Board of Trustees.

SUMMARY OF FINDINGS:

Since our last MSCHE visit, McDaniel has improved our financial strength through intentional planning and alignment of resources aimed at creating efficiencies, improving our curricular offerings, and generating new revenue. Annual budgets are carefully managed and aligned with our college mission and goals, and longer-term planning has been strengthened by the relaunch and revision of a five-year budget model tool.

Through careful planning and sound financial stewardship, McDaniel's financial strength has moved from an S&P rating of "stable" to "positive", and the Council of Independent Colleges rated our financial performance at 8.5 out of a possible 10 (with any score above 3.0 signaling good financial health).

Human Resources has made positive steps toward improving faculty and staff salaries, having invested over \$1 million dollars in raises and market adjustments over the past two years. While we are proud of this progress, we also recognize that more needs to be done to improve salaries.

Our strategic plan clearly identifies the strategic priorities of the college for the next five years and further identifies the fiscal resources required for the plan to be executed with success.

RECOMMENDATIONS FOR NEXT STEPS:

- Develop a new campus facilities plan to guide planning and prioritization for facilities improvement, maintenance, and expansion.
- Continue recent progress in increasing salaries by incorporating and prioritizing salary increases in the annual budgeting process and the five-year budget model and explore opportunities to improve benefits.
- Invest in the development of new graduate and professional programs in the health professions as a strategy for continued revenue growth.
- Continue to implement the Enterprise Risk Management process.
- Launch a \$50 million capital campaign to support our strategic plan initiatives and to continue investing in college-supported grants and scholarships.

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Not a single student had anything less enthusiastic to say about the academic experience, regardless of background, major, or class year. It seems the professors have found a way to reach everyone. These students will be delighted to discover, once they leave this attractive campus on a hill, that their education is even better than they had expected.

— COLLEGES THAT CHANGE LIVES

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CHAPTER 7

STANDARD VII – GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

McDaniel College meets the requirements of Standard VII. A full description of the ways McDaniel meets the five criteria and all applicable sub-criteria of Standard VII, as well as the Requirements of Affiliation 12 and 13 are presented throughout this chapter. Additionally, we will also show how the following institutional priorities are addressed in this chapter:

- *Data-Driven Student Success Initiatives*
- *Anti-Racist and Inclusive Practices*
- *Strategic Resource Development and Allocation*
- *Relationships With External Community*

CRITERION 7.1: GOVERNANCE STRUCTURE

A clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students

McDaniel College employs an inclusive, transparent approach to governance that addresses the roles and responsibilities of each constituency group: faculty, administration, staff, and students. The Board of Trustees oversees legal, fiduciary, and educational decisions, approves the college's mission and strategic plans, and provides oversight of and guidance to the president.

BOARD OF TRUSTEES

The board's powers are enumerated in the Bylaws of McDaniel College Inc. The bylaws provide the body with the determination, review, authorization, and establishment or revision of the mission, educational programs, the president and tenured faculty, the budget, rates of tuition, investments, fundraising, construction and renovation, and succession planning. The bylaws dictate that the size of the board will be between 30 and 48 trustees. The board chair, vice chair, and secretary comprise the officers of the board with the president of the college as an ex officio member of the board. The bylaws provide for visitors to the board from alumni, faculty, students, and parents (*EI 7.1 Charter and Bylaws*).

ADMINISTRATIVE LEADERSHIP STRUCTURE

The college is led by our 10th president, Dr. Julia Jasken, who stepped into the role on June 1, 2021, after serving as provost for six years. Recognizing the importance of an effective administrative structure, one of her first actions as president was the reorganization and expansion of the leadership structure. The changes reflect the president's intensified focus on the importance of communication among stakeholders and the value placed on collaboration (*EI 7.1 Leadership Structure and Bios*). This new structure of engagement and advisement to the president now includes the following:

- **Senior Leadership Team:** The four vice presidents overseeing their respective divisions — Academic and Campus Life, Administration and Finance, Institutional Advancement, and Constituent Engagement (Enrollment Management) — meet regularly as a group and individually with the president.
- **Leadership Team:** The leadership team includes the senior leadership team and the leaders of the college's principal administrative units. This group meets biweekly.
- **President's Cabinet:** The cabinet is composed of the leadership team and an expanded group of campus administrators representing critical operational units. This group meets monthly.

FACULTY AND SHARED GOVERNANCE

Faculty, through their membership of more than 20 standing and ad hoc committees (*EI 7.1 Faculty Governance & Committees*), play a critical role in shared governance. The Faculty Council acts as a liaison to administration and sets the agenda for monthly faculty meetings. The committee is composed of the following ex officio, nonvoting members: the president, who chairs the meetings; provost; dean of GPS; and faculty secretary. Nine elected voting members include three full professors, three associate professors, and three assistant professors.

Committees review and recommend to the entire faculty actionable items within their purview concerning: the planning and assessment of academic programs, requests for faculty positions, the curriculum, promotion and tenure, inclusion and diversity, student success, technology and instructional design, and faculty development. Committees make reports to the faculty, which are appended to the agenda for each monthly full faculty meeting agenda. Non-reporting elected faculty members serve as faculty secretary and as ombuds. Shared governance is enhanced by three elected faculty liaison visitors to the board and appointments to various college ad hoc committees (*EI 7.1 Faculty Minutes Sample*).

Department chairs have a monthly meeting with the provost, dean of faculty, and AVP of student success to discuss issues related to undergraduate education and to identify strategies for improvement where needed. Program Coordinators for GPS also meet monthly with the dean of GPS and associate dean of GPS to receive updates on the division and the college and to discuss matters arising that may need addressed at the division level.

STUDENTS

The Student Government Association (SGA) is the central coordinating body that serves to promote the general welfare of the student body and to provide an avenue for expressing student voices in the affairs of the college. SGA allocates support for student organizations from a \$24,000 annual budget. SGA facilitates monthly student town hall meetings with senior leadership and meets with the vice presidents each semester to learn about their area of operations and to discuss strategies for SGA to partner with the vice presidents (*EI 7.1 SGA Vision Statement & Constitution*).

Currently, the model of our graduate programs, which serve large numbers of working professionals, who predominately study online, makes having a sustainable governance structure for graduate students difficult. GPS has hosted various opportunities for student input during our Graduate Student Appreciation Week and during our strategic planning process. However, these events were not well attended. GPS does have a student visitor representative on the Board of Trustees. As a reflection of this self-study process, GPS will be considering ways to improve student participation in shared governance, to include exploration of a graduate student advisory council.

SHARED GOVERNANCE AND OUR DEI COMMITMENT: (*EI 7.1 DEI COMMITTEES*)

Building a culture of diversity, equity, and inclusion relies on a strong foundation and structure at all levels of the institution. To ensure that DEI is visible as a central tenet of shared governance, the following changes were made:

- **Board of Trustees:** Created a DEI Subcommittee of the Academic and Campus Life Committee.
- **Faculty:** Reevaluated and improved the Faculty Inclusion and Diversity Committee to provide a better platform for the committee members to consider DEI topics and a more direct mechanism for bringing those topics to the faculty floor for discussion and action.
- **Administration and Staff:** Established the DEI Administrative Team to bring together unit leaders and faculty and staff representatives to review DEI policies and practices across the college. This group includes at-large staff members to ensure the inclusion of non-administrative perspectives.

CRITERION 7.2: LEGALLY CONSTITUTED GOVERNING BODY

A legally constituted governing body that:

7.2a. Serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution;

7.2b. Has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;

7.2c. Ensures that neither the governing body nor its individual members interfere in the day-to-day operations of the institution;

7.2d. Oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and bylaws, and the assurance of strong fiscal management;

7.2e. Plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;

7.2f. Appoints and regularly evaluates the performance of the chief executive officer;

7.2g. Is informed in all its operations by principles of good practice in board governance;

7.2h. Establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial, or other interests that could pose or be perceived as conflicts of interest;

7.2i. Supports the chief executive officer in maintaining the autonomy of the institution.

The McDaniel College Board of Trustees is highly engaged in the college and dedicated to our success. There are currently 38 members of the Board of Trustees drawn from public and private sectors, including law, banking, health care, genetic and biomedical research, construction, real estate development, education, commerce, technology, finance, philanthropy, agribusiness, wealth management, and accounting (*EI 7.2 Board of Trustees Membership*).

The Board of Trustees is entrusted to oversee McDaniel College Inc. as originally set out in 1867 by the charter issued by the General Assembly of Maryland, and amended on May 13, 2002, to reflect the college's name change from Western Maryland College to McDaniel College (*EI 7.2 Charter and Bylaws*). Candidates for board membership are nominated by the board's governance committee and elected by the full board (7.2b). In accordance with the bylaws and the policy on Conflict of Interest (*EI 7.2 Bylaws – Article X*), all board members are required to sign a Conflict-of-Interest form (*EI 7.2 Conflict of Interest Form*) (*EI 7.2 I-5 Conflict Summary Statement*) (7.2h).

Section 2 of the charter sets out the public's interest (7.2a): a college "founded and maintained forever, upon a most liberal plan for the benefit of students without regard to race, religion, color, sex, national or ethnic origin, which students shall be eligible for admission to equal privileges and advantages of education and to all social activities and organizations of the college, without requiring or enforcing any sectarian, racial, or civil test, and without discrimination on the basis of sex, national or ethnic origin." (*EI 7.2 Charter - Section 2*).

Guided by the Association of Governing Board's principles of governance and practice (7.2g), McDaniel's Board of Trustees has a strong culture of operating at the strategic level (7.2c). The Board of Trustees meets three times a year. The board chair establishes the agenda for each board meeting in collaboration with the president. Together, they ensure that agenda items and discussions remain within the board's level of authority (7.2c). Board members serve on at least one committee, which also meets three times a year to provide strategic guidance, review action items, and make recommendations for approval to the full board. The president or a member of the president's senior leadership team is assigned to each of the committees listed below and is required to report on college activities and engage the board in discussions related to college

initiatives. This structure ensures that the board has opportunity to interact with college administrators and receive information related to operations and initiatives to enable them to make informed board-level decisions (7.2c).

COMMITTEES OF BOARD (EI 7.2 BYLAWS – ARTICLE VII)

Each of the following committees provides a platform for an area of board-level responsibilities to be addressed, as outlined in the bylaws (7.2d, 7.2e, 7.2f, 7.2i).

The Academic and Campus Life (ACL) Committee recommends the establishment of new undergraduate and graduate programs, faculty promotions, tenure, and sabbaticals, and authorizes all earned and honorary degrees. ACL has two subcommittees: the **DEI Subcommittee** and the **Athletics Subcommittee**.

The Executive Compensation Committee negotiates the employment contract for, evaluates the performance of, and recommends the annual remuneration and benefits for the president, provost, and vice presidents.

The Enrollment Management and Marketing Committee supports the efforts of the college to recruit and retain students.

The Institutional Advancement Committee promotes the financial development of the college in all areas. This committee also works to ensure a clear understanding of the college and its mission.

The Governance Committee of the Board presents nominations for election of trustees and executive board officers, ensures that orientation of new board members takes place, provides ongoing education for current board members, and reviews performance of incumbent board members eligible for re-election. The Governance Committee monitors and recommends changes to the bylaws to the full board.

The Finance and Facilities Committee is responsible for reviewing the proposed annual budget and submitting it, with recommendations, to the Board of Trustees.

The Investment Committee is responsible for developing investment policies and procedures for approval by the board, reporting on the administration of the endowment, guiding endowment draw policies, and overseeing the selection and evaluation of investment managers or other financial agents.

The Audit and Risk Management Committee is responsible for making recommendations for the selection, and potential termination, of independent auditors for the institution and monitors the results of auditing procedures, the college's accounting and financing reporting procedures, and the effectiveness of the college's internal accounting controls. It also oversees the college's legal and regulatory compliance, risk profile, and conflicts of interest policy.

CRITERION 7.3: CHIEF EXECUTIVE OFFICE

7.3a. Who is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body

After serving as president for 11 years, Dr. Roger Casey retired in spring 2021. The search for McDaniel's new president was led by Board President Bruce H. Preston, a member since 1995, with the assistance of TBC Search Consulting. The committee made their recommendation to the full board, who voted unanimously for the appointment of Dr. Julia Jasken on June 1, 2021. Dr. Jasken is an ex officio, non-voting member of the board, which is chaired by a board-elected trustee. The president serves at the pleasure of the board and is evaluated annually by the Executive Compensation Committee, which makes recommendations to the Executive Committee (EI 7.3 Charter & Bylaws).

7.3b. Has appropriate credentials and professional experience consistent with the mission of the organization

Dr. Jasken began her academic career at McDaniel College as an English professor in 2003 and assumed increased responsibility in administrative positions until she was appointed president. She developed and served as director of the Center for Experience and Opportunity (CEO), the college's one-stop shop for experiential education and career development. She then stepped into an associate provost role, and collaboratively built the college's first cross-divisional entrepreneurship program. In 2015, she began serving as the college's executive vice president and provost overseeing the creation and leadership of an integrated Academic and Campus Life division. She has expertise in academic and student affairs, student

success initiatives, adjunct faculty union contract negotiations, and building and supporting a culture of safety and compliance. Dr. Jasken envisioned and designed the college's signature McDaniel Commitment, which emphasizes experiential learning and guarantees that every student, guided by a team of mentors, will construct and tailor their personal educational path. With Dr. Jasken at the academic helm, McDaniel completed a strategic program prioritization process that launched 11 new majors.

Nationally, Dr. Jasken is widely respected for her contributions to higher education. In addition to her role as chair of the Advancement Committee and an Executive Committee Board member of HERS National Women Leadership Network, Dr. Jasken serves on the boards of the Maryland Independent College and University Association (MICUA), the Colledgebound Foundation, and the Carroll County Chamber of Commerce. She holds certification with the Association of Governing Boards (AGB) for Board Chairs and Presidents of Independent Universities and Colleges (*EI 7.3.b Jasken CV*)

7.3c. Has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission

The president has comprehensive authority and autonomy as outlined in Article 5, Section 2, in the bylaws to fulfill the responsibilities of the office. These responsibilities are also described in the president's job description: "Scope: The incumbent accepts responsibility for the effective and efficient operation of the entire institution, based on its stated purposes and policies, historical roots, and emerging functions in a rapidly changing society. The president is responsible for leadership in the total program of the college and for the careful exercise of the comprehensive authority delegated by the board." (*EI 7.3c President Job Description*) (*EI 7.3 Charter & Bylaws*)

7.3d. Has the assistance of qualified administrators, sufficient in number, to enable the chief executive officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness

The president is supported by a talented and experienced senior leadership team who oversee the four divisions of the college — Academic and Campus Life, Constituent Engagement "Enrollment Management", Administration and Finance, and Institutional Advancement. The president is also supported by a chief of staff and two office support staff.

Since the last accreditation visit, the executive leadership team has changed significantly, primarily as a result of retirements. All vice presidents are new to McDaniel within the past five years, with the exception of our current acting provost, Dr. Wendy Morris, who stepped into the role last year and will be returning to her role as dean of faculty when a new provost is hired and joins the college in summer 2023. While this level of leadership turnover could have been cause for concern, the adjustment to this impact has been balanced by the appointment of a president who hails from McDaniel and who has institutional knowledge and well-established faculty, staff, and community relationships built by her 20 years of teaching and leading at McDaniel.

Each vice president is responsible for establishing procedures for assessing their division's effectiveness, leading their respective units in developing annual plans, and providing reports to the president. While the new strategic plan and process developed under Dr. Jasken is strong and has a focus on assessment and reporting, the self-study process has brought to light the need for an administrative position to support the president to assure that a broader college lens is applied to assessment of institutional effectiveness.

CRITERION 7.4: ADMINISTRATION

7.4a. An administration possessing or demonstrating an organizational structure that is clearly documented and that clearly defines reporting relationships

Our current organizational chart reflects a number of changes since our last self-study — most notably the un-siloing of Academic Affairs and Student Affairs, which were separate divisions with VPs reporting to the president. We have combined these into a single Academic and Campus Life division overseen by the provost. This division includes the oversight of both the undergraduate and graduate academic units and Campus Life. Each of the three deans report directly to the provost and have oversight for their respective areas. During the 2022-2023 year, while we have an acting provost, the dean of students reports directly to the president. Academic and Campus Life is still considered a single division; however, this reporting line was created for this temporary situation and will once again report to the provost when the position is permanently filled (*EI 7.4a Current and Future Org Charts*).

Other changes reflect the college's increased strategic focus on student success and on DEIJ issues. Two new leadership positions were created and filled — associate vice president of student success and associate provost of equity and belonging — each currently reporting directly to the president.

Reporting relationships within each division are expressed in divisional organization charts (*EI 7.4a Divisional Org Charts*).

McDANIEL BUDAPEST GOVERNANCE STRUCTURE

The McDaniel Budapest campus in Budapest is led by a leadership board consisting of the president of College International (Budapest service provider), Dr. Attila Horváth; the dean of the faculty of the Budapest campus, Dr. László V. Frenyó; and the managing director of College International, Dr. Anikó Nagy. Long-term planning for academic and student affairs takes place in the Budapest Strategic Planning Committee, whose members include the dean of the faculty, the academic directors, and representatives from the faculty, staff, and the student body. Strategic coordination is assured by regularly scheduled conversations between the dean of the faculty in Budapest and the president of the college. Coordination is also assured via regular communications between the Budapest campus directors, the provost and dean of the faculty, the Registrar's Office, and the Center for Experience and Opportunity on the main campus (*EI 7.4a Budapest Org Chart*).

7.4b. An appropriate size and with relevant experience to assist the chief executive officer in fulfilling his/her roles and responsibilities;

7.4c. Members with credentials and professional experience consistent with the mission of the organization and their functional roles

The President's Cabinet, representing key administrative units across campus, rounds out the president's leadership team as reflected in the organizational chart. Our hiring policies and search guidelines assure that staff have the appropriate level of credentials. The President's Cabinet have a wide breadth and depth of experience in their areas of expertise as evidenced in their vitae (*EI 7.4c President's Cabinet CVs*).

7.4d. Skills, time, assistance, technology, and information systems expertise required to perform their duties

Staff are provided with access to technology and technology support to perform their duties. Computers and other required devices are supplied by our technology department and a support helpdesk is available to provide technology support for both hardware and software. Our Instructional Design and Technology Office provides frequent, cutting-edge training on various teaching and administrative applications. COVID-19 was a true test of this support, and our staff in the IT and the Instructional Design and Technology departments were more than responsive and supportive, going above and beyond to ensure our employees were able to teach and work from home. Chapter 8 provides additional information on the efforts of these departments during the pandemic.

7.4e. Regular engagement with faculty and students in advancing the institution's goals and objectives

As described in 7.1, our governance structures create frequent opportunities for faculty to engage and collaborate with the administration in advancing the institution's goals and objectives, including monthly meetings of the full faculty, faculty council, department chairs, and program coordinators. Each of these monthly meetings provide a venue for faculty and administrative leaders to share ideas, propose changes, and move initiatives forward. Our Student Government Association (SGA) holds monthly town hall meetings with members of senior leadership as well.

In addition, McDaniel College has a long-standing tradition of the president and senior leadership team hosting events to share information with the community, including a state of the campus address and town hall meetings each semester. Under the leadership of President Jasken, a formal employee communications plan has been launched, which includes monthly written reports available to all employees on the college's portal, two annual budget meetings open to all employees, divisional meetings offered by each vice president annually, and a monthly newsletter with campus-wide updates related to the strategic plan (*EI 7.4e Comm Plan*).

7.4f. Systematic procedures for evaluating administrative units and for using assessment data to enhance operations

Historically, vice presidents, deans, and directors have worked annually with staff in their units to develop departmental goals with an eye toward alignment with the college's strategic plan (*EI 7.4 Sample Department Goals – Hoover Library*). Individual departmental plans are submitted to the respective division vice president

who reviews the goals and incorporates the relevant items into a broader division plan document as appropriate. Preliminary drafts of the division plan are reviewed by the president and revised accordingly, with the final plan being shared with the Executive Committee of the Board. Over the past two years, this process has been made more collaborative and inclusive by standardizing the structure of the goal template for each division and by providing an opportunity for VPs to review and provide feedback on their peers' divisional goals prior to being finalized (*EI 7.4f ACL Division Goals*) (*EI 7.4f Administration and Finance Division Goals*) (*EI 7.4f Enrollment Management Division Goals*) (*EI 7.4f Institutional Advancement Division Goals*).

As we move forward with our strategic plan, each vice president will submit an annual report to the president at the end of the fiscal year using the criteria of "not yet started," "in progress," or "completed" to evaluate their progress, followed by a narrative of the work that has been completed. In addition to these annual reports, the new president has established a strong culture of regular reporting, including weekly updates from her direct reports, providing an opportunity for ongoing monitoring of the division's activities and for dialogue and feedback through the president's cabinet.

The creation of a strategic plan has given us an opportunity to modify our standard practices to become more focused on measuring our progress and identifying opportunities for improvement. Beginning in the spring of 2023, each department will work to align their activities for the upcoming year to meet the goals and objectives in the strategic plan and will measure progress against key performance indicators, which are assigned to a primary (and often secondary) individual to assure accountability.

CRITERION 7.5: PERIODIC ASSESSMENT OF GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

The Executive Compensation Committee of the Board of Trustees provides counsel to the president and is responsible for evaluating the president's performance. This committee works in conjunction with the president to evaluate the performance of the provost and vice presidents and make recommendations to the committee for compensation for these senior leaders (*EI 7.5 Bylaws – Article VII, Sec. 8*).

In the fall of 2022, President Jasken commissioned a 360-degree evaluation of her performance through an outside higher education consulting firm that solicited feedback from direct reports and several additional faculty and staff. This included a self-evaluation and was used to identify strengths, opportunities, and leadership qualities. In the winter of 2022, each direct report to the president also completed a self-assessment of their performance. They then met with the president to review performance and personal and professional goals for the coming year. Moving forward, VPs will take these self-assessments annually in advance of, and in preparation for, the more formal evaluation that takes place in the Executive Compensation Committee (*EI 7.5 Leadership Self-Evaluation Tool*). In the spring of 2023 and every three years thereafter, members of the senior leadership team will undergo a 360-degree evaluation, which will provide an opportunity for their direct reports as well as all members of the McDaniel community to provide feedback on their performance.

Both the Board of Trustees and Faculty Council monitor their respective governance structures and propose changes when needed. At the board level, recent changes have included two new subcommittees of the Academic and Campus Life Committee – DEI and Athletics. The board is planning to implement other improvements based on a recent AGB seminar (*EI 7.5 Action Items for Board Chairs*). The Faculty Council has recently overseen the expansion of the number of faculty on the Faculty Inclusion and Diversity Committee to ensure more participation.

SUMMARY OF FINDINGS:

Shared governance is a central tenet of McDaniel's culture. We have a well-qualified, engaged, and committed Board of Trustees, who operate under the college's Charter and Bylaws. We are particularly proud of their leadership and commitment to our DEI efforts and their decision to establish a board-level DEI sub-committee that reports to the full board at each meeting. Our governance structure has also embedded DEI committees at every level of the organization providing yet another confirmation of our strong commitment to DEI.

Our faculty play a critical role in shared governance and are highly engaged in the college's decision making through a strong faculty committee structure. However, the student governance model at the undergraduate level can be improved and a structure for graduate students should be developed.

Over the past five years there has been significant change at the senior leadership level as a result of retirements, including the retirement of our ninth president. However, under the stabilizing leadership of a new president who has a strong history of leading at McDaniel as our former provost, we turned change into opportunity and have a highly qualified and experienced leadership team in place. We have a new, robust, and forward-thinking strategic plan. The “2022-2027 Strategic Plan – Reaching New Heights” was developed with extensive community involvement, is clearly aligned with our mission, and delineates short-and long-term goals and measures for success.

RECOMMENDATIONS FOR NEXT STEPS:

- Increase undergraduate and graduate student and staff involvement in college governance.
- The Faculty Council should continue to consider changes to faculty meetings that ensure more time for discussion and improve the faculty governance process.
- Implement plans for assessing senior administrators.
- Improve Board of Trustees processes following insights gained at the January 2023 AGB seminar, including agenda expansion to include educational elements, offering monthly Zoom engagement meetings, assessing trustees earlier in the year, and improving the trustee selection process.

“

I am honored to lead the institution that I love. McDaniel is a special place and when I look back on when I started here nearly 20 years ago, I am grateful for the opportunities that I have had to build new programs and develop partnerships with community members...

— PRESIDENT JULIA JASKEN, PH.D.

”

CHAPTER 8

PANDEMIC ADJUSTMENTS

OVERVIEW

In March 2020, McDaniel College, like our peer institutions, was impacted by the COVID-19 pandemic. Given the residential nature of our campus experience and our strong desire to return to in-person learning, our Return to the Hill (RTTH) committee worked tirelessly over the summer of 2020 to create a safe on-campus experience for our undergraduate students. While many other colleges remained online going into the fall semester or were forced by high positivity rates to shift back to online, McDaniel College was able to bring most of our faculty, staff, and undergraduate students back to campus for the fall 2020 semester. We have successfully maintained our residential college experience since. Despite the challenging circumstances, McDaniel emerged from the pandemic in a stronger position in many ways. But we also recognize the toll the COVID-19 pandemic has taken on our faculty, staff, and students.

Hosting an on-campus residential experience and in-person classes in fall 2020 expanded McDaniel's reputation regionally, expanded faculty development related to online learning and course design, strengthened our institutional knowledge, and the largest first-year class in the college's history led to a strengthened financial position. Many of these achievements were possible due to the characteristic teamwork, care, and commitment and dedication of our college community.

ACADEMIC ADJUSTMENTS

UNDERGRADUATE

When our students left campus for spring break in March 2020, it became clear to RTTH that there would need to be a delay in bringing students back to campus and that it might not be possible to do so for the remainder of the semester. Thankfully, our Instructional Design & Technology (ID&T) staff had the foresight to develop a "Keep Teaching" Blackboard site a month earlier in case faculty would be asked to shift their in-person classes to online for a period of time. This website proved to be the single most important resource for faculty who needed to re-envision the second half of the semester. All classes and academic supports (e.g., tutoring, SASS counseling, librarian support, career counseling support) were converted to an online modality during the second half of the spring semester.

Students who did not have access to computers and/or Wi-Fi were provided loaner computers or Wi-Fi hotspots. Given the challenges of the unexpected shift to online teaching and learning created for both faculty and students, we revised what had been a very limited Credit/Fail policy to instead be a Pass/DX/FX policy. Students were able to protect their GPAs because these grades were not included in the calculation of GPA. Students could opt into this policy if they did not want standard letter grades. Pass signified C- or higher; all grades in the D range became DX, which was not calculated into GPA; and grades of F became FX and were also not calculated into GPA. Even for students who did not opt into this policy and might have received letter grades for C- or higher, any grades in the D and F range were automatically converted to DX and FX so that students did not have to opt into the GPA protection. Given the burden on faculty that semester, we canceled any academic assessments that would have taken place over the spring.

Summer 2020 was a time of complex decisions, academic restructuring, and faculty development to ensure a successful fall semester. Although the goal was to bring students back to campus for a residential academic experience, we knew that if positivity rates spiked, we might have to shift in-person classes back to an online modality without much notice. We also knew that some students would not feel comfortable coming back to campus at all, so we needed all courses set up to accommodate both students in the classroom and students joining virtually, which we referred to as a “hyflex” model. Our IT department equipped each classroom to be used during the 2020-2021 year with video cameras and microphones. To support faculty to teach courses as either fully online, hybrid, or in-person with hyflex virtual access, all faculty were required to take a four-week online course designed by our ID&T staff about online and hybrid course design as well as technologies and approaches for hyflex teaching. Ninety-nine percent of our faculty completed this requirement.

It is important to note that the college’s ability to respond and support online pedagogy was directly tied to the 2016 strategic plan. One of the action items under Goal B in the strategic plan was “All faculty will receive professional development and training in the pedagogies of digital learning.” For three years prior to the pandemic, significant progress had been made in this initiative. Some of the accomplishments include: increased faculty participation in Best Practices in Online (BPO) training, increased workshops on course and assignment design, increased number of hybrid courses, inTech staff expanded from one person to a three-person office, increased workshops on digital pedagogy, increased opportunities for faculty to participate in BPO 100, and the expansion of online summer school. This work gave us a head start and set the foundation for expansion when needed in response to COVID-19.

In response to the pandemic, ID&T staff also created a “mode-neutral” design template for all courses, regardless of modality. This template for Blackboard allowed faculty to put all of their course materials and interactive activities online so that those resources could be used during in-person classes or online classes, setting up our faculty and students for success should they need to move online. Thankfully, that need did not arise. We did not have to change any aspect of our 2020 summer term because our undergraduate summer term had already been exclusively online in the preceding years.

We also chose to move forward to offer our in-person, overnight McDaniel Local summer orientation program for incoming first-year students and adjusted by reducing the number of students attending each session. This decision proved invaluable in helping us achieve a successful fall 2020 semester, as it provided opportunities to pressure check our evolving health practices and protocols. For example, once we established the route and process for dining in our dining hall, we tested it with our McDaniel Local students. When students implemented the protocol, it became clear that there was a better approach. This gave us time to adapt and refine in advance of the start of the semester.

Recognizing that not all students would be comfortable returning, we also added an entirely virtual McDaniel Local option for students who did not want to or could not come to campus. One significant change to our summer session was that we were not able to allow many in-person summer research experiences for students, with two exceptions of research that were directly related to the COVID-19 pandemic. Other research projects shifted to being virtual.

Finally, the college committed to a “Community Safe. McDaniel Strong” marketing campaign that was implemented in summer 2020 and continued through the 2020-2021 academic year. The campaign included:

- **Webpage:** A webpage for our community included health protocols, Q&A, and a COVID-19 dashboard that was updated weekly;
- **On-campus signage:** Over 10,000 signs were placed across campus, which served to remind our community of our health and safety protocols, clarify walking paths to reduce COVID-19 spread, help visually identify social distancing, and indicate furniture placement;
- **Special events:** Special events held at the beginning of the academic year introduced students to health protocols through fun, scavenger hunt-style activities where they could earn prizes;
- **Branded masks and other health support:** Branded masks and health kits, which included thermometers, hand sanitizer, and cleaning materials, were provided to all residential students upon their return to campus.

During the **academic year of 2020-2021**, we attempted to be as flexible as possible, both for our students and for our undergraduate faculty, in order to provide multiple safe options for students to continue their education before vaccines were commonly available. We provided fully online classes and in-person class experiences that students could attend remotely if they did not feel comfortable coming to campus for classes. Because we wanted to ensure as much in-person learning as possible for our incoming first-year students, we asked faculty

to offer their 1000-level courses in person with virtual access, unless they had received medical or provost-approval to teach fully online. Faculty teaching courses in the 2000- to 4000-level range were able to choose to teach in person or online without any special approval.

For our 1000-level courses, 67% included in-person meetings with 33% being entirely online. For our 2000- to 4000-level courses, 47% included in-person meetings with 53% being entirely online. When classes were offered in person, some professors had to adjust the course format, classroom, or course schedules to maintain 6-foot social distancing and reduced seating in classrooms. If courses had more students than could safely be accommodated with reduced classroom capacities, professors were able to create a hybrid schedule whereby some percentage of the students would meet in person on any given day while the other students joined virtually.

During the fall 2020 semester, we were especially concerned that we may have to shut the doors to campus at some point during the semester and shift to online learning. Therefore, we adjusted our semester schedule to allow for a good midway point to re-evaluate and shift to entirely online teaching if needed. Instead of our typical semester schedule where students would take four classes for 15 weeks each, we split the semester into a Session A and a Session B, in which students took only two classes for 7.5 weeks each. This decision also reduced the number of contacts both faculty and students would be exposed to if students were only taking two classes at a time instead of four. Although this format was effective, the difficulty of teaching classes in a 7.5-week session in addition to our campus data that showed very few COVID-19 cases were caused by classroom contact where 6-foot distancing was maintained, led us to switch back to a standard 15-week semester in spring 2021.

During the entire 2020-2021 academic year, all student academic support offices such as the Writing Center, the STEM Center, Student Accessibility and Support Services, and Academic Life provided their full set of student support offerings both in person and virtually. While our three-week January Term usually offers in-person classes on campus with a residential experience as well as domestic and international travel courses, our January 2021 course offerings were entirely online with no residential experience and no travel courses.

During the **academic year of 2021-2022**, we shifted back to standard academic procedures during the fall and spring semesters. Most of our courses were offered in person, with the exception of faculty teaching online for medical reasons or classes designed to be taught online or hybrid for pedagogical reasons unrelated to the pandemic. Due to the Omicron peak during winter 2022, our January Term courses were entirely online with no residential experience, but January travel courses were allowed.

OUTSIDE OF THE CLASSROOM ADJUSTMENT (UNDERGRADUATE)

To provide a safe and healthy experience for students outside the classroom, McDaniel created two student-facing RTTH guidebooks that were emailed to students and posted on our website: Isolation-Quarantine Guidelines, and Student Prevention, Testing, & Treatment Protocols. These guidelines included COVID-19 testing upon return to campus, weekly surveillance testing of approximately 25% of the student population (residents and commuters), and stringent residence hall regulations that limited face-to-face interaction while indoors and prohibited students from being in any room but their own. In conjunction with the local health department, the college developed and implemented isolation and quarantine procedures that were closely followed when a student was required to isolate or quarantine. We developed procedures to provide meal delivery and incidentals, transportation to off-site hotel isolation spaces, notification to professors about absences, virtual academic and technology support, and whatever else a student needed to recover their health and stay on track academically.

During the spring 2021 semester, the college announced that commuter and residential students were required to be fully vaccinated prior to return to campus in August. In January 2022, the vaccine mandate expanded to include a booster dose as well. For the 2021-22 academic year, weekly surveillance testing was completed for the small portion of the student population who were approved for a vaccine exemption. The college continued to work closely with the local health department to isolate positive cases at the off-site hotel and quarantine students, if necessary, based on their vaccine status.

Prior to the spring 2021 and fall 2021 semester, all students completed COVID-19 testing upon return to campus. If a student tested positive, they were required to return home to isolate and then provide medical documentation clearing them to return to campus. Additionally in spring 2022, the college informed students

and families that isolation and quarantine space would no longer be provided to students who lived within 200 miles of the campus. This was met with little resistance as most students were choosing to return home when needing to isolate or quarantine.

The pandemic significantly impacted the co-curricular program offerings for students. During the fall 2020 semester, events were mostly virtual with some limited events outdoors, weather permitting. Spring of 2021 saw the return of some in-person indoor programming with required masking. The Office of Student Engagement also implemented DIY craft options for students that allowed them to pick up pre-packaged project supplies to assemble in their room or outdoors. Students enjoyed these craft-like events and reported that they were stress relieving. Speakers continued virtually. At the start of the 2021-2022 academic year, the co-curricular programming options returned to the more common student programming indoors including comedians, music events, and in-person student organization and SGA meetings. Programming continued outdoors in early fall and late spring out of an abundance of caution.

ADJUSTMENTS TO WELLNESS CENTER (UNDERGRADUATE HEALTH AND COUNSELING)

The college developed a partnership with the local hospital and care network (LifeBridge) to provide routine telehealth care for McDaniel students at a nearby primary care practice. This allowed for the McDaniel medical staff (nurse practitioner and registered nurse) to provide virtual care for students displaying COVID-19 symptoms. Students were provided shuttle transportation to the primary care practice as well as to other urgent care offices in Westminster. Based on the success of the partnership, the entire student health service was transitioned to the primary care practice beginning in fall 2021. The Department of Campus Safety and the Office of Residence Life created an after-hours procedure to assist students who tested positive for COVID-19 after business hours on weekdays and weekends.

During the 2020-2021 academic year, the Counseling Services clinicians met with residential students virtually and also provided care to virtual students as long as they were residing in the state of Maryland, where the college's therapists are licensed. The following academic year, 2021-2022, in-person counseling sessions were re-introduced, and virtual appointments continued as necessary. The college experienced a significant increase in counseling usage by students that remained high in the spring but leveled off after spring break. To address the growing mental health counseling needs of our students, the college hired an additional part-time counselor in the fall as well as a second part-time counselor in the spring. A teletherapy platform that provides virtual counseling for students was introduced in the spring as well and the combination of these additional services eliminated the need for a counseling waitlist that had occurred in the fall.

ADJUSTMENTS TO ATHLETICS

The Centennial Conference canceled the remainder of the spring 2020 season and did not allow for intercollegiate competitions during the fall 2020 semester. The spring 2021 season marked the return of a typical athletics program accompanied by comprehensive safety policies and protocols, including required biweekly testing for all competing athletes and athletics staff. To administer the required testing program, the college contracted with a third-party testing company and folded the surveillance testing in with the athletics testing. Spectators were not permitted at any indoor or outdoor athletics contests during the spring, and all athletics staff were required to wear masks at the sporting events.

The college returned to normal athletics operations beginning in fall 2021, except for needing to continue testing vaccine-exempt players, coaches, and athletics staff within 24 hours of a competition. Symptomatic student-athletes were referred for care at student health services.

GRADUATE AND PROFESSIONAL STUDIES COVID-19 RESPONSE

Prior to the pandemic, many graduate courses and a few graduate programs were delivered using an online or hybrid format. Only a few programs were delivered primarily face-to-face but occasionally used online or blended format, mostly during the summer term.

As a result of having a large online and hybrid presence for several years prior to the pandemic, Graduate and Professional Studies had a strong foundation of policies and procedures to support moving all programs entirely online in response to COVID-19.

These systems included:

- Faculty-required training for online teaching, BPO;
- Faculty course development stipends for developing or transitioning courses to an online format;
- Faculty shadowing options for first-time online instructors;
- Faculty mentors assigned to first-time online instructors;
- Faculty professional development options available through our Instructional Technology Department.

Like the undergraduate programs, all hybrid and face-to-face graduate programs moved entirely online in spring 2020 in response to COVID-19. Hybrid programs made the transition easily due to the high level of online teaching and learning already occurring within the programs. Those programs delivered primarily face-to-face were not as well prepared but were able to make the transition by moving to an online synchronous delivery model using Zoom or Teams. Unlike the undergraduate programs, which returned to face-to-face delivery in fall 2020, Graduate and Professional Studies made the decision to remain online until fall 2021. This decision was made in large part to continue meeting adult students' need for flexibility, which was being driven by unique needs of balancing increased challenges at work and home related to the pandemic. Staying online addressed these concerns and allowed our students to remain enrolled in graduate learning during circumstances related to COVID-19.

Between the spring of 2020 and now, over 105 graduate faculty have gone through BPO 100 training, and 64 courses were redesigned for online format. By summer 2021, we developed the required course and faculty capacity to support programs that made the decision to remain online long term.

Like most graduate programs across the nation, McDaniel's graduate programs had experienced an increased interest in online and hybrid course options before the pandemic. As a result of this interest, discussions were taking place related to moving or adding online options to many of our programs to respond to this increased demand. The pandemic accelerated this discussion, and during fall 2020 and spring 2021, we submitted proposals to MHEC and were approved to add an online delivery option to eight programs. These programs are now offering the online option and plan to continue this long term. In fall 2021, three programs returned to face-to-face or hybrid delivery or offer both options.

FACULTY/STAFF COVID-19 WORKPLACE PROTOCOLS

Faculty and staff continued to work in various ways during the various stages of the pandemic. In early March 2020, the college appointed the Coronavirus Task Force (CVTF) to monitor the potential for an outbreak. Its early actions included restricting any college-related travel and developing self-isolation protocols post-trip for those who needed to travel for personal reasons. As time progressed in March, it became clear that the pandemic was an immediate threat rather than a potential one. The CVTF implemented safety measures to minimize the potential for transmission. All classes were transitioned to remote instruction and staff were provided options to reduce the density in offices on campus. Options included taking paid time off, working remotely, or taking a voluntary furlough. All in-person meetings were moved to an online modality. The CVTF developed and disseminated COVID-19 transmission prevention tips and steps to take if one developed any COVID-like symptoms based on the CDC guidelines. Ultimately, March 2020 ended with a decree from then-Maryland Governor Larry Hogan closing all nonessential businesses. This order prohibited in-person work for most of the positions across the institution. For the positions that were deemed essential and still reported to campus, the transmission prevention tips were transitioned into strict safety protocols to reduce the risk of transmission.

Eventually, a subsequent executive order allowed college campuses to resume in-person work. In June 2020, staff were given the option to return to working in person. The CVTF transitioned to the Return to the Hill (RTTH) committee.

RETURN TO CAMPUS

RTTH established a Health and Safety subcommittee to develop a comprehensive set of policies and protocols to prepare for a safe return. The committee developed the Return to the Workplace Guidebook for employees, which was sent via email and posted on our website. The safety strategies evolved based on the availability

of vaccines. Examples included daily symptom monitoring, social-distanced workspaces, mask mandates, quarantine/isolation procedures when there was a suspected exposure or positive case, enhanced cleaning protocols, plexiglass barriers, remote work options, college-sponsored vaccination clinics, PPE, staggered start/end times to minimize density in spaces, reduction and/or elimination of in-person meetings, reduced room/office/classroom/vehicle capacities, closed water fountains, travel restrictions, and comprehensive training. Vaccines remain voluntary but are strongly encouraged among faculty and staff. Currently, over 90% of the full-time faculty and staff that report to campus are vaccinated.

Faculty and staff followed a comprehensive set of quarantine and isolation procedures if they were exposed or experienced any COVID-like symptoms. The director of human resources and the director of campus safety worked collaboratively with the Carroll County Health Department to manage any faculty or staff COVID-19 cases. The director of human resources completed contact tracing, notification of close or direct contacts related to the college, and calculated the number of days to isolate and/or quarantine for each reported case. As recommendations from the CDC evolved, the college's practices followed those adopted by the Carroll County Health Department.

The college looked beyond health and safety to provide additional support to faculty and staff during these unprecedented times. From a financial perspective, the college worked very hard to avoid any involuntary layoffs or furloughs. This was achieved by a temporary freeze on employer retirement contributions and a temporary reduction in salaries. Further, the college modified the health plan to waive copays for COVID-19 testing for one year. An emergency provision was added to the college's retirement plan to allow faculty and staff to take an additional hardship withdrawal for any COVID-related reason and waived loan fees for a one-year period. To reduce unnecessary pressures, staff evaluations were waived for fiscal year 2020. Tenure-track faculty were given the option to ask for an extension of time toward their tenure clock. Faculty and staff with family obligations were given flexibility with work schedules due to the closure of K-12 schools and daycares.

McDANIEL BUDAPEST COVID-19 RESPONSE

In the second half of the spring 2020 semester, as on the main campus, all courses went online at McDaniel Budapest. The Budapest campus leadership has since steered online/in-person learning policy and COVID-19 protocols to assure the health and safety of the campus community while also maximizing the opportunities for in-person learning during the pandemic. Different COVID-19 case numbers in Europe and Budapest meant that the Budapest campus was online for the last two-thirds of fall 2020 and all of spring 2021.

In summer 2020, the Budapest campus prepared for return to in-person learning via several steps. A quarantine and isolation protocol was announced to students and faculty and enacted whenever an individual experienced any symptoms that could be interpreted as COVID-related. The campus staff kept a continually updated list of all students' online/in-person status, visible to faculty for reference to their individual courses. Hybrid learning was made possible for students online and hybrid system orientation sessions were made available to all faculty. For health reasons, any faculty who chose could opt to teach online. Strict masking and social distancing rules were introduced to the classrooms and other spaces of the Budapest campus.

During the initial semester of the pandemic (spring 2020), the Pass/DX/FX grading option was also made available to all students given the unprecedented nature of the situation. Mental health counseling already available in person was made available online on a more frequent basis. Since this time, the Budapest campus has implemented a vaccine mandate plan for all faculty and students. This was expanded to include a booster for the spring 2022 semester.

MOVING FORWARD

The pandemic has changed the way we work and live. It has caused fatigue and has placed pressures on our faculty, staff, and students that were unforeseen and unprecedented. While we have returned to some sense of normalcy, there has been a profound and lingering impact on our faculty, staff, and students that we must continue to be mindful of as we move forward. What will remain constant is the dedication and care with which our Board of Trustees, administrators, faculty, and staff respond to the unknown and unexpected.

APPENDIX A: ALIGNMENT OF REQUIREMENTS OF AFFILIATION AND TIMELINE OF THE SELF STUDY

CHAPTER	REQUIREMENTS OF AFFILIATION ADDRESSED
1	1, 7, 10, 12
2	2, 4, 5, 6, 11, 12, 13, 14
3	1, 2, 8, 9, 10, 15
4	5, 8, 9, 10
5	8, 9, 10
6	10, 11
7	12, 13

TIMELINE OF THE SELF STUDY	2020
Co-chairs, Director of IR, and President attended MSCHE Self-Study Institute	September-November
Co-chairs met with and surveyed faculty and staff for comment on the institutional priorities	December
	2021
Recruited faculty and staff to serve on steering committee and working groups	January
Completed first draft of self-study design	January
Co-chairs and president met with MSCHE liaison via videoconference	January 25
Finalized institutional priorities after Board of Trustees approval	February
Steering Committee met to provide revision advice for the self-study design	March
Finalized and submitted self-study design	March
Self-study preparation visit with MSCHE liaison	April 20
Working groups began evidence gathering at direction of the steering committee	Summer 2021
Met with working groups and steering committee to kick-off the self-study	September 1
Working groups began their work	September 1
Working groups submitted chapter outlines and list of evidence they intended to use	October 15
Steering Committee provided feedback on chapter outlines	November 1
	2022
Working groups submitted first draft of chapters	May 1
Steering Committee provided feedback on chapter drafts	July 1
Working groups submitted revised chapters	October 1
MSCHE evaluation team chair visited campus	October 21
Working groups, Steering Committee, Cabinet revised chapters	October - December
	2023
Co-chairs with Steering Committee and Cabinet made revisions	January - February
Draft released for comment. Co-chairs held four town hall meetings and collected online feedback about the self-study from faculty, staff, and students	February 20 to March 3
Co-chairs made final revisions to chapters and finalized evidence	February 20 - March 6
Final review and design	March 6-10
Submitted self-study to MSCHE	March 10
MSCHE evaluation team visit	April 23-26

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