

## HLC Assurance Argument Summary for Faculty and Staff

### Criterion 1: Mission The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

Core Component 1. A. The institution’s mission is articulated publicly and operationalized throughout the institution.

What we said:	The Evidence we provided included:
<ul style="list-style-type: none"> <li>The mission comes from the charisms of the SSND; that we revised it to include creativity, reevaluated and revised the vision statement in 2020.</li> <li>The mission permeates the institution in an intentional way</li> </ul>	<ul style="list-style-type: none"> <li>The “Years of Change” to provide the history, Board minutes approving the changes, Faculty feedback for the revision of the vision</li> <li>New Faculty Staff orientation; Integritas; Mission Dinners; mission driven strategic planning process; Leadership for Social Justice</li> </ul>
<ul style="list-style-type: none"> <li>The mission is reflected in the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>English Department statement on anti-racism; the general education learning outcomes, principles of graduate education; the canvas course: Infusing the mission; honors requirement to reflect on the mission</li> </ul>
<ul style="list-style-type: none"> <li>The mission clearly identifies who we serve</li> </ul>	<ul style="list-style-type: none"> <li>The Mission!</li> </ul>
<ul style="list-style-type: none"> <li>We provide support for our students through a variety of programs and offices</li> </ul>	<ul style="list-style-type: none"> <li>Grace, Caroline, Promise, PromOTe Success, Jewel, Title III, Department of Student Affairs, Student Success Center, Mission</li> </ul>
<ul style="list-style-type: none"> <li>Our demographics match our mission</li> </ul>	<ul style="list-style-type: none"> <li>Demographics of the institution; Hispanic Serving Institution Designation; 2021 US News outcomes</li> </ul>
<ul style="list-style-type: none"> <li>Our mission is visible throughout the campus – and is on all our documents</li> </ul>	<ul style="list-style-type: none"> <li>Values/four C’s; Web Site; student, faculty and staff handbooks; classrooms and offices</li> </ul>

Core Component 1.B. The Institutions Mission serves the public good

What we said:	The Evidence we provided included:
<ul style="list-style-type: none"> <li>The mission serves the public good through education</li> </ul>	<ul style="list-style-type: none"> <li>Dual Credit; Scholarship programs; Counseling program</li> </ul>
<ul style="list-style-type: none"> <li>The mission serves the public good through service</li> </ul>	<ul style="list-style-type: none"> <li>Trinity Woods, service learning projects, Caroline Scholars service requirements</li> </ul>
<ul style="list-style-type: none"> <li>The institution engages with partners to improve the region</li> </ul>	<ul style="list-style-type: none"> <li>Higher Education Regional Alliance (HERA); Common Ground; SSND ministries; advisory boards for programs</li> </ul>

Core Component 1.C. The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

What we said:	The Evidence we provided included:
<ul style="list-style-type: none"> <li>We focus on the whole student</li> </ul>	<ul style="list-style-type: none"> <li>Jewel Scholars participation in poster sessions; science senior seminars, CREO</li> </ul>
<ul style="list-style-type: none"> <li>We are a diverse community</li> </ul>	<ul style="list-style-type: none"> <li>Campus demographics</li> </ul>
<ul style="list-style-type: none"> <li>We provide multiple opportunities for engagement with others both locally and globally</li> </ul>	<ul style="list-style-type: none"> <li>Study abroad numbers, Gilman Scholarships, Leadership for Social Justice service learning opportunities, Student Government Association, clubs and organizations</li> </ul>
<ul style="list-style-type: none"> <li>We value diversity</li> </ul>	<ul style="list-style-type: none"> <li>Diversity Equity and Inclusion Council, Vice Presidency, purchasing plan supporting women and minority owned businesses, Place of Peace, Muslim Prayer Room</li> </ul>

**Criterion 2 Integrity: Ethical and Responsible Conduct: The institution acts with integrity; its conduct is ethical and responsible.**

Core Component 2.A. The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

<b>What we said:</b>	<b>The Evidence we provided included:</b>
<ul style="list-style-type: none"> <li>• We are mission driven and our governance structure reflects that</li> </ul>	<ul style="list-style-type: none"> <li>• Governance Structure; University Bylaws; inclusion of Mission in Board meeting Board Books</li> </ul>
<ul style="list-style-type: none"> <li>• We follow best practices for accounting and auditing</li> </ul>	<ul style="list-style-type: none"> <li>• Audit Statements; Financial Aid awarding policies</li> </ul>
<ul style="list-style-type: none"> <li>• We have codes of conduct, professional expectations, and these are reflected in evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty handbook, Employee handbook, Academic Catalog; Faculty Code of Ethics, Student Conduct Code; hiring process; tenure and promotion process; Title IX, FERPA, Diversity, Equity and Inclusion training</li> </ul>

Core Component 2.B. The institution presents itself clearly and completely to its students and to the public.

<b>What we said:</b>	<b>The Evidence we provided included:</b>
<ul style="list-style-type: none"> <li>• Our transparency begins with Admissions and Financial Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Admissions Webpage, University Viewbook; Financial Aid Brochures; Cost of Attendance Website</li> </ul>
<ul style="list-style-type: none"> <li>• We provide all Student Consumer Information as required by the Higher Education Opportunity Act</li> </ul>	<ul style="list-style-type: none"> <li>• Student retention by cohort report, Job Placement Reporting, accreditation page screen shot</li> </ul>
<ul style="list-style-type: none"> <li>• Our educational requirements and opportunities are easily accessible</li> </ul>	<ul style="list-style-type: none"> <li>• Undergraduate curriculum; assessment plans, advising and career development offices, study abroad statements</li> </ul>

Core Component 2.C. The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

<b>What we said:</b>	<b>The Evidence we provided included:</b>
<ul style="list-style-type: none"> <li>• MMU has shared governance</li> </ul>	<ul style="list-style-type: none"> <li>• Corporate Board, Board of Trustees, Faculty and employee handbook excerpt providing details of shared governance</li> </ul>
<ul style="list-style-type: none"> <li>• The board is guided by the mission and the strategic plan with appropriate input from other stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Board orientation slides, Board Committees; strategic plan updates</li> </ul>
<ul style="list-style-type: none"> <li>• The board acts with integrity</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict of Interest Policy and Disclosure form, University Bylaws</li> </ul>
<ul style="list-style-type: none"> <li>• The faculty is responsible for the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Assembly section of the Faculty Handbook, including committees and structure</li> </ul>

Core Component 2.D. The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

<b>What we said:</b>	<b>The Evidence we provided included:</b>
<ul style="list-style-type: none"> <li>• Mount Mary is fully committed to academic freedom</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Handbook; Purposes of Mount Mary University; Chapter 4 of the Faculty Handbook, Faculty Bill of Rights, promotion and tenure process, grievance process, Student Rights from the Student Handbook; University Beliefs</li> </ul>

Core Component 2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

<b>What we said:</b>	<b>The Evidence we provided included:</b>
<ul style="list-style-type: none"> <li>• We have policies and procedures in place to assure responsible actions in this area</li> </ul>	<ul style="list-style-type: none"> <li>• Institutional Review Board, Sponsored Programs Web Page; Library resources; Faculty Code of Ethics, Intellectual Property Policy</li> </ul>
<ul style="list-style-type: none"> <li>• We provide students with guidance for their ethical conduct</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation materials highlighting academic honesty policies, students' rights and responsibilities, composition program, library resources, syllabus requirement for the inclusion of the academic honesty and integrity statement</li> </ul>

**Criterion 3: Teaching and Learning: Quality, Resources and Support: The institution provides quality education, wherever and however its offerings are delivered.**

Core Component 3.A. The rigor of the institution's academic offerings is appropriate to higher education.

<b>What we said:</b>	<b>The Evidence we provided included:</b>
<ul style="list-style-type: none"> <li>• We have multiple processes in place for ensuring academic rigor</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Catalog; Academic Program Proposal Process; Academic Program Review; Academic Standards and Curriculum Committee and Graduate Council</li> </ul>
<ul style="list-style-type: none"> <li>• We articulate our learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Handbook, Academic Catalog, core curriculum learning outcomes; Graduate Education Mission Statement</li> </ul>
<ul style="list-style-type: none"> <li>• We ensure that all modes of course delivery provide consistent quality</li> </ul>	<ul style="list-style-type: none"> <li>• MMU Online Course Approval Application; resources for online teaching; instructional designer; Title III Strengthening Institutions Grant</li> </ul>

Core Component 3.B. The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

<b>What we said:</b>	<b>The Evidence we provided included:</b>
<ul style="list-style-type: none"> <li>• Our core curriculum, guided by our mission, is central for meeting this core component for undergraduates</li> </ul>	<ul style="list-style-type: none"> <li>• The Core Curriculum; the liberal arts framework for undergraduate education; general education student learning outcomes, Faculty Handbook delineation of the ways in which founding principles are reflected in MMU education.</li> </ul>
<ul style="list-style-type: none"> <li>• Our curriculum engages students in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>• Capstone and seminar courses and project examples; global competency and world language requirements, Leadership for Social Justice, National Survey of Student Engagement results</li> </ul>
<ul style="list-style-type: none"> <li>• We engage in scholarship as appropriate for our mission</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities for mini-grants, sabbaticals and forgivable loans for faculty development, BOT Academic Affairs Update, CREO, Jewel Poster Sessions, Honor's Program</li> </ul>

Core Component 3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

<b>What we said:</b>	<b>The Evidence we provided included:</b>
<ul style="list-style-type: none"> <li>• We are committed to our diverse community of learners</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic Plan tactical work plan for diversity and inclusion; vice president role for diversity and inclusion; Inclusive Excellence Specialist; faculty and staff training opportunities</li> </ul>
<ul style="list-style-type: none"> <li>• We have effective and qualified faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Responsibilities; dashboard data for faculty composition; Assessment and program review practices, hiring processes; faculty evaluation processes</li> </ul>
<ul style="list-style-type: none"> <li>• There are rich opportunities for professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Training sessions, mini-grants, sabbaticals, and forgivable loans for faculty, Canvas training, departmental efforts (e.g. English Department workshops)</li> </ul>
<ul style="list-style-type: none"> <li>• Student services staff are well qualified</li> </ul>	<ul style="list-style-type: none"> <li>• Position descriptions, staff training in Title IX, FERPA, Trauma informed interactions, professional memberships, educational benefits for staff</li> </ul>

Core Component 3.D. The institution provides support for student learning and resources for effective teaching.

<b>What we said:</b>	<b>The Evidence we provided included:</b>
<ul style="list-style-type: none"> <li>• There are multiple ways we support our students</li> </ul>	<ul style="list-style-type: none"> <li>• Campus resources, Learning Services, Accessibility Services, Advising and Career Development, Counseling and Wellness Center, Compass Year Program, Grace Scholars, Promise, Jewel, and for graduate students Succeed Scholars and PromOTe Success Scholars</li> </ul>
<ul style="list-style-type: none"> <li>• Admissions Requirements are in keeping with our mission</li> </ul>	<ul style="list-style-type: none"> <li>• Undergraduate and graduate admissions requirements, Admissions Committee</li> </ul>
<ul style="list-style-type: none"> <li>• Placement and Academic Advising services for our students</li> </ul>	<ul style="list-style-type: none"> <li>• Self-guided placement process; advising presentation during New Student Registration, Compass Program, Curriculum Guides, Advising Resources</li> </ul>
<ul style="list-style-type: none"> <li>• We provide the infrastructure to support students</li> </ul>	<ul style="list-style-type: none"> <li>• Food Laboratory, Health Sciences Center; Title III Strengthening Institutions grant; Virtual Reality Room, Clinical Practice sites, Counseling &amp; Wellness Center; library guides, Marian Art Gallery, and the Fashion Archives</li> </ul>

**Criterion 4 : Teaching and Learning: Evaluation and Improvement: The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.**

Core Component 4.A. The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

<b>What we said:</b>	<b>The Evidence we provided included:</b>
<ul style="list-style-type: none"> <li>• The Program Review Process provides us the opportunity to ensure we meet this core component</li> </ul>	<ul style="list-style-type: none"> <li>• Department Dashboards and Cost Analysis data, program review process, sample program reviews and subsequent changes</li> </ul>
<ul style="list-style-type: none"> <li>• Academic Credit Policies are appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Catalog, Faculty Handbook, AP, IB, and Transfer policies; course equivalency process</li> </ul>
<ul style="list-style-type: none"> <li>• We have multiple mechanisms to ensure academic quality</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Standards and Curriculum Committee; Graduate Council of the Faculty Assembly; program development process, faculty qualifications, Faculty rank. Promotion, tenure, and evaluation processes; programmatic accreditations</li> </ul>
<ul style="list-style-type: none"> <li>• We track the success of our graduates</li> </ul>	<ul style="list-style-type: none"> <li>• LinkedIn group, first destination (graduate) surveys,</li> </ul>

Core Component 4.B. The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

<b>What we said:</b>	<b>The Evidence we provided included:</b>
<ul style="list-style-type: none"> <li>• We have established protocols for the assessment of student learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Educational Outcomes Assessment Committee, the institutional effectiveness plan, program and major student learning outcomes at the department levels, National Survey of Student Engagement, other student surveys</li> </ul>
<ul style="list-style-type: none"> <li>• We assess co-curricular learning</li> </ul>	<ul style="list-style-type: none"> <li>• Student Affairs Division Mission and Vision; mission assessment, learning outcomes for new student registration and orientation, core value assessment</li> </ul>
<ul style="list-style-type: none"> <li>• We engage in continuous improvement based on assessment outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of the student Learning Outcomes, redesign of the assessment process, examples of changes resulting from assessment both for academics and for the co-curriculum (e.g., Coordinated Registration Group, payment plan processes)</li> </ul>
<ul style="list-style-type: none"> <li>• We align with best practices</li> </ul>	<ul style="list-style-type: none"> <li>• Programmatic accreditations, advisory committees, professional development in assessment, Title III: Strengthening Institutions Grant.</li> </ul>

Core Component 4.C. The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

<b>What we said:</b>	<b>The Evidence we provided included:</b>
<ul style="list-style-type: none"> <li>• We use data to set retention goals</li> </ul>	<ul style="list-style-type: none"> <li>• Student demographics which provide insight into the challenges of retention, five year retention study, resulting in a three year goal of 73% and five year goal of 75%</li> </ul>
<ul style="list-style-type: none"> <li>• We use data to set graduation goals</li> </ul>	<ul style="list-style-type: none"> <li>• Graduation rates, graduate goals of 50% in four years, and 58% in six by 2026</li> </ul>
<ul style="list-style-type: none"> <li>• We have several strategies in place to meet these goals</li> </ul>	<ul style="list-style-type: none"> <li>• Grace Program, Promise Program (as well as examples through the rest of the argument)</li> </ul>
<ul style="list-style-type: none"> <li>• We collect and analyze data on retention, persistence, and completion</li> </ul>	<ul style="list-style-type: none"> <li>• IPEDS methodology, transfer persistence internally tracked, department dashboards, Higher Education Regional Alliance data and participation, data sharing venues such as brown bags and all university workshops</li> </ul>
<ul style="list-style-type: none"> <li>• We improve our retention processes</li> </ul>	<ul style="list-style-type: none"> <li>• Staffing realignment in Student Affairs, Compass Program for undecided students, grants that provide resources for both students, faculty and staff</li> </ul>

**Criterion 5: Institutional Effectiveness, Resources and Planning: The institution’s resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.**

Core Component 5.A. Through its administrative structures and collaborative processes, the institution’s leadership demonstrates that it is effective and enables the institution to fulfill its mission.

<b>What we said:</b>	<b>The Evidence we provided included:</b>
<ul style="list-style-type: none"> <li>• Shared Governance processes engage our internal stakeholders to ensure resources to meet our mission</li> </ul>	<ul style="list-style-type: none"> <li>• Shared governance documentation in the Faculty and Employee Handbooks, Student Government Association Constitution, Staff Assembly Bylaws, University Bylaws. Faculty Assembly Bylaws, Shared Governance Committee report and subsequent changes; faculty and board committees, staff assembly, student governance.</li> </ul>
<ul style="list-style-type: none"> <li>• We use data to make decisions in the best interest of stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Budget and Financial Analyst position description, consulting reports from Collegis and Ruffalo Noel Levitz, Climate Survey Outcomes used to create Vice President Position; retention analysis resulting in the Student Success Framework</li> </ul>

Core Component 5.B. The institution’s resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

<b>What we said:</b>	<b>The Evidence we provided included:</b>
<ul style="list-style-type: none"> <li>• We have processes to ensure qualified staff and faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Performance Appraisal Process and review of job descriptions in 2022. Faculty development resources, Staff Assembly core aim of “encourage leadership and professional development of staff at the University, Strategic plan emphasis on training and qualifications of operational staff, Title III: Strengthening Institutions</li> </ul>
<ul style="list-style-type: none"> <li>• We have resources for our educational offerings</li> </ul>	<ul style="list-style-type: none"> <li>• Innovative Technology in Education Committee; resource improvements: Jenzabar, Canvas, Zoom, and Teams, Food Lab, Virtual Reality, Health Sciences</li> </ul>
<ul style="list-style-type: none"> <li>• Our strategic plan reflects our mission</li> </ul>	<ul style="list-style-type: none"> <li>• The Strategic Plan, Strategic Initiatives Fund</li> </ul>
<ul style="list-style-type: none"> <li>• We have a comprehensive budget development and monitoring process</li> </ul>	<ul style="list-style-type: none"> <li>• Budget Committee, Worksheets, timeline, accounts payable procedure, capital budget</li> </ul>
<ul style="list-style-type: none"> <li>• We use data to develop the budget</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Enrollment and Financial Aid reporting during registration, modeling with Ruffalo Noel Levitz, Finance and Investment Committee of the Board of Trustees; focus on enrollment growth in the 2019-2025 Strategic Plan</li> </ul>
<ul style="list-style-type: none"> <li>• We allocate resources appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Audited Financial Reports, allocation of Cares Act Funding, budget prioritization process</li> </ul>

Core Component 5.C. The institution engages in systematic and integrated planning and improvement.

<b>What we said:</b>	<b>The Evidence we provided included:</b>
<ul style="list-style-type: none"> <li>• Our resource alignment is in keeping with our mission and our priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Budget forms require that the request align with mission and institutional priorities, Budget Committee process includes review of and speaking to how a request matches our priorities, faculty expectations and resources in line with Carnegie classification</li> </ul>
<ul style="list-style-type: none"> <li>• Our committee structures support integrated planning and improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Educational Outcomes Assessment Committee, Program review process and data, Campus surveys, Risk Management Assessment, and IT 360 Audits</li> </ul>
<ul style="list-style-type: none"> <li>• Our university actions are integrated with strategic outcomes and planning process aligns with our mission</li> </ul>	<ul style="list-style-type: none"> <li>• Dual Credit Programs, Compass Year, BSN and PhD in Counselor Education and Supervision, UX and Exercise Science programs arising from the strategic goal increasing enrollments, facilities projects aligning with goals for upgrading and renovating facilities. Use of HEERF funds</li> </ul>
<ul style="list-style-type: none"> <li>• We seek resources in alignment with our mission and planning</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic Plan, Endowment growth, Campus grants (Title III, HHMI, Projector Describr, CLIR for the Costume collection, HRSA grants for Occupational Therapy and Counseling, student emergency aid; WAICU.</li> </ul>
<ul style="list-style-type: none"> <li>• We plan in anticipation of trends</li> </ul>	<ul style="list-style-type: none"> <li>• Trinity Woods, consulting with Collegis Education to identify areas of growth, evidence of commitment to underserved populations such as Trinity Woods, founding of the Hispanic Serving Network of Wisconsin, daycare at Trinity Woods</li> </ul>
<ul style="list-style-type: none"> <li>• We engage in regular monitoring related to planning and budget</li> </ul>	<ul style="list-style-type: none"> <li>• Bi-Monthly Recruiting Report, Weekly Registration Report, Department dashboard, student surveys, board evaluations</li> </ul>