

**Assurance Argument**  
**Mount Mary University - WI**

**Review date: 10/24/2022**

# 1 - Mission

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

## 1.A - Core Component 1.A

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The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

## Argument

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### 1.A.1.

The [Mission of Mount Mary University](#) (MMU) emerged from the Aims of the College which were written in the 1930s and inspired by the School Sisters of Notre Dame, the founders of the University. In the 1970's, these "aims" were discussed and articulated in language that eventually gave rise to the mission statement. (See [Years of Change \(p.5-7\)](#) for a more complete history). The basis for the current mission statement was reviewed and approved by the Board of Trustees in 1996.

Revisions have been made that more clearly articulate who Mount Mary is in the present. The change from "college" to "university" in 2012 better reflects the significant number of graduate students and programs that are currently offered ([Board Minutes, Feb. 24, 2012 \(page 2\)](#)). When the college made the transition to university in fall 2013, the role of creativity in the process of educational excellence was highlighted. Every constituency discussed the possibility of adding the word "creatively" to the mission statement, and as a result, the Board of Trustees voted to include that word as is recorded in the [Board Minutes, May 31, 2013](#).

With the desire to be a truly inclusive campus, the administration sent a [proposal to change the vision statement](#) with explanation to all faculty, administrators and staff in February of 2020, followed by a Brown Bag Discussion. This discussion resulted in a [revision](#) of the original statement. Following [feedback from the faculty](#), via a survey, the Vision Statement was altered and presented to the board, and documented the change in the [November 20, 2020](#) Board meeting minutes.

The Mission and Vision are:

## MISSION

Mount Mary University, an urban Catholic university for women sponsored by the School Sisters of Notre Dame, provides an environment for the development of the whole person. The University encourages leadership, integrity, and a deep sense of social justice arising from a sensitivity to moral values and Christian principles.

Mount Mary commits itself to excellence in teaching and learning with an emphasis on thinking critically and creatively. The baccalaureate curriculum integrates the liberal arts with career preparation for women of diverse ages and personal circumstances; the programs at the graduate level provide opportunities for both men and women to enhance their professional excellence.

## VISION

Mount Mary University is a diverse and inclusive learning community that educates students to transform the world.

Annually, there is a [ritual commissioning](#) of all current and new Board members in their role to promoting this mission. This commissioning also takes place for all faculty in September. It is an opportunity for each member to reflect on the mission they commit themselves to uphold.

### 1.A.2.

Four core values reflect the Mission and serve to distinguish a Mount Mary Education.

- **Competence** – a commitment to excellence that is reflected in the classroom experience and in the resulting knowledge base and skill set demonstrated by graduates.
- **Community** – a shared sense of purpose within the Mount Mary environment to work in the spirit of the School Sisters of Notre Dame by creating a better world through education.
- **Compassion** – an overt expression of concern and purposeful action that fosters human development and unity.
- **Commitment** – a deliberate approach to advancing the universality of human dignity by encouraging leadership in the areas of personal development and global change.

These values are [imprinted on the walls](#) of the central building, Notre Dame Hall. The arc spanning the entire first floor of Notre Dame Hall ends by honoring the employees of the year who exemplify Living the Mission.

The mission of Mount Mary is reflected throughout the University. Examples include the [Department of English Statement on Anti-Racism, Diversity, and Belonging](#), [Occupational Therapy mission](#), [Department of Justice, History, and Sociology student learning outcomes](#) articulated in the 2019-2022 Assessment Plan (see yellow highlights), and the [Art and Design](#) missions and learning outcomes. [Campus Ministry](#) emphasizes Mount Mary's mission to develop the whole person through spiritual opportunities, service and learning.

The five core realms in the undergraduate program articulate their goals in [ten mission-based general education student learning outcomes](#) (Academic Catalog 2022-2023 pages 34-35). The [visual model of the core curriculum](#) (Faculty Handbook p.159) illustrates that the search for the values inherent in a meaningful human life is at the center of the student's holistic educational journey at Mount Mary. That search radiates through the general perspectives provided by the liberal arts and into the special

focus of the student's major.

[Principles of Graduate Education](#), as explicated for faculty in the Faculty Handbook (p.184), reflect the mission in the focus on intellectual leadership, service to the broader community, sensitivity to diversity and ethical practice. Similarly, the [Graduate Education Mission Statement](#) (2022-2023 Academic Catalog, page190) emphasizes the development of ethical, creative and critical scholars.

The [Institutional Effectiveness Plan](#) (Faculty Handbook (p. 217 forward) notes the conceptual framework that connects the mission statement and the educational values of the University through intellectual, personal and spiritual development.

A professional development course titled "[Infusing the Mission](#)" is available via the Canvas platform. Every faculty member is expected to take this course and determine how to intentionally incorporate an aspect of the mission into each course that is taught. By the end of the 2021 academic year, every fulltime and percentage contract faculty member completed the course. In addition, a [Department and Mission Report](#) is completed by the faculty at the end of the term for each course. The October 2021 mission assessment results show that 85% of faculty doing the assessment felt that infusing the mission was valuable for student learning.

Opportunities for faculty and staff professional development include [Creative Teaching and Learning Grants](#) and [PED Talk grants](#) which encourage innovative approaches to teaching excellence. In 2021, Dr. Jason Meyler, chair of World Languages, was awarded a grant to develop "Vocation, Self-Knowledge and Leadership for Cultural Equity," a proposal with a clear mission focus.

Every year 80-100 students are enrolled in the honors program. Beginning in fall of 2021, students have been required to complete a 500-word [honors program mission reflection](#) related to work done within their enrichment categories.

To foster an understanding and appreciation of the mission, a series of [orientation sessions](#) for new employees is offered during the academic year and in the summer. All fulltime employees are required to attend these sessions. For six years (until 2019 when Covid restrictions were put in place) the Mission office hosted a 24-hour retreat called [Integritas](#). Sixty faculty and staff participated in this opportunity to explore the mission in a deeper way. Beginning in fall 2021, the Mission office hosted [Mission Dinners](#) for a group of twelve participants each time. It was an opportunity to spend an evening with colleagues exploring the mission more deeply.

### **1.A.3.**

The current student body reflects the intention of the mission to provide a baccalaureate curriculum that "integrates the liberal arts with career preparation for women of diverse ages and circumstances; the programs at the graduate level provide opportunities for both men and women to enhance their professional experience."

Mount Mary is focused on serving students who mirror the [local population](#) in the Milwaukee area and the broader region of Southeast Wisconsin. To foster the "deep sense of social justice" identified in the Mission, Mount Mary provides a variety of services to make a college education accessible. The [Fall 2021 Fact Book \(p.7-9\)](#) shows that Mount Mary students embody multiple factors of diversity, including age, race/ethnicity, religion, and socio-economic background. Since 2014, Mount Mary's Hispanic population has steadily increased from 15 to 31% in the undergraduate division,

resulting in Mount Mary's recognition as a [Hispanic Serving Institution](#) (HSI) by the U.S. Department of Education. Additionally, the [2021 U.S. News & World Best Colleges Report](#) ranked Mount Mary #1 in social mobility, ethnic diversity and economic diversity throughout the Midwest. Eighty-three percent of undergraduates are either first generation, Pell eligible or a person of color, which gives impetus to the University's vision to be a diverse and inclusive learning community.

In order to effectively serve this diverse student population, the University offers new and innovative programs and services to ensure individual student success. Mount Mary's Diversity, Equity & Inclusion Council developed a [DEI Strategic Plan](#) that was implemented from 2018-2021. It included creating a centralized online space to make inclusive resources and events available on campus, developing a [Climate Survey](#) in conjunction with Human Resources and appointing lead advocates for diversity, equity and inclusion from every department on campus.

The [September, 2021 Student Affairs Update](#) for the Board of Trustees attests to the services that help students establish a sense of belonging. In addition to the intentional work of the Student Affairs team, the [Promise Program](#), a TRIO-grant funded program, supports approximately 140 students each semester. It provides students additional academic and personal coaching and support, including information on financial planning, graduate and professional degree planning, a first-year transition program, and supplemental grant aid.

Additionally, Mount Mary offers a variety of funded scholarship opportunities to help women gain access to higher education. [Grace Scholarships](#) fund 30 new high school students from Milwaukee or West Milwaukee per year with an 85% scholarship and resources for academic and professional development.

The [Caroline Scholars](#) cohort is particularly focused on the mission of Mount Mary, which "encourages a deep sense of social justice." These scholars have given evidence of their commitment to scholarship and their passion for social justice. They receive a 100%, 4-year scholarship with room and board, and commit to completing 300 hours of community service per academic year.

In 2020, MMU was awarded the Health Resources & Services Administration Scholarships for Disadvantaged Students Grant., titled [PromOTe Success Scholars](#). This five-year grant for \$3,250,000 supports low-income underrepresented occupational therapy masters students with a key focus on diversifying the profession. Specifically, these funds provide scholarships and support services such as tutors embedded in courses to enhance academic performance, licensure exam preparation sessions, mentorship, and cohort building activities.

The newest scholarship program aims to expand access to STEM careers for women and underrepresented students. The [Jewel Scholars](#) receive funding renewable for four years, which, in combination with other awards, can cover up to full tuition.

#### **1.A.4.**

Mount Mary's mission is incorporated into many aspects of student experiences. From the recruitment and orientation processes called [Bold Beginnings](#) to the academic offerings and student support, through degree attainment, students know and are encouraged to live the mission. First-year undergraduate students take a signature Mount Mary course: [Leadership for Social Justice](#) (SYM 110). In this mission-centered course, students not only learn the core values of the University, they also are involved in a service-learning experience with a Milwaukee non-profit that culminates in a

creative problem finding and solving solution.

Since 1972, the undergraduate core curriculum has been centered on the search for values inherent in a meaningful human life and articulates [ten mission-based general education student learning outcomes](#) (2022-2023 Academic Catalog, pages 34-35). The student's holistic educational journey at Mount Mary is embedded in Christian principles, guided by liberal arts, and then embodied in the student's major and enhanced by an atmosphere conducive to leadership.

With a diverse student body, Mount Mary University has created multiple ways to support its students. From programs that intentionally recruit urban students ([Grace Scholars](#)) to offering unique student programming ([Newsletter 10-11-21](#)), the campus is constantly striving to build a learning environment that lives the mission. As an example, the [Student Affairs Mission](#) has adapted the University's mission and values to their own unique programming.

Sixty percent of the [student clubs and organizations](#) are themed with integrating subjects of learning about others, helping others, and respect of the whole person. In 2012, the Student Success Center was created with the intention of supporting the whole person by providing integrated support services. The [Student Success Center](#) at Mount Mary continues to develop supportive services that meet the needs of our diverse student body.

Two [NetVUE grants](#) (Network for Vocation in Undergraduate Education), one in 2015 and a follow-up in 2018, focused on the mission to develop the whole person with sensitivity to moral values and Christian principles that encourage leadership and integrity. As described in the [NetVUE final report](#), building purposeful futures through vocational conversations led to exploring the gifts and joys of the students and where/how these gifts could meet the world's great need.

In Fall 2021, the University began its [Doctoral program in Counselor Education and Supervision](#) and also opened a 12-office [counseling center](#) suite, which is available to all Mount Mary students. The Counseling Center offers opportunities to advance the education and experience of the masters and doctoral students, while simultaneously meeting the mental health needs of the students and staff.

In addition to the support and scholarship programs described in 1.A.3, Mount Mary University focused on providing financial emergency support for both undergraduate and graduate students. The [Dash Grant](#), [President's Emergency Fund](#) and the [Madonna Fund](#) all provide needed support to help students succeed. In 2021, Mount Mary was awarded several [Federal Grants](#) which support the mission to serve a diverse population. For example, [Proyecto Descubrir](#) (Project Discovery) serves both the Latinx population, as well as the student body as a whole (see also 5.C.).

#### **1.A.5.**

The Mission and Vision statements are displayed, in English and Spanish, in every classroom and conference room throughout the campus. When the Board of Trustees meets, the name card at the place of every member has the mission and vision printed on the back. These statements are literally facing each Board member around the table.

Both the university mission and vision are printed on course syllabi and incorporated in the [Student Handbook \(page 5\)](#), Academic Catalog, [Faculty Handbook \(page 12\)](#), and [Employee Handbook \(page 8\)](#).

Public information clearly reflects the mission, values and goals of Mount Mary. The Mount Mary



Website Homepage emphasizes the value of community, the development of women and leadership.

In addition to the link on the top ribbon of the Mount Mary homepage, the About section of the Website, the public has access to the University's [mission, vision and values](#) as well as the stance on diversity, equity and inclusion. This is also where the [Strategic Plan](#) is located. Within the plan, the overarching principles from which the entire Plan emerged are articulated:

- Consistency with the SSND mission a
- Development of the whole person
- Respect for the Mount Mary liberal arts core
- Commitment to a diverse student population
- Financial stewardship
- Strategies that remain fluid and responsive to the needs of society

The [all-women advantage](#) comes through in [recruitment materials](#) through imagery that focuses on leadership and a sense of belonging. Institutional priorities are clear in the advertising that connects the spirit of the mission with calls to action that resonate with prospective students. Commitment to women is evidenced through the [Trinity Woods](#) housing for students who are single mothers and their children. [Articles](#) on the website, as well as ads and billboards give evidence that women are most likely to succeed at Mount Mary. [News releases](#) announce Mount Mary's priorities and the values that it promotes. Announcing new programs and addressing the [social challenges](#) of the day are consistently anchored in the mission.

Additionally, an [overview of the mission and spirit](#) of Mount Mary is presented at New Student Registration. A more robust presentation is given at [orientations sessions](#) for new employees and for Board members, and in every section of the [Leadership for Social Justice](#) Seminar required of first year undergraduates.

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## 1.B - Core Component 1.B

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The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

### Argument

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#### 1.B.1.

As reported in the [Fall 2021 Fact Book, \(p.8\)](#) ninety-one percent of Mount Mary University (MMU) students come from the state of Wisconsin with 80% from the greater Milwaukee area. Because of this, Mount Mary is very sensitive to the needs of the region and works directly with many community-based organizations, local school districts and businesses to determine the needs of regional students and employers. Some specific examples of ways in which Mount Mary demonstrates its commitment to the public good are through:

#### *Partnerships*

Mount Mary is a member of the [Higher Education Regional Alliance](#) (HERA) of southeastern Wisconsin, which is the only such organization in the country. It is composed of nearly all the [public, private and technical colleges](#) in the region. The President of each institution attends monthly meetings. The [goals of HERA](#) are related to student success and meeting the needs of the business community. The previous Mount Mary President was the Goal II co-chair of HERA, developing programming to meet business needs of the region. The Goal II team produced a list of all [HERA programs](#) made available to the public. Many HERA institutions, including Mount Mary, have adopted a program called Transferology, which streamlines transfer between institutions. A series of microcredentials are also under development for upskilling and reskilling the regional workforce in the areas of digital/artificial intelligence, healthcare customer and customer service needs. These microcredentials are based on interviews with CEOs and Vice Presidents of Human Resources at four major healthcare organizations.

There are approximately [33,000 single mothers](#) in Wisconsin who are currently enrolled in college. Considering how best to serve these women, MMU collaborated with the School Sisters of Notre Dame (SSND) and the Milwaukee Catholic Home to develop an intergenerational living and learning center on the Mount Mary campus. [Trinity Woods](#) opened in 2021 and includes senior living apartments for SSNDs and others, assisted living units and housing for 24 single mothers, who are Mount Mary students and their children. In addition to housing, [high quality early childhood education](#) is available for 100 children, including the children of all Mount Mary students, employees and community members.

Since the number of single mothers in college is increasing nationwide while their graduation rate is one-half the rate of women without children, this endeavor energized Mount Mary's mission. The position of Assistant Director of Student Affairs, which evolved from earlier support positions, works closely with these students to provide needed support and assistance. An endowment ([the Madonna Fund](#)) was also established to help keep the program sustainable long term. Residents of Trinity Woods who are not Mount Mary students will be able to audit MMU classes and participate in short term special interest courses created by the university. They will also be invited to attend the presentations and community events hosted by Mount Mary.

### ***Education of the Underserved***

As described in 1.A.3. Mount Mary has a variety of programs, many funded through grants, that serve underserved populations.

### ***Outreach***

As part of its educational mission, Mount Mary established numerous alliances that also assist the broader community.

1. Mount Mary offers [dual credit](#) and participates in the [Early College Credit Program](#) with various high schools in the Milwaukee area. Elmbrook School District partnered with the University to offer classes in design (fashion and interior) and nutrition (food science and dietetics) that were particularly aimed at career exploration in those disciplines. Interest has now expanded to six additional schools where faculty from various disciplines incorporate a variety of delivery modalities.
2. The Women's Leadership institute hosts a [Summer Leadership Academy](#) for high school girls. In **2022**, over 70 young women from four states came to Mount Mary to learn about leadership, college preparation and career exploration. Students gained essential skills that will help strengthen their college applications and valuable knowledge that will follow them into their future careers.
3. MMU regularly provides programming to promote college attendance to many [community-based organizations](#) in Milwaukee. High School aged students involved in organizations such as Boys and Girls Club, Pearls for Teen Girls, College Possible and numerous others are offered campus tours and college application information.

### ***Alumnae Survey***

Graduates are extending the values of Mount Mary into society in light of the mission. The mission questions recently added to the [Alumnae Survey](#) give evidence that the majority of graduates who responded consider issues of social justice in their personal lives and professional work and participate in civic engagement in their communities after graduation.

Given that the University's vision is the development of a diverse and inclusive learning community that educates students to transform the world, these data are perhaps the strongest indication that its educational role is to serve the public good.

### **1.B.2.**

Mount Mary is first and foremost a teaching institution. As such, the first concern in all decisions is the academic success of the students. Demonstrative examples abound, but three will be described

here. Regarding advancement in rank and tenure of the faculty, while scholarship, professional development and service are highly valued, the [criteria for promotion and tenure](#) give primacy to instructional excellence. Without evidence of instructional quality, a faculty member is not retained beyond application for tenure. A second example is the budget process described in detail in section 5.1.C. The [capital request form](#) documents the need for large financial requests to address mission and student success. A third example is the significant investments that Mount Mary makes each year to improve academics with [new program development](#) through its partnership with [Collegis Education](#), and professional development opportunities for faculty through [institutional grants](#) and [federal grants](#).

Mount Mary's investments serve institutional operations and capital needs rather than meeting the needs of investors, and there is no parent organization. The School Sisters of Notre Dame are our ministry sponsors and their values and contribution significantly impact the University.

### **1.B.3.**

Mount Mary consistently engages with its external partners to gauge their needs in academic programming and student training relevance. Below are some of the examples.

#### **Higher Education Regional Alliance**

As described in 1.B.1 above, MMU belongs to [HERA](#) and is focused on programmatic development that meets the needs of business and industry for new graduates as well as the retraining and upskilling needed for current workers. HERA has multiple [partner organizations](#) as members, from business to community organizations that advise MMU about the need for interpersonal skills (critical thinking, emotional intelligence, cultural competency, etc.) and technical skills (digital proficiency) in the workplace. In addition, HERA has been interviewing numerous medical and manufacturing leaders to obtain a better understanding of their needs. They advise MMU about labor shortages and skill gaps that result in new programming.

#### **Advisory Boards and New Programming**

MMU engaged a consulting company, [Collegis Education](#), which resulted in the development of two high-demand programs: a [Bachelor of Science in nursing \(BSN\)](#) and a [Ph.D. in Counselor Education and Supervision](#). Both programs educate students where there are strong job markets. In the past few years MMU also developed and promoted a partnership with Milwaukee Area Technical College (MATC) for the [Nursing 1-2-1 program](#). This program, combined with the BSN, responds to the unmet demand for bachelor-prepared nurses. New bachelor's and master's degrees in Food Science were also implemented. Wisconsin and Minnesota are considered the food corridor of the country and are replete with food manufacturers. Many major food companies (Campbells, Miller-Coors, Sargento, etc.) have company representatives on the Food Science advisory board at MMU.

Prior to COVID, eleven programs had advisory boards. While the Faculty Handbook for 21-22 lists eleven departments with advisory boards, Post COVID, three programs (Sociology, Justice and Dietetics) discontinued their advisory boards. There are now eight departments that have [advisory boards](#) which engage external constituencies and connect the work of the University with interests in the broader community.

#### **Community Organizations**

[Common Ground](#) is an example of a community organization in which MMU has been extensively involved. This group is active in social justice and racial issues in the Milwaukee Community. Mount Mary serves as a common meeting site for this group, contributes to it financially and has numerous students and employees who are involved.

### **SSND Ministries**

The School Sisters of Notre Dame have numerous ministries in the Milwaukee area. With the sisters' move to Trinity Woods, two of their ministries now have offices on Mount Mary's campus. One of them is a tutoring service called [Rising Stars](#). It organizes volunteer tutors to assist students at Milwaukee area schools. Some [Caroline Scholars](#) participate in this program as part of their community service. The second ministry is called [Global Partners: Running Waters](#). Its mission is to build and maintain intercultural relationships through collaborative partnerships benefiting communities in Latin America.

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## 1.C - Core Component 1.C

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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.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

### Argument

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#### 1.C.1.

Mount Mary University (MMU) focuses on developing students as whole persons, who not only excel academically, but who are prepared to contribute effectively in their professions and in the broader world. To that end, Mount Mary promotes a variety of academic and co-curricular activities to foster a global outlook and engagement with civic society, including student participation in undergraduate research, senior seminars or capstone projects and internships, study abroad, and service learning.

In the sciences, [Jewel Scholars](#) report on research via poster sessions, held on campus for an internal audience, as well as in an Undergraduate Research Symposium, (2018/2019) hosted at a local WAICU institution. At least four students have participated in the Summer Program for Undergraduate Research ([SPUR](#)) sponsored by the Medical College of Wisconsin and another participated in the Student-centered Program to Advance Research in Cancer Careers ([SPARCC](#)) for Underrepresented Minority Students, also at the Medical College of Wisconsin. The [junior/senior](#) seminars in the Sciences department are organized around giving students practical tools to help them enter their professions, with a mix of activities (e.g. resumé writing and mock interviews) and outside speakers or recruiters for jobs in laboratories, for medical and dental schools, and other programs. For example, MMU alumna returned to speak to current students about the process of earning a MS in Anesthesiology.

In the School of Art and Design, multiple departments host senior shows. Current Fashion Design and Merchandise students put on an annual juried [Fashion Show](#) each May. At the same time, senior shows in Studio Arts, Graphic Design, and Interior Design showcase the art and design of graduating seniors. In 2019, following a study abroad program to Ireland, participants exhibited artwork in the Haggerty Library on campus. All the pieces were inspired by their study abroad experience. Twenty-four majors have some form of [Senior Seminar/Capstone experience](#), some of which require an exhibition, portfolio or internship. These capstones also provide a variety of information to students, including applying to graduate schools and preparing resumes.

All academic departments require or encourage students to participate in internships. [Career Development](#) also connects students from all majors with internship options throughout the Milwaukee area. International Studies also enabled students to complete virtual internships for those majoring in International Studies (Ecuador) and Fashion (Florence, Italy).

Over the course of the four years that undergraduate students study at Mount Mary, approximately 21% study abroad, which far exceeds the national average of 9%, as reported in the Annual [IIE Open Doors Fast Facts](#). Mount Mary sponsors [short-term, faculty-led study abroad](#) programs to Costa Rica; France; Guatemala; Ireland/Northern Ireland; Italy; and Scandinavia. Of those, a few are focused on particular majors, such as Fashion in Paris; Interior Design in Scandinavia; and Spanish/International Studies in Guatemala. Other programs are designed to fulfill core requirements and thus are open to any major, providing opportunities for informed citizenship with a broad perspective. Some of this impact is captured in [student profiles of study abroad](#).

Additionally, since cost is a significant factor for our student population which is [63% Pell eligible](#), [Global Studies](#) regularly promotes the federally-funded, nationally-competitive Benjamin A. Gilman Scholarship. Since 2012, 26 Mount Mary students have received the [Gilman Scholarship](#), totaling \$139,000 paid directly to students. In Fall 2018, Mount Mary hosted a Gilman [Alumni all-day conference](#) on campus in cooperation with the Institute for International Education (part of the US State Department).

Mount Mary students also pursue post-baccalaureate opportunities abroad, including serving as the English Language Assistant in an SSND Mädchenrealschule in Regensburg, Germany, and as a Fulbright English Teaching Assistant in Kyrgyzstan (2019/2020). In Summer 2017, one student was the third at Mount Mary selected to participate in a 2-week study tour to China sponsored by the [Congressional Black Caucus Foundation](#).

Service learning and community service are integrated into multiple courses. The required first-year college seminar titled [Leadership for Social Justice](#), partners each course section with a local non-profit to provide experience using human-centered design thinking for problem solving articulated by the non-profit. In addition, other individual courses have a service learning component incorporating service with [community partners](#) as part of the class content. The [Community Engagement](#) data from 2016-2017 is the last compilation that was completed for the Presidential Honor Roll, since the previous administration abrogated the honor roll for service.

Mount Mary has over 20 [student clubs and organizations](#), including the [Student Government Association](#), that address a variety of initiatives and whose members also organize activities that connect students to professional development in the broader community. For example, student organizations such as American Society of Empowering Future Educators (EFE), Interior Designers (ASID), Fashion Association, and Social Work Club bring speakers to campus who currently work in the profession and provide networking opportunities. Other groups, such as Beta Beta Beta Honor Society, sponsor Blood Drives in connection with Versiti, collecting units of blood once each semester Tri-Beta also sponsored a Penny War to benefit a variety of local non-profits, including Pearls for Teen Girls, Milwaukee Riverkeepers, and Retzer Nature Center.

In Fall 2018 and Fall 2020, Mount Mary joined the [Up to Us](#) Campus Competition sponsored by Net Impact. Up to Us provided leadership development for the Up to Us Team Leaders, who organized multiple events and hosted speakers on-campus (or virtually) to educate their college peers on issues relating to the national debt and fiscal policy. Because both 2018 and 2020 were election years, the team also promoted voting via multiple class presentations. In 2021-22 Mount Mary's team finished in the [top 10](#).

Such efforts were further augmented by efforts from [Student Engagement](#) to organize minivans that took students to polling stations, create buttons to promote voting, and provide information to students on how to become poll workers. In fall 2020, Mount Mary received a [Common Ground](#)

[grant](#) to promote voting by developing and passing out voting resources on posters with QR codes. Individual students promoted voting, and organized a [Wall of Commitment](#) on which MMU community members stated their commitment to vote.

The Interior Design department worked for [legislative action](#) that called for justice in the industry. The students learned the meaning of leadership, integrity and social justice in a deeply personal way and created a video (Cannot link videos) for social media to create awareness.

Civic engagement is promoted through a combination of student groups, community connections, and individual student initiatives.

## 1.C.2

Striving for equitable and inclusive treatment is an ongoing commitment at Mount Mary. Inclusivity as defined at MMU means a deep and enduring sense of belonging for all. To actually be included one must have a voice that matters. To that end the following examples are described:

### **Shared Governance See 5.A.1.**

#### **Diversity, Equity and Inclusion (DEI)**

Mount Mary worked diligently over the last few years to enhance equity and inclusion across the campus. Considering the great diversity of the student body, it was (and continues to be) imperative to educate all faculty, staff and administrators, as well as the students, in what it means to truly become a community where the dignity of the human person is honored and each person is respected.

MMU has begun to educate the campus community on topics like implicit bias, microaggressions, racism, etc. In 2016, a [Diversity, Equity and Inclusion Council was created](#), and a [DEI strategic plan](#) was implemented in 2018. This Council has worked over the last few years and in spring 2021, MMU hired its inaugural [Vice President for DEI](#). With the departure of the Vice President for DEI, and the retirement of the Vice President for Mission, the University decided to combine these two senior level positions into the [Vice President for Mission and Justice](#). This role is responsible for the integration of diversity, equity, and inclusion initiatives into the mission of the university.

In 2020, Mount Mary also developed a [purchasing policy](#) that supports women and minority-owned businesses. In addition, the Finance and Investment Committee of the Board of Trustees is engaged in [responsible investing](#), so that the University has a voice in promoting just practices within corporations with whom Mount Mary invests.

In 2019, MMU completed development of the [2019-2025 Strategic Plan](#). One of the critical five initiatives is [Campus Culture and Wellness](#). Within that initiative are objectives related to the recruitment of a more diverse faculty and Board of Trustees that mirrors the ethnic diversity of the students.

#### **Initiatives focused on DEI**

MMU celebrated diversity within the campus community as well as with the larger Milwaukee community on numerous occasions. Examples include:

1. An interfaith prayer and meditation space was constructed from a former chapel. [Place of](#)

- [Peace](#) was dedicated in March, 2020 by religious leaders from multiple faith traditions.
2. The [Muslim Prayer Room](#) was dedicated by Muslim leaders in September, 2021 and offers a private space for daily prayer.
  3. Catholic Liturgy is celebrated every Wednesday in the refurbished Our Lady Chapel. Bilingual Mass is a special feature of the Commencement Liturgy.
  4. A [Dia de Los Muertos altar](#) and a prayer service take place during the first week of November.
  5. Two prayer vigils gathered the campus community: [Justice, Equity and Peace](#) occurred on 6/8/20 after George Floyd's death. [Black Lives Are Sacred](#) involved Mount Mary and members from the broader community on 4/24/21.
  6. Speakers from the [Visiting Fellows Program](#), ([See sample flyer](#)), sponsored by the Council for Independent Colleges, were guests at MMU during the past four years and focused on issues of DEI.
  7. [Voices of Leadership](#), an initiative of the Women's Leadership Institute, showcased the inclusive and equitable treatment of women in the workplace in November, 2021. Linda Alvarado inspired students to explore leadership possibilities within their disciplines.
  8. [Summer Leadership Academy](#) (SLA) sponsored by the Women's Leadership Institute has brought a very diverse group of high school students to campus the last few summers. Because any student can be given a scholarship to attend, price is never an issue in recruiting students.

Initiatives such as these demonstrate Mount Mary's efforts to build an inclusive and equitable community of diverse populations.

### 1.C.3.

Intent on fostering a climate of diversity and inclusion, Mount Mary conducted a [Climate Study](#) in 2020 utilizing the Higher Education Data Sharing Consortium's (HEDS) Diversity and Equity Campus Climate Survey. The results were presented to the campus in 2021. All data from the survey compared Mount Mary's responses to comparable responses from similarly sized small institutions and larger institutions. MMU students overall experienced more positive views toward the campus climate and had fewer negative experiences than their counterparts at peer schools. In comparison to peers, MMU employees had higher positive views on campus climate.

In 2017, MMU secured a [Howard Hughes Medical Institute](#) grant for \$1 million dollars. The [Inclusive Excellence Curriculum Specialist](#) included in this grant shepherded the DEI strategic plan until 2021 and helped to initiate a [series of presentations and workshops](#). Due to the collective impact of multiple grants, Mount Mary is becoming more intentional in creating an inclusive, equitable community.

Mount Mary fosters a welcoming climate through its Spanish link to the website via Admissions. The bilingual student ambassadors call attention to the mission and vision statements posted in many of the classrooms that are in both English and Spanish. Lettered on the walls of the Health Sciences Center, the [nursing mission statement](#) is announced in three languages. The English department drafted a [statement on anti-racism, diversity and belonging](#), which permeates all of their classes.

In 2018, muralist Tia Richardson engaged the campus community in creating a [mural](#) which reflects Mount Mary today. It is prominently displayed in the corridor outside the dining hall and celebrates the rich diversity of the campus through intertwining circles, all blessed by Mary.

In partnership with [CEO Action for Diversity and Inclusion](#), Mount Mary held its first Day of Understanding in 2020 where faculty, staff and students joined in meaningful discussion on diversity

and inclusion, learning about blind spots and unconscious biases, with the intent of developing an inclusive campus community.

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## **1.S - Criterion 1 - Summary**

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

### **Summary**

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Since its founding, Mount Mary University has lived up to its mission. Mount Mary University's faculty, staff, and Board of Trustees are committed to the mission, vision and values of the institution.

### **Sources**

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*There are no sources.*

## 2 - Integrity: Ethical and Responsible Conduct

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The institution acts with integrity; its conduct is ethical and responsible.

### 2.A - Core Component 2.A

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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.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

### Argument

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#### 2.A.1.

Consistent with the university's commitment to the charisms of the School Sisters of Notre Dame (SSND) and its institutional mission and vision, Mount Mary University (MMU) operates with integrity in its financial, academic, personnel, and auxiliary functions. The [mission](#) articulates the university's commitment to "leadership, integrity, and a deep sense of social justice arising from a sensitivity to moral values and Christian principles".

The [Corporate Board](#) identifies the university mission and ensures it is in harmony with the mission of the School Sisters of Notre Dame and monitors its effectiveness as stated in the [bylaws](#). The [Board of Trustees embraces the mission](#) and maintains the viability and integrity of the university in fulfilling the distinctive purpose for which it was established. The mission is on the forefront of board interactions including being displayed on the [title page](#) of board books, on the back of place cards at board meetings and publicly on the [website](#). The board initiated a full-day [orientation](#) for new trustees over the past four years. This day begins with a history of the founding of the university and the fundamental beliefs in the mission statement. Every board meeting opens with a [mission moment](#). As noted in 1.A.1., the mission was revised in 2013 to reflect the role of creativity in education; the [vision statement was revised](#) in 2020.

#### 2.A.2.

Mount Mary University's [Mission, Vision, and values](#) demand that the University operates with integrity, and establishes and follows policies for fair and ethical behavior on the part of our governing board, administration, faculty, and staff.

Our financial operations, including the business and financial aid offices are guided by best practices in accounting and auditing. Our business office staff is highly qualified, with staff members holding excellent credentials (see job descriptions for the [CFO](#) and the [Senior Director of Finance](#)). These individuals are responsible for creating and maintaining a clear system of checks and balances to ensure that all operations are held to the highest standards, as evidenced by the annual audit

statements (see [2018](#), [2019](#), [2020](#), [2021](#)). Mount Mary University is committed not only to our institutional guidelines, but also to the standards put forth by the organization of [Certified Public Accountants](#). All financial reporting is done according to the principles of Generally Accepted Accounting Principles, and policies are consistent with the Financial Accounting Standards Board.

Mount Mary University's operations and policies in distributing financial aid are consistent with federal guidelines and expectations as demonstrated by the [Financial Aid awarding policy](#) (See also, A-133 Audits for years [1617](#), [1718](#), [1819](#), [1920](#), and [2021](#)).

The process of annual budget development is clearly defined with strategic, capital, and operational planning considerations. A campus-wide [Budget Committee](#) was formed initially for the [2019-2020 budget year](#) to provide transparency and input from all areas of campus. The committee's recommendations are shared with the President's Council who works with the Chief Financial Officer to develop a budget for the coming year that reflects strategic, capital, and operational planning needs. A full budget is then developed that incorporates the agreed upon priorities and is forwarded to the Finance and Investment Committee of the Board of Trustees. The [Board of Trustees](#) and the [Corporate Board](#) bear responsibility for ensuring the long-term financial health of the institution. The Audit and Risk Management Committee and the Finance and Investment Committee oversee overall institutional financial health (see sample minutes for the [Audit and Risk Committee](#) and the [Finance and Investment Committee](#)).

Faculty and staff at Mount Mary are guided by a code of ethics that outlines our commitment to providing education regardless of race, color, religion, age, disability, sex, gender identification or national origin, and that states that faculty, staff, and administration are bound by the ethical standards of their professions and the ethical principles laid out in the faculty handbook. The Employee Handbook also directs employees to the faculty handbook for these principles. The [Faculty Code of Ethics](#), based on principles set forth by American Association of University Professors, "underscores the principle of respect for students, academic colleagues, individual disciplines, the institution, and the community at large."

Students are also held to high standards of academic conduct as outlined in the [Academic Catalog](#) and the [Student Handbook](#). The [Preamble to the Student Conduct Code](#) lays out expectations for students and presents a clear system of rights and responsibilities that each student accepts upon entering Mount Mary University, including the right to be judged solely on the basis of academic performance and independently of capricious or prejudiced evaluation. The integrity of our academic programs is ensured by a clear [Academic Honesty and Integrity Policy](#) found in the Academic Catalog which applies to every student in every program. The [Mount Mary Beliefs](#) outlined in the Student Handbook outline our commitment to an engaged and rewarding academic experience for every student. All parties to the academic process are expected to engage in ways that are consistent with our commitment to our mission and vision. In connection with these efforts to protect the integrity of our academic programs, students have the opportunity to appeal academic matters through a grade appeals process. Students may also initiate a [grievance](#) if they feel they have been discriminated against on the basis of "race, color, religion, age, physical or mental disability, sexual identity or orientation or national origin" or if they believe that their rights have not been protected.

Mount Mary University is committed to providing equal opportunities in higher education to academically qualified students with disabilities. We work towards an appreciation of students' abilities through partnerships with students, faculty and staff to create a campus community that values the unique talents each person brings. This commitment is evidenced by the [Equity Policy](#) in the Student Handbook which clearly states Mount Mary's commitment to the equitable treatment of

students with disabilities as governed by the mission of the university and applicable state and federal law and the provision of [accessibility services](#). An accessibility services statement is included in every [syllabus](#).

Mount Mary's hiring practices comply with best practices in human resource administration. Expectations for administration, staff, and faculty are described in the [faculty](#) and [staff](#) handbooks. Mount Mary is an equal opportunity employer and advertises and fills all open positions through a clear search and [hiring](#) process.

Open faculty positions are filled through a search committee of faculty peers and the appropriate school dean as outlined in the [Faculty Search Process](#). Every effort is made to advertise open positions in such a way that we recruit a diverse faculty, administration, and staff. As described in 3.C., a Diversity, Equity, and Inclusion committee member or DEI lead serves on all search committees.

[Tenure and promotion](#) processes for faculty are described in the faculty handbook, with each tenure-track faculty member undergoing a [Pre-Tenure Review](#) process in preparation for tenure application submissions. The process requires that the faculty member prepare a portfolio with confidential letters of recommendation for Promotion and Tenure Committee. This review becomes part of the tenure process documentation and may serve as a guide to help proceed through the tenure process successfully. The [tenure process](#) parallels the Pre-Tenure Review process, with portfolios and confidential letters of recommendation prepared for the committee, as does the [promotion process](#). [Tenure and promotion recommendations](#) are made to the Vice President for Academic Affairs and the University President before being confirmed by the Board of Trustees.

Faculty personnel issues that are unable to be resolved through more informal channels can be taken to a [faculty grievance committee](#) that will conduct confidential proceedings before making a recommendation.

All students and employees are required to complete Title IX and Diversity, Equity, and Inclusion training annually that is currently provided through [Vector Solutions](#). Every faculty and staff member completes [FERPA training](#) annually, with regular reminders to comply with best practices. Students are advised of their rights under FERPA in the [Student Registration Agreement](#), the [Academic Catalog](#), and during orientation. Students who wish to sign a FERPA disclosure agreement may do so through the Registrar's Office.

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## 2.B - Core Component 2.B

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The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

### Argument

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#### 2.B.1.

Transparent, accurate representation starts with Admissions and the Financial Aid Office. Mount Mary University (MMU) communicates with prospective and new students through five main channels. First, the [Admissions webpage](#) describes admissions criteria, deadlines, scholarships and the admissions processes. Second, students receive printed materials through US mail including the [University Viewbook](#), [first year student Financial Aid brochures](#), [transfer student Financial Aid brochures](#), and a full acceptance packet including a formal financial aid award letter. Third, admissions and financial aid counselors, using best practices of the National Association for College Admission Counseling, guide prospective students through the admissions process and their [Contact Us](#) webpage shows availability email, text, and on-demand meeting scheduling. A fourth channel is the [MyMountMary Admissions portal](#), which is used to submit and track application materials. Finally, the University hosts live, optional webinars for prospective, accepted and deposited students. Topics include Virtual Open Houses, Accepted Student Next Steps, and Financial Aid Webinars. Admissions and program materials are revised annually by the Marketing Department.

Cost of attendance is updated annually on the [website](#), and links to this webpage are included in the [Academic Catalog](#). The website includes an overview of the financial aid process, a [Calculate your Aid calculator](#), and descriptions of ways to pay, including scholarships, grants, loans, student employment, and tuition discounts. Additionally, tuition and fees details are updated in annual [Undergraduate Tuition and Fees](#) and [Graduate Tuition and Fees](#). Criteria for [Satisfactory Academic Progress](#) to maintain financial aid are clearly defined on the website.

The university website clearly and completely lists academic offerings, program requirements, and contact information for faculty, administrators, and staff. [Four year plans](#) are available for all majors. MyMountMary, the university's intranet, is an additional source of public information, including the Catalog, Student Handbook, curriculum sheets for each program and select University policies and procedures.

All Student Consumer Information required by the [Higher Education Opportunity Act](#) is located on the website. Two new reports on this page include a [Student Retention by Cohort Report](#) and a [Job Placement Report](#).

Accurate representation of [university and program accreditations](#) are available on our website,



including a link to verify HLC accreditation status, and are listed in the [Academic Catalog](#). These sources also include links to accrediting organizations specific to professional programs. In addition, the university's most recent [Report of a Comprehensive Evaluation Visit](#) is publicly available in MyMountMary.

Internal means of communication include [MMU Today](#), a Sharepoint site hosting daily announcements and a campus calendar, Prior to her retirement at the end of June 2022, President Pharr provided a weekly blog: [The Pharr Side](#). The new president intends to use a newsletter to communicate updates and initiatives to the campus. The [Rave Alert System](#) provides real time emergency text and website updates to the campus community.

Control of the University is shared by the [Board of Trustees](#) and the Corporate Board. Members of these boards are listed on the University's website. The [Corporate Board](#), comprised of School Sisters of Notre Dame from the Central Pacific Province, owns and sponsors the University.

## **2.B.2.**

The University Institutional Effectiveness Plan was reviewed in 2021-2022. An updated version is found in the [Faculty Handbook 22-23](#). Assessment of intellectual, personal, and spiritual development is addressed in core curriculum student learning outcomes, program and major student learning outcomes, holistic learning, program review and co-curricular student learning outcomes.

The Mount Mary [undergraduate core curriculum](#) is a Mission affirming collection of 48 general education credits in subject areas including theology, philosophy, communication, mathematics, humanistics, history, literature, fine arts, science, world languages, and global competency. Five core realms are assessed by 10 mission-based outcomes on a 3-year assessment rotation, requiring evidence to demonstrate student learning experiences and a process for continuous improvement. Department chairs in the five core realms met in academic year 2021-2022 to revise the core assessment process, partly funded by the [Title III Strengthening Institutions Grant](#). This group reviewed the current process, researched assessment best practices, and created the [new plan](#) to be used in academic year 2022-2023.

Two distinctive core courses that greatly contribute to students' educational experience are [Leadership for Social Justice](#) and [Search for Meaning](#). First-year undergraduate students take the Leadership for Social Justice course which introduces students to the University's mission and values and the contributions it makes to the educational experience. In this class, first-year students learn human-centered design thinking to work in teams on social justice projects requiring research, community engagement, and service learning. Between Fall of 2013 and Spring of 2021, the Director of [Service Learning](#) documented 89 projects with community partners. Leadership for Social Justice artifacts were collected as part of the academic year 21-22 core assessment. Data analyses are not yet complete.

First or second-year students take the [Search for Meaning](#) course which introduces philosophy and theology concepts and serves as a pre-requisite to required courses in these disciplines. In this class, students reflect on key human concerns including happiness, suffering, social injustice, life meaning, and spiritual and intellectual traditions. Search for Meaning is assessed as part of the [Core Assessment Process \(2019-2020 outcomes\)](#). Search for Meaning will be reviewed in the [22-23 core assessment](#).

[Learning opportunities](#) go beyond the traditional classroom, as summarized on our website. For

example, many programs require internship experiences, where students engage in a minimum of 50 hours of professional experience supervised by a faculty member. The [Advising and Career Development Office](#) supports student internships with services from resume writing and hosting a career platform to connect employers with students to provide interview practice and outfits from the [Career Closet](#).

Students also engage in experiential learning through [study abroad opportunities](#). Students travel during school breaks, summer, and semester-long programs. The Director of International Studies, coordinates study abroad opportunities and navigated the many challenges surrounding travel in the pandemic. Several students are featured in posters found throughout campus which display why students chose the location, highlights from the experience, and how the experience transformed them. These profiles are also available on the Mount Mary website ([See examples](#)).

Another example of experiential learning and community engagement is the School of Arts & Design's annual CREO show. CREO (Latin for "to make, create, produce") showcases student work from fashion, studio art, graphic design, interior design and art therapy that culminates in a fashion show. Merchandise management majors plan and produce the fashion show as part of their for-credit course FSH 375 Fashion Show Coordination. When the event could not be held in its traditional in-person format due to the pandemic, students responded by reimagining a virtual format of the show titled [CREO 2021: Disconnect Reconnect](#). The student-produced video featured garments by senior fashion design majors from 2020 and 2021.

Mount Mary's designation as a [Hispanic Serving Institution](#) (HSI) in 2020 and subsequent federal grants awarded to the institution also provide educational experiences in community engagement and experiential learning. For example, the [NSF HIS STEM by Design](#) three-year grant explores how integrated digital technology literacy increases technology skills and sense of belonging in diverse women. During the first year of the grant, students collaborate with industry professionals and faculty in workshops to identify digital technology integrations for academic programs and campus-wide use ([Stem by Design Workshop](#)). A second grant, "[Proyecto Descubrir](#)," or Project Discovery, is a four-year program to increase the number of Hispanic and low-income women enrolled in STEM programs by 10 percent.

See also 4.B.1. for a discussion of co-curricular assessment.

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## 2.C - Core Component 2.C

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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.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

### Argument

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#### 2.C.1.

Mount Mary University (MMU) has a shared governance model, comprised of a [Corporate Board](#) that appoints the [Board of Trustees](#) and a governing Board of Trustees that appoints the President and the Faculty (see [University Bylaws](#) for further information). The details of shared governance are outlined in the [employee](#) and [faculty](#) handbooks.

The governing board is comprised of individuals with varied expertise who are appropriately assigned to [committees](#) where their expertise is best utilized. The Board of Trustees has seven standing committees that provide reports at each meeting: Academic and Student Affairs, Buildings and Grounds, Alumnae and Donor Relations, Finance and Investment, Governance, Audit and Risk Management, and the Executive Committee.

A full-day [on-campus orientation](#) is held for new Board members. Presentations are given by the board chair, president, and vice presidents to give an overview of university and all committee work. The Board chair discusses fiduciary, strategic, and generative responsibilities. In addition, a mentor program pairs an existing trustee with a new trustee to provide background and support related to board and committee materials and scope of work. Trustees also receive a subscription to *Trusteeship*, a publication of the Association of Governing Boards that has articles on issues related to academics and fiscal responsibility. Articles are occasionally referenced for them to read.

#### 2.C.2.

The governing board is guided by the [strategic plan](#) and [mission statement](#) as a means to stay focused on university priorities. At least one member of the president's council serves on each board committee to ensure communication with and input from the institutional faculty and administration. [All committees](#), excluding the Governance and the Executive Committees have faculty representation as recommended by the university president in consultation with members of the President's Council. The Academic and Student Affairs Committee also includes the President of the Student Government

Association. Faculty and deans are also frequently invited to make presentations to the board regarding their ongoing work.

The [Executive Committee](#) helps to set board meeting agendas ensuring their priorities and responsibilities are included in meetings.

### **2.C.3.**

The composition of [Board committees](#) includes trustees, faculty representatives, administrators, and external community members with specific expertise. This structure allows the board to be informed of both internal and external factors in decision-making. The presence of the relevant administration and faculty on Board committees allows for internal voices to be heard and internal factors to be considered; the community and professional relationships held by members of the Board and the non-board members ensure that external considerations are also addressed.

The board adheres and respects shared governance when deliberating the university's interests (See also 2.D. 4.C. and 5.A.).

The creation of the [strategic plan](#) included variety of constituents (community members, alumnae, trustees, staff, partners) The Board of Trustees receives regular updates on the [plan status](#) and provide input during Board meetings.

### **2.C.4**

The [University Bylaws](#) delegate the approval of acceptance of gifts to the University, Board of Trustees and the Corporate Board. This approval is not required for gifts that do not impose any material conditions on the University. The Board of Trustees is not given authority to accept gifts. As detailed in the [Board Orientation](#), the Fiduciary Duties of the Board include putting the interests of institution above all else (Duty of Loyalty); the Duty of Obedience requires that board members act ethically and consistently with the mission.

[Article 9.2.](#) of the University Bylaws addresses conflict of interest. All members of the Board of Trustees commit to their ability to serve without “material, persisting conflict of interest” and guarantee their commitment to furthering the institutional mission. [The Conflict of Interest Policy](#) precludes influencing or voting on a matter in which the board member has an interest or conflict. All members sign an Agreement of [Responsibilities](#), as well as a [Conflict-of-Interest Disclosure Statement](#) in which any potential conflict of interest are disclosed.

### **2.C.5.**

According to the [University Bylaws](#), responsibilities delegated to the President include overseeing all of the daily affairs of the university including the budget, operations, and business matters; selecting and overseeing the administration; and recruiting and retaining qualified faculty. Day to day operation of the University is led by the University President and the President's Council, made up of the Vice Presidents for Mission and Justice, Academic Affairs, Student Affairs, Alumnae and Donor Relations, Enrollment Management, Finance and Administration, the Senior Director of Marketing, the Senior Director of Human Resources and Risk Management, and the Director of Institutional Research and Compliance.

Oversight of the curriculum and all academic matters is the [purview of the faculty](#). The School Deans and the Vice President for Academic Affairs work with the faculty to implement curricular and

academic decisions. The faculty are organized into a [Faculty Assembly](#) that allows them to “carry out their responsibilities for instruction, for the structure and content of the curriculum, and for the shaping of and participation in the overall intellectual life of the University.” In addition, the Faculty Assembly supports the professional development of faculty and provides a forum for faculty issues and concerns. Faculty Assembly functions through both an assembly of the whole, as well as a variety of [faculty committees](#), including, for example, the Academic Standards and Curriculum Committee, the Promotion and Tenure Committee, and the Faculty Development Committee. The Faculty Assembly is led by an elected Executive Committee. The [Faculty Assembly structure](#) provides authority and responsibility to oversee the vast majority of [academic matters](#), including disciplinary curriculum, core curriculum, recommendations regarding tenure and promotion, and standards for admission and progress toward degree. All full-time and percentage-contract faculty are members of the Faculty Assembly. Adjunct faculty may also be granted membership after four semesters of service and with the department chair's recommendation.

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## 2.D - Core Component 2.D

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

### Argument

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Mount Mary University (MMU) is fully committed to the pursuit of truth in teaching and learning through [academic freedom](#) and freedom of expression. The Faculty Handbook describes one of the [purposes of Mount Mary University](#) is to “foster excellence in teaching based on an environment of academic freedom and a commitment to ongoing professional development”. Among the aims of the University, Mount Mary “acknowledges that to fulfill its primary purpose, the responsibility of assuring and respecting general conditions conducive to the freedom to learn must be shared by all members of the academic community”.

Policies and procedures uphold the university’s support and commitment to academic freedom and seeking truth. Chapter 4 of the Faculty Handbook (page 108) details the [University’s policies on freedom of expression and the pursuit of truth in teaching and learning](#). The [Faculty Bill of Rights](#) affirms the U.S. Supreme Court’s view that academic freedom for teachers, students, and institutions is foundational to our civilization and recognizes academic freedom’s centrality to furthering the common good. The Faculty Bill of Rights affirms Supreme Court’s view, acknowledging that freedom in teaching and protection of that freedom is essential to furthering the common good.

Through [shared governance](#), Mount Mary University grants faculty purview over the academic curriculum and the freedom to instruct courses so long as they meet program, accreditation, and evaluative expectations. Faculty have the freedom to research and publish their work and perform extracurricular duties without University interference. The University acknowledges a faculty member’s rights to freedom and free speech as a citizen, independent of their University affiliation.

Academic freedom is also protected by the [promotion and tenure process](#) detailed in Chapter 4 of the Faculty Handbook. This section was completely revised in 21-22 by the Promotion and Tenure Committee for clarity, transparency, and a better reflection of the current process practiced by the Committee. A [revised section](#) meant to increase clarity is found in the 22-23 Faculty Handbook. Furthermore, the Faculty Handbook describes a confidential [grievance process](#) for faculty who feel their academic freedom has been impinged upon.

Mount Mary University protects students with similar freedoms of speech and intellectual inquiry. The statement of [Student Rights](#) in the Student Handbook protects students’ ability to be evaluated “solely on the basis of academic ability,” to be free from “capricious evaluation,” and “the right to examine and discuss all questions of interest to them and to express opinions both privately and publicly.” This comes with the understanding that students’ views are their own, and not those of the greater university.

The university’s commitment to faculty and student freedom in teaching and learning is affirmed in the Student Handbook’s [University Beliefs](#). This section cements our belief that “the administration, faculty, and students share the freedom of the educational process and depend on one another to stimulate it.”

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## 2.E - Core Component 2.E

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

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

### Argument

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#### 2.E.1.

The Mount Mary University (MMU) Institutional Review Board (IRB) has oversight authority over basic and applied research standards and regulatory compliance and ethical behavior. In the spring 2022 semester, the IRB held a review and Q & A session of the [IRB application](#). Fiscal accountability, related to departmental level federal, state, and private grant awards is the purview of the Dean overseeing the associated academic department. The IRB is [registered](#) with the United States Department of Health and Human Services and has adopted the common rule (i.e., 45 CFR 46) and adherence to The Belmont Report. Mount Mary does not maintain any animal laboratories.

#### 2.E.2.

The [Sponsored Programs webpage](#) outlines the many policies and compliance regulations in place at the University. In addition, the [library webpage](#) provides support services to faculty, staff and students to educate the community on copyright policies, fair use practices, and the impact of these policies on teaching and scholarship. The [faculty code of ethics](#) (p.117) presupposes that all faculty conduct their scholarship in ways consistent with the expectations of membership in a community of scholars. An [intellectual property policy](#) regarding both student and faculty developed work are also available in the Faculty Handbook.

The IRB is a standing committee made up of faculty and community representatives that oversee all research using human subjects. Its purpose is to “minimize risks and maximize the potential for benefit from human subjects who participate in research.” The [Institutional Review Board MyMountMary intranet site](#) provides information for members of the Mount Mary University community who plan on conducting research, support documents, information guides, and annual executive summaries of its activities. The IRB's decisions are based on the Code of Federal Regulations, Wisconsin State Laws, and Mount Mary University Policies. Any faculty member, staff member, or student who wishes to conduct research using human subjects must complete formal training through the [Collaborative Institutional Training Initiative](#) and provide evidence of training to the Chair of the IRB.

To encourage scholarly research, faculty members are provided an annual \$600 stipend to support

professional development initiatives. Furthermore, tenured faculty can apply for a sabbaticals and all faculty can apply for course releases and mini-grants through a competitive [application process](#).

### 2.E.3.

Mount Mary introduces the concept of academic integrity and responsibility to students during [Orientation](#) with an overview of [academic honesty policies](#) and [student rights and responsibilities](#). Students learn methods of citation and scholarly integrity in the [composition program](#), a [two-course composition sequence](#). This program is dedicated to helping students cultivate their skills as researchers and learn the core principles of information literacy. In Spring 2018, a taskforce created a universal [MMU Writing Framework](#), demonstrating a commitment to research, citation, and ethics. This framework is used both in the English Department and by faculty in other departments for consistent assessment of student research and writing. [Academic research courses](#) exist in many programs across the curriculum. Professional writing tutors are available to all students in the [Learning Center of the Student Success Center](#). Students can schedule an appointment online with their preferred tutor and meet with them in-person or via Zoom to accommodate pandemic/post-pandemic learning. Finally, the Library's [Getting Started with Research](#) webpage provides guidance on the use of information resources, as well as a [Meet with a Librarian](#) form students can use to schedule an appointment for research assistance.

### 2.E.4.

As outlined in the Faculty Handbook, every syllabus is required to include an [academic honesty and integrity statement](#) (Faculty Handbook p. 201). The policy permits faculty to handle violations of academic integrity as appropriate in their courses, but ensure that repeated violations will result in administrative disciplinary action. The academic honesty and integrity policy and violation procedure is described for students in the [Academic Catalog](#).

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## **2.S - Criterion 2 - Summary**

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The institution acts with integrity; its conduct is ethical and responsible.

### **Summary**

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To meet its mission, Mount Mary University demonstrates its commitment to act with integrity, and to engage in conduct that is ethical and responsible. All stakeholders, through policies and practices, as well as their recognition and belief in the inherent value of ethical conduct meet this criterion.

### **Sources**

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*There are no sources.*



## 3 - Teaching and Learning: Quality, Resources and Support

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The institution provides quality education, wherever and however its offerings are delivered.

### 3.A - Core Component 3.A

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The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

### Argument

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Mount Mary University (MMU) ensures the appropriateness of the rigor of its offerings through a process of continuous quality improvement that has many checks and balances, both internal and external.

#### 3.A.1.

The [Academic Catalog](#) details the undergraduate and graduate requirements for all degree programs and certificates at the University.

New programs follow the [Academic Program Proposal Process](#) outlined in the Faculty Handbook. In order to gain approval, the program proposal must:

- Substantiate current and merging strengths in relation to the Mission, Vision Values, Goals and Strategic Plan
- Confirm productivity and viability
- Evaluate quality
- Review assessment and evaluation processes
- Identify market need

to the satisfaction of the Academic Standards and Curriculum Committee, Graduate Council and Faculty Assembly at large. A recent example includes the [Exercise Science Program Proposal](#).

Current programs complete a comprehensive self-analysis on a five-year cycle through the [Program Review Policy](#) processes following the [Program Review Schedule](#). These reviews must

- Substantiate how the program fulfills the Mission, Vision, and Values
- Confirm productivity through
  - five years of annual [Departmental Dashboard](#) data including enrollment, retention and

- persistence, completion rates, average class size, and faculty FTE
- five years of annual Cost Analyses ([see example](#)) data including net revenue less expenses for credit hours generated by both the department and student majors
- Evaluate quality through description of specific teaching methodologies that enhance the quality of learning and demonstrating that the program meets standards of accrediting bodies or professional organizations, and curriculum vitae and [Faculty Record Updates](#) from full-time and percentage faculty
- Review assessment and evaluation processes through five years of annual assessment reporting as outlined in Requirements for [Department Reports on Student Learning](#), listing updated program objectives, identification of methodology used to assess, and evidence that those objectives are being met
- Review ongoing market need
- Delineate conclusions from the review

Additionally, two Faculty Assembly committees, [Academic Standards and Curriculum Committee](#) (for undergraduate) and [Graduate Council](#) develop and review policies and standards related to the academic quality.

### 3.A.2.

Mount Mary articulates clear, measurable learning outcomes at the core, program, and individual course level and are specified in [Faculty Handbook Syllabus Requirements](#). The [Academic Catalog](#) also details the [Graduation Requirements](#), [Educational Philosophy](#), and [Core Curriculum Student Learning Outcomes](#). Until 2019, the University Portfolio Assessment Program was used to demonstrate that students were meeting the core university Student Learning Outcomes. These outcomes are housed within five core realms of the University: Philosophy/Theology, Communication/Mathematics, Humanistics (behavioral science and history), Literature/Fine Arts, and Science. Because faculty from all different disciplines were assessing discipline-specific outcomes, it was difficult for departments to make improvements based on the assessment feedback. Between 2019-2022, Mount Mary developed and piloted a new assessment plan. This plan used faculty from the departments offering the core classes that housed the core student learning outcomes. That process enabled departments to see more clearly how and to what extent students were meeting the outcomes. It also enabled department chairs to see that further revisions in the assessment process were needed. During the final year of the pilot, 2021-2022, all of the department chairs who offer courses within the core developed:

- [Core Student Learning Objectives](#) that more clearly state the centrality of the University Mission
- a [revised process](#) within each core realm for assessment that will ensure closed-loop continuous improvement.

These objectives were presented to faculty assembly and Mount Mary will not only use the revised learning outcomes in 2022-2023, but also the core realm faculty will be crafting and adopting assessment processes within their realms.

Please see Criterion 4B for additional information regarding assessment.

Each graduate program communicates its learning goals in the [Academic Catalog](#), all of which are guided by the [Graduate Education Mission Statement](#). The goals of graduate scholarship and research at Mount Mary are:

- Reflective thinking
- Development of in-depth knowledge and specialized skills in an area of concentration
- Application of theoretical and empirical findings to relevant issues within the discipline

Learning goals at all levels are examined and revised regularly through the departments, the [Academic Standards and Curriculum Committee](#), [Graduate Council](#), and particularly [sections III and IV of the Program Review Process](#).

### 3.A.3.

Mount Mary takes great care to ensure that program quality and learning goals are consistent across all modes of delivery. Prior to the COVID-19 pandemic, all new online and distance learning courses were reviewed through the [Academic Standards and Curriculum Committee or Graduate Council](#). The [MMU Online Course Approval Application](#) would also be evaluated by a team of committee members most proficient in online learning. That practice resumed for Fall 2020. Primary resources for all faculty include [Best Practices for Distance Education](#); [Distance Teaching and Learning Support](#); [Quality Principles and Rubric for Distance Learning](#); [Quality Standards for Mount Mary University Online Programming](#); [Online Course Review Evidence Guidelines](#); and a [Course Review Self-Assessment](#). Guidelines for proposing an online or distance course include [Procedures for New Online Course Development](#) and [Online Course Review Process](#). The [Innovative Technology and Education Committee](#) is in the process of developing a new mechanism by which instructors can be certified to offer online courses.

These resources were especially helpful to faculty during March 2020 at the start of the COVID-19 pandemic when all classes went virtual after spring break. During the pandemic, those faculty committee review members and those who taught online before worked with faculty who were less conversant in online learning and needed to alter their class modality because of Wisconsin's Safer-At-Home mandate.

In June 2019, Mount Mary added an [Instructional Designer](#) funded in part by a [Title III Strengthening Institutions grant](#). The role supports faculty delivering classes in online, hybrid, hybrid, and face-to-face formats. There was a proliferation of online and hybrid classes in 2020-2021 in order to accommodate both students and the limited space required for social distancing. There is an increase in course sections taught in multiple modalities post-COVID and faculty development and expertise includes focus on pedagogy driven outcomes rather than delivery system.

Additionally, all partnerships/agreements with the Wisconsin Technical College System, Medical College of Wisconsin, and institutions in the Wisconsin Association of Independent Colleges and Universities retain integrity of courses and programs developed by Mount Mary curricular standards. Dual credit courses offered on-campus through Mount Mary professors enroll both undergraduates and high school students who are governed by all the same requirements as the undergraduates. Dual credit classes offered by the high schools are vetted through the Office of the Vice President of Academic Affairs and the chair of the department offering those credits. This vetting includes a review of the credentials of dual credit instructors to ensure that they are qualified to teach, an examination of the individual instructor's course syllabi and their instructional materials.

All classes within the same course title and code adhere to the same regulations and student learning outcomes, no matter their modality, location, or instructor.

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## 3.B - Core Component 3.B

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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.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

## Argument

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### 3.B.1.

Mount Mary University (MMU) articulates the purposes, content, and intended learning outcomes of the undergraduate educational program in the following ways.

The core curriculum is centered on "what it is to be human" and what a person can become in their search for meaning. This centering flows directly from the origins of Mount Mary University and the School Sisters of Notre Dame (see [Faculty Handbook pg. 156-160](#) for a detailed explication of the ways in which the Constitution of the School Sisters of Notre Dame, "You are Sent", informs the curriculum of Mount Mary University).

The core curriculum, developed within the [liberal arts framework](#), consists of five realms: Philosophy/Theology, Communication/Math, Humanistics (behavioral sciences and history), Science and, Literature/Fine Arts and Sciences. Students complete 48 credits in order to meet the core requirements. The University offers a [distribution of core courses](#) in all realms each semester ensuring students can select courses that are well suited to their program and interests. The goals of the core curriculum are articulated in 10 revised mission-based [general education student learning outcomes](#). The Academic Catalog provides additional explanation of the five realms in the context of a Mount Mary undergraduate education.

First time students and transfer students with less than 15 credits, as well as students in some majors are required to complete [SYM 110 Leadership for Social Justice](#) as an introduction to college level thinking, the mission and values of Mount Mary University through service learning, and a deeper understanding of social justice. (see also 2.B.)

In keeping with its vision "Mount Mary University is a diverse and inclusive learning community

that educates students to transform the world", undergraduates must fulfill a [global competency requirement](#) by taking at least one "[global designated course](#)".

In 2020, a Canvas based course entitled [Infusing the Mission](#) was created and all faculty were strongly encouraged to participate in the online module. By the end of 2021, every fulltime and percentage contract faculty completed this course (see 1.A.2.). Additionally, all [syllabi are required](#) to include the mission.

### **3.B.2.**

As a private Catholic institution, the curriculum evolved from principles of the Constitution of the School Sisters of Notre Dame, "You are Sent". The Faculty Handbook delineates the ways in which these founding principles inform the curriculum - promoting integrity and leadership grounded in the liberal arts ([Faculty Handbook pg. 156-160](#)).

The 2016 document [Teaching and Learning in the SSND Tradition](#) serves as the framework for the general education and its learning outcomes. The curriculum is designed to meet the demands of professional programs and individual disciplines while holding strong to the charism of the SSND. The Curriculum is founded on Christian Principles and a belief that a person must search out their own understanding of ultimate 'meaning'. Whenever possible, the curriculum supports student participation in community and service learning. Programs and individual courses intentionally focus on integrity and leadership and the needs and interests of diverse women.

Every degree program engages students in ways that promote discovery and mastery in collecting, analyzing, and communicating information. This begins with the core curriculum, and the 10 goals of general education link and extend into program specific requirements for degree completion. The majority of majors require a [capstone project course, an internship or a combination of these offerings](#) for all students in the major (c.f. the extensive [list of field work/internship opportunities for Occupational Therapy Students](#)). For example, Fashion Design requires both a capstone project course and an internship while the Justice major requires either. Several majors without a capstone or internship (food science, international studies, theology) have a seminar requirement. The course projects, research, and capstone experiences require students to use multiple modes of inquiry to be successful and prepare students for ever changing academic and career environments.

### **3.B.3.**

1.A.3 describes the diversity at Mount Mary and the efforts of the University to create opportunities while effectively supporting diverse learners. In 2020, Mount Mary was designated as an [Hispanic Serving Institution](#) and was recognized in the [2022-2023 US News Best Colleges Reports](#). Mount Mary is ranked first among Midwest regional universities for social mobility among Pell Grant recipients. Mount Mary students have the highest probability of students at all regional colleges in the Midwest to encounter and study alongside people of different racial and ethnic backgrounds.

1.C.1. describes many of the curricular initiatives that enable students to engage in growth opportunities within a multicultural world. In addition, the University provides academic and nonacademic opportunities for all students to recognize, grow, and extend their multicultural lens. The core curriculum includes both a [global competency and a world language requirement](#) for all undergraduate students. The global competency can be met through completion of a designated course or a credit bearing study abroad program. Courses with a multicultural focus are offered at the graduate and undergraduate level each semester. Students participate in study abroad at a higher



ratio than comparable schools and has an outstanding record of [Gilman scholarship recipients](#). First year students enroll in a [Leadership for Social Justice](#) which exposes them to local and global issues and perspectives. These courses maximize the impact of the core curriculum by expanding students' ability to live and work in multicultural communities. This is further evidenced by the [2019 National Survey of Student Engagement](#) data in which 73% of respondents indicated that class assignments include the perspective of diverse groups of people. The diverse campus student organizations and 6 NCAA Division III athletic teams offer additional opportunities for students to learn, interact, and support one another outside of the classroom.

The library published a page of [antiracist resources](#) and an interfaith chapel 'Place of Peace' and Muslim Prayer Room were opened to support all students in their spiritual needs as described in the [Summer 2020 Strategic Plan Update](#). Such efforts likely contribute to results of a recent (2020) climate survey indicating that [88% of respondents](#) were generally or very satisfied with the campus climate for diversity and equity. In 2021 the University added a [transgender and nonbinary policy](#) to the Undergraduate and Graduate Handbooks.

### **3.B.4.**

Mount Mary University's campus culture supports the development of knowledge, skills, and scholarship within and between student and faculty groups. It is a place that recognizes the importance of integrity and creativity in the development of the whole person.

As evidenced by the [Faculty Handbook](#), professional development is both an expectation and a distinguishing feature of the faculty. MMU believes that academic programs are strengthened when faculty are actively engaged in scholarly activity. The [Faculty Handbook](#) also provides information regarding Mini-grants, sabbaticals, and forgivable loans to support professional development and enhance teaching effectiveness. Excellence in teaching, service, and professional growth is the hallmark of an MMU faculty member. The [Academic Affairs update for Fall of 2022](#) provides summary information regarding the professional activities of Mount Mary faculty and students.

MMU showcases talent and diverse ways of thinking thus living its mission as a creative campus with a holistic human viewpoint. Evidence includes the School of Arts and Design's annual [CREO Fashion Show](#), the Sciences' [Jewel Scholars poster presentations](#) and the award winning newspaper [Arches](#). All of these student opportunities serve as mechanism for cultivating creative and critical thinking. The [Honor's program](#) is comprised of courses and enrichment activities inspired by the mission and core values of MMU. Scholarship in the form of research is also valued and the [2019 NSSE](#) survey data revealed that 14% of first year respondents and 25 % of seniors participated in faculty research.

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## 3.C - Core Component 3.C

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

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

### Argument

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**Note: throughout this section, the names of presenters and faculty are included in the evidence.**

#### 3.C.1.

As described in "[Diversity and Inclusion at Mount Mary University](#)", Mount Mary University (MMU) is committed to building an inclusive institution. Mount Mary students represent a [diverse community of learners](#). To ensure that its faculty and staff reflect that diversity, the University has made employee diversity a priority in its strategic plan as demonstrated in the [Tactical Work Plan for Diversity and Inclusivity](#).

Among the efforts to improve diversity and inclusivity, Human resources has developed a strategy to increase exit interview completion rates. These interviews now include [additional questions](#) that probe employees' perceptions of the culture and inclusivity of Mount Mary, to further explore why members leave, and to find areas for improvement. HR has also worked closely with the [Diversity, Equity, and Inclusion Council](#) to recruit employees from diverse backgrounds. All search committees have at least one member of the DEI Council and interviews incorporate diversity and inclusion questions. [A comparison of new hires](#) from 2016 to 2022 through September indicates that, while Mount Mary would like to continue to improve diverse hiring, the university has increased hiring of diverse individuals.

In 2021, Mount Mary established the position of [Vice President of Diversity, Equity and Inclusion](#). in this role, the Vice President worked to synthesize and advance [inclusive practices](#) across the workplace by providing campus learning sessions, cultural activities, and reviewing university

policies to ensure they are equitable. This position, as well as the Vice President of Mission became vacant at the end of June. The decision was made to combine these two part time roles into one position, the [Vice President of Mission and Justice](#).

### 3.C.2.

As of Fall of 2021, Mount Mary employed 64 full time faculty, five percentage faculty and 136 adjunct faculty. Sixty-eight percent of full-time faculty completed a terminal degree. All faculty meet the [responsibilities](#) clearly described in the Faculty Handbook. Chairs and program directors have access to [dashboard data](#) that provide information on the distribution of faculty and students within the department. This information is used to request additional faculty when necessary. Requests are made with the approval of the Dean of the School, sent to the all-university Budget Committee, and then to the President's Council for final review.

All courses are taught by faculty, not teaching assistants. As described in the [bylaws](#) of the Faculty Assembly, faculty have the primary responsibility to determine curriculum and academic standards. The Graduate Council and the [Academic Standards and Curriculum Committee](#) are faculty committees that review all curricula development and academic policies of the graduate and undergraduate programs respectively.

Vital to every department is a continuous evaluation of student learning. This responsibility rests primarily on the faculty, but Deans and the Vice President for Academic Affairs actively share in the assessment process. Core and departmental assessment of student learning is supervised by the [Educational Outcomes Assessment Committee](#) an all-university committee comprised of academic administrators and faculty. All departments provide a [yearly assessment](#) of their learning outcomes, assess students on creative thinking, and evaluate their courses for alignment with the mission. Finally, departments engage in an [in-depth examination](#) during their [5-year program review](#). All department members participate in the program review which provides critical time for systematic evaluation of its status and projections for future development and improvement. The Vice President for Academic Affairs and the respective Deans provide essential feedback and support during the program review evaluation. An iterative review of results ensures a continuous cycle of improvement. (See 4.1.A.)

### 3.C.3.

Faculty are hired per the [guidelines](#) of the Faculty Handbook. Hiring of new faculty aligns with HLC credential expectations in its [2020 Resource Guide](#) and standards set by the [respective departments](#). Faculty in programs with specialized accreditors meet hiring standards set by their external organization:

[Interior Architecture and Design](#)

[Counseling](#)

[Dietetics](#)

[Education](#)

[Nursing](#)

[Occupational Therapy](#)

## [Social Work](#)

Of full-time faculty, 46% are tenured, 25% are on the tenure track and the remaining 29% have yearly renewable contracts. Adjunct faculty must have a minimum of a master's degree in the field or must show extensive professional experience. In any case where the terminal degree is not attained, equivalent experience is evaluated in accordance with HLC assumed practice. The process by which adjunct faculty credentials are verified is documented in the [adjunct contract process](#). Any faculty member without a master's degree is supported by a narrative from the department chair demonstrating his or her professional expertise. Likewise, faculty in dual credit programs must have a minimum of a master's degree in the discipline. The university maintains current CVs and transcripts for all full, adjunct, and dual credit faculty members. Finally, faculty titles and credentials appear at the end of the [Academic Catalog](#).

### **3.C.4.**

Faculty are evaluated by numerous methods, both early in their employment and continuously during their career to ensure feedback and promote professional growth.

Students provide [course evaluations](#) every semester, and faculty reflect upon their teaching and professional development by writing a [Faculty Update Report](#) every year. Faculty receive feedback from their [Chair or Program Director](#) or Dean if they are a Chair, on their student course evaluations and on their Faculty Updates. In the third year of employment, tenure track faculty undergo a [Pre-tenure Review](#) by submitting a portfolio to the Promotion and Tenure Committee and then apply for tenure in their sixth year. [Extensive guidelines](#) are described in the Faculty Handbook which outline tenure and promotion parameters along with [standard evaluation forms](#) that can be used by faculty to solicit feedback from campus members. Thus, tenure track full-time faculty receive annual feedback and a pre-tenure review prior to the tenure application. Those full-time faculty not on the tenure track receive the same evaluation through student course evaluations, the yearly Faculty Update Report, and feedback from their Chair or Dean.

Part time faculty receive student course evaluations every semester and receive feedback from their department chair to support their professional and pedagogical development.

### **3.C.5.**

Mount Mary is dedicated to developing engaged teacher-scholars and strongly supports the professional development of its faculty as they grow in their academic disciplines, their teaching ability, their instructional design, and their technological proficiency at the institution.

Each full-time faculty member receives \$600 to support their attendance at professional conferences and faculty are encouraged to present their scholarly work. In addition, the university provides \$10,000 per year to faculty who wish to pursue scholarly work or institutional projects through mini-sabbaticals, mini-grants, and course releases. An additional \$5,000 per year is available from a donor who established an endowed fund for faculty development. Full sabbaticals may be obtained by tenured or untenured faculty members for specialized scholarly activity or advanced study. [Applications for mini-sabbaticals, mini-grants, course releases, and sabbaticals](#) are clearly described in the faculty handbook. Faculty who receive any of these awards are required to present their scholarship at yearly faculty fora.

Each semester, faculty highlight their best creative teaching pedagogy through campus [PED Talk](#)



events. Members submit a proposal to a panel who reviews the submissions and awards two outstanding faculty whose teaching methods have a substantive impact on learning. Awardees receive a stipend and present their ideas to the community. Similarly, the institution offers up to \$500 in [Creative Teaching and Learning Grants](#) per semester to faculty members who create innovative learning opportunities in their classrooms and outside experiences that augment the course material. Incentives like these have generated student-centered engagement on [financial literacy](#), [diversity awareness](#), and [designing escape rooms](#) to develop leadership skills.

Mount Mary recognizes the need for professional development opportunities and provides significant support through its [Title III](#), [HHMI grants](#), and [STEM by Design](#) grants. Through these grants, [faculty development opportunities](#) have enabled faculty to strengthen their role as teachers and mentors to all students, examine social and racial justice as it pertains to education, and improve educational assessment. Through the STEM by Design grant, faculty, students, and local employers came together for [1-day workshops](#) to identify digital technology that will help graduates compete in the workplace and that can be incorporated into the learning experience.

In addition to the professional development presentations and workshops, MMU employed an [Inclusive Excellence Curriculum Specialist](#) to ensure faculty are creating classrooms and course content that are accessible to its diverse student body. The Curriculum Specialist conducted focused training on topics like [microaggressions](#) in the classroom and [inclusive teaching practices](#) that apply to in-person and online delivery. This effort has resulted in [revised course policies and curriculum](#) in departments across campus and [recommended course policies](#) to make classes more equitable and inclusive. Survey data indicate students believe the institution is committed to diversity and equity and a [preliminary analysis](#) of the Inclusive Excellence workshops indicate faculty are supportive of changing policies to create more accessibility.

The growth of online and hybrid forms of delivery necessitated a new learning management system for the campus. In the fall of 2019, the campus beta-tested Canvas. This proved successful and the decision was made to move the entire campus to Canvas starting in the fall of 2020. Although the COVID-19 pandemic proved challenging, the campus stayed on the timeline. The [MMU instructional designer](#) provided all faculty extensive [in-person training and through an online Canvas course](#) built specifically for the MMU community. Additionally, both the instructional designer and the IT department were crucial during the March 2020 COVID lockdown. [Online course training](#) was quickly arranged and provided to all faculty. Laptops, hotspots, and internet service were provided to students by the IT department, and a [virtual computer lab](#) was created to maintain classroom continuity for students using campus software. The confluence of the pandemic and the new learning management system was instrumental in sparking new forms of pedagogical innovation [using apps](#) and immersive classrooms; [innovations](#) that will sustain well beyond the pandemic-induced modifications. Finally, multiple avenues for [Canvas training](#) and [instructional design](#) are continually provided to new and existing faculty.

See 3.A. for a description of requirements for developing and teaching online courses.

Departments play a key role in the professional and pedagogical development of their faculty. Many provide content-specific professional development to full and part-time instructors. For example, English composition faculty attend [five workshops per year](#), follow [course guidelines](#) when constructing syllabi, and use a department developed [grading matrix](#). Similarly, all English literature faculty are provided with a [framework](#) and [guidelines](#) for the composition of [literary analyses papers](#) in 100- and 200-level literature courses. The departments of philosophy and theology redesigned their [central core course](#) and strengthened their [inclusive teaching practices](#). Occupational therapy

faculty created their own [DEI initiative](#) and a professional development circle. The counseling department created a faculty handbook for its part-time faculty and created a [private group page](#) with resources for teaching and professional development that the entire counseling department uses. An [advisory board](#) for the business department helps faculty determine essential skills for business majors. Communication faculty developed a [Canvas site](#) that offers a collaborative space for public speaking instructors to share in-class activities and assignments. Through the HHMI and Title III grants, faculty in departments like math, science, and English received content specific training on topics like [math for human development](#) and [equitable writing assessment](#).

### 3.C.6.

Students have access to MMU faculty as indicated by the 10:1 student to faculty ratio. All instructors use in-person and electronic means to stay in contact with their students. Policies regarding [electronic communication](#) and [office hours](#) are described in the Faculty Handbook and in syllabi for the students. [Adjunct faculty](#) hold at least one office hour per week for each class taught. Full-time faculty are required to be on campus a minimum of 6 hours a week and dedicate 3 hours of personal contact hours strictly for student interaction. To remain accessible and stay current with an electronically connected generation, many faculty have also utilized virtual platforms like [Zoom](#) to stay in contact with students and have developed innovative uses from apps like [Flipgrid](#) to stay connected to students and promote student interaction. Because of the accessible community, in the results from the 2019 administration of the [National Survey of Student Engagement](#), students report that they have positive interactions with the MMU faculty and describe the environment and climate of the institution as supportive.

### 3.C.7.

Mount Mary takes faculty and staff orientation very seriously. Primary responsibility for inculturation into the mission, history, vision and values of the institution has been the purview of the [Vice President for Mission and Identity](#). Orientation includes a [series of presentations](#) about the university, including its history, mission, and values. Past orientation practices have included [formal mentoring relationships](#). The retirement of the most recent incumbent presents an opportunity for the University to build on past practice as we look toward how best to value employees' commitment to the University's mission, especially as that role is redefined as the [Vice President for Mission and Justice](#). Mount Mary University has recently hired a new Senior Director of Human Resources. One of this individual's priorities is to improve the onboarding process.

Staff onboarding and development continues through one-on-one meetings and reviews with their supervisors, support from peers, and interaction with campus partners. All student support staff received extensive [Title IX training](#) in January 2020. In addition, nearly every member of the student support staff along with dozens of other campus members have taken part in the [Trauma Informed Interactions Workshops](#) to better understand how trauma impacts student learning.

MMU students utilize a variety of support services from caring and qualified professionals as described in [Accessibility Services](#), [Advising and Career Development](#), [Learning Services](#), [Promise Program](#) and [Student Support Specialist](#) job manuals. All student services directors are required to have master's degrees. Sample qualifications are described below:

[Accessibility Services](#)

[Career Development](#)

## [Learning Services](#)

### [Promise Program Transition Specialist](#)

### [Student Support Consultant](#)

All [professional tutors](#) have the minimum requirement of a bachelor's degree in the area they tutor. Most have their master's degree, and 2 professional tutors have their Ph.D. Peer tutors are advanced students in their major and are recommended by faculty due to their academic skills and leadership qualities. Professional and peer tutors are required to complete a series of [TutorLingo](#) training modules, offered through Innovative Educators.

The Financial Aid staff understand the importance of staying up to date with the industry. Staff are members of the National Association of Financial Aid Administrators ([NASFAA](#)) and the state organization Wisconsin Association of Financial Aid Administrators ([WASEFAA](#)). Recently MMU became a member of the regional organization, Midwest Association of Financial Aid Administrators ([MASEFAA](#)). These organizations allow staff to have access to trainings, on demand webinars, questions and answers series, and conferences. To maintain currency, staff meet weekly ensure all NASFAA updates have been shared and understood. Twice a month staff select a financial aid topic, research it thoroughly, and examine the how the regulations are practiced at MMU. Notes from the meetings are placed in a [OneNote document](#) to reference later as needed.

[Education benefits](#) are provided to the university staff. Full-time staff are eligible to take up to eight graduate, doctoral or undergraduate credits per semester for personal and professional development. Staff are encouraged to take courses for professional development to remain current in their field or as preparation for enhanced job responsibilities. Tuition is waived for courses taken for professional development and books and fees are paid by the university. Funds for professional development opportunities are available to staff members through grants and institutionally supported budgets. The student support staff are committed to advancing their professional development in order to support the students of MMU.

Finally, all full and part time employees of the university must complete mandatory online training for Information Technology, Diversity, Equity and Inclusion, Title IX and FERPA through our vendor, [Vector Solutions](#), on an annual basis.

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## 3.D - Core Component 3.D

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The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

### Argument

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#### 3.D.1.

From the day students sign up for new student registration through six months after they graduate, the Student Success Center (SCC) provides wrap-around, one-stop support for student learning. These are outlined both in the [Student Services section of the Academic Catalog](#) and in [Campus Resources](#) promotional material. A key instrument for linking students to SSC services is Mount Mary's confidential [Early Alert System](#). The [Student Outreach and Support Team](#) members meet to respond, assess, intervene, and meet with students to then connect them with the collective services Mount Mary University (MMU) offers:

- [Learning Services](#)
- [Accessibility Services](#)
- [Advising and Career Development](#)
- New and expanded [Counseling and Wellness Center](#) including [Counseling and Wellness Center Promotional Material](#) featuring an easy-to-use QR code for making appointments.

Mount Mary also offers a number of programs to support students:

- The [Compass Year Program](#) offers comprehensive career exploration and career counseling to those students who enter college as undecided. Students participate in a three-day Jump Start program in advance of New Student Orientation. A variety of assessments, research, and strategic advising enable students to explore major areas while earning core credit, allowing them to graduate in four years.
- The [Grace Scholars Program](#) provides young women leaders with academic, personal, and financial support as they create their future and fulfill their dreams at Mount Mary University. The program covers 85% of tuition for four years to incoming first-year students from the city of Milwaukee who demonstrate leadership skills and have financial need. Each year, 30 new students are selected to participate in the program. Grace Scholars are offered a generous Residential Grant if they decide to live on campus. Scholars attend a six-week Summer Bridge Program before their first semester to develop skills for success while they transition to college. They also earn up to four college credits during the Summer Bridge Program.

- The [Promise Program](#) is a federally-funded TRIO Student Support Services program that provides academic, career, and financial support to 140 students each year. The Promise Program was created to increase the likelihood that students remain in good academic standing, stay enrolled in college, and graduate with a bachelor's degree from Mount Mary University. Promise scholars must be U.S. citizens or nationals, or meet residency requirements for federal student financial assistance, have a demonstrated need for academic support, and be first-generation and/or low-income college students.
- The [Bold Project](#) is a federally-funded Title III Strengthening Institutions program that provides laptops, academic and career support, academic achievement incentives, and embedded tutoring for low-income students requiring developmental math or English and who are not otherwise being supported by the Grace Scholars Program.
- The [Jewel Scholars Program](#), funded by the National Science Foundation, offers scholarships and extra dynamic programming and undergraduate research aimed at expanding access to STEM careers for women and underrepresented students.

Such support extends to graduate students as well:

- The [Succeed Scholars](#) program, funded through an award from the Health Resources and Services Administration supported graduate students in our Counseling program.
- The [PromOTe Success Scholars](#) program, also funded through an award from the Health Resources and Services Administration supports graduate students in our Occupational Therapy program.

### 3.D.2.

Mount Mary University (MMU) provides learning support and preparatory instruction first by clearly articulating [Undergraduate Admission Requirements](#) for first-year, transfer, and post-baccalaureate students and [Graduate Admission Requirements](#) in the [Academic Catalog](#). Specific requirements are also outlined for International Students, including proof of English language proficiency in the Admission Language Requirements for Undergraduates and Admission Language Requirements for Graduate Students. Given that MMU is an Hispanic Serving Institution, Learning Services hired an English Language Learner tutor and, through our Title III HSI STEM grant, [Proyecto Descubrir](#), a Multilingual Specialist to create campus-wide ELL/ESL workshops for faculty.

In service of our mission, the [Admissions Committee](#) reviews undergraduate applications of those who do not meet the minimum standards for acceptance but whose circumstances show the potential for success at Mount Mary University. The Admissions Committee may request additional information as it considers these students. [Recent outcomes](#) for students admitted through the Admission Committee process, indicate that overall, this is an effective way to identify students who can be successful at Mount Mary.

Mount Mary made great strides in its “placement” processes that direct entering students into courses and programs for which the students are adequately prepared. Between 2017 and 2019, Mount Mary was part of a team of Wisconsin Association of Independent Colleges and Universities that received a [Strong Start to Finish](#) travel grant and a [Title III Strengthening Institution Grant](#), of which center on providing support and include revising placement processes for math and English. As part of Mount Mary's participation in the [Higher Education Regional Alliance](#) (HERA), through data-supported incremental change, Mount Mary now engages in best practice of guided, student-directed placement based not only on high school GPA and ACT scores, but on students' mindsets on math and English (c.f. [Mount Mary University's HERA Momentum Project Plan](#) and [HERA Core Metrics](#)). These

students are supported, largely through the Title III Strengthening Institution grant, with embedded peer tutors who are trained through the math and English department.

The hiring of a new chair of math in fall of 2016 and new director of composition in fall of 2017 formed an alliance in those two “gateway” areas of study that enacted a complete reformation of developmental education. Adhering to best practices, the standalone developmental courses were eliminated and replaced with best practice co-requisite courses. Biology and Chemistry had corequisite courses in place for a number of years. The [Title III Strengthening Institutions](#) grant finances another best practice by funding embedded peer tutors in math and English. The [Title III HSI STEM grant](#) will do the same for science classes.

At the graduate level, students are granted [Graduate Student Admission Status](#). If a student has not met the established minimum criteria for admission to graduate studies, then they may be granted probationary status. Applicants with a GPA of less than 2.5 may be considered for probationary status upon completion of additional requirements to strengthen their academic record. The letter of admission on probation will state the requirements the student must meet to be granted admission to full status. Individual graduate programs may require higher admission standards based on program accreditation. Graduate Program Directors and/or admission committees within each graduate program review application files and make recommendations to the respective school Dean, who then approves or denies those applications.

### **3.D.3.**

Mount Mary’s Faculty Handbook identifies a faculty-based, developmental advising model for [Academic Advising](#). New Student Registration provides the foundation for advising that will serve students from matriculation through graduation. At New Student Registration, which occurs throughout the months leading up to the start of each semester, incoming students participate in [Advising Presentations](#) which explain the curriculum and requirements. This presentation also shows students the advising tools in Mount Mary’s intranet system, MyMountMary, so they know how to add classes, monitor their progress, and find advising information.

Advising information is reinforced when students meet with the faculty advisor in their major and actually register with them at New Student Registration. Double majors are assigned advisors in both departments and students who are exploring and have not yet declared a major are enrolled in our [Compass Year program](#). Students in transition between majors will be provided with an advisor through the [Office of Advising and Career Development](#). Undergraduate students are required to meet with an advisor prior to each registration period and must be granted electronic Registration Clearance by that advisor in order to access the scheduling system.

All students are encouraged to meet frequently with their advisors, not only to discuss the progress of their studies, but to formulate goals for themselves that will help direct their experience and to seek solutions to problems they may encounter.

Throughout their time at Mount Mary, students have access to several resources in addition to meeting with their faculty advisors at least once each semester. Reminders and an [Advising Packet](#) are sent each semester and posted on MyMountMary. Students also have access to all of the [Curriculum Guides](#) in the My Advising tab of MyMountMary. Through the [Major Explorations](#) tab, students can see how their classes could apply to different programs. In spite of this particular A system upgrade provided helpful tools that our outlined in the new [JI Advising Manual](#). Mount Mary's commitment to continuous improvement of advising is evidenced in the [2022-2023](#)

[HERA](#) focus on the integration of curriculum mapping into academic advising.

Because the [Student Advising Responsibility](#) is such a significant charge for faculty, there is access to many resources. [Department Chairs and Program Directors Responsibilities](#) include coordinating academic advising. The [Office of Advising and Career Development](#) significantly supports those processes. That office also does training and refreshing for faculty every semester, both via zoom and through PowerPoint instructional guides. The office also offer tips on how to make advising appointments about more than scheduling (c.f. [Midterms and Advising Email](#)). Faculty can also access resources such as [How to Access Advising Worksheets](#) and [How to see advisees midterm grades](#) on MyMountMary.

All of these resources proved critical as we moved New Student Registration (NSR) to a virtual format during the spring 2020 and fall 2020 pandemic semesters. Over many meetings and utilizing documents such as [advising appointment scheduling for remote NSRs](#), the transition was well-thought out and went smoothly, resulting in increasingly effective remote registrations. Consequently, Mount Mary continues to offer a virtual option for students for NSR and faculty continue to offer virtual advising appointments.

The [Office of Advising and Career Development](#) intentionally combines academic advising and career counseling to provide a more seamless transition from college to career. The office assists all students making career-related decisions to choose and change their academic programs. Students receive assistance in all stages of academic and career planning including potential internship and job placement, as students are encouraged to use the Mount Mary sponsored [Handshake](#) for their internship and job searches. As students approach graduation, they receive assistance developing resumes and may participate in job fairs and on-campus interviews. The office has also developed resources and presentations for faculty to integrate [career development topics](#) such as interviewing, resume preparation, and job search techniques into classes other than only being included in capstone courses. This way, students can have experience with career development throughout their courses.

#### **3.D.4.**

Mount Mary University has made significant strides in providing increased infrastructure and resources necessary to support effective teaching and learning. For example, IT installed an entire fleet of [Multi-Function Devices](#) that have proven more reliable and provided more high-quality images than the printers they replaced. Although the entire campus benefitted, the art and design programs are particularly reliant on accurate imaging. Another effort supporting faculty as well as students was the adding of Laserfiche forms. Students no longer have to go from office to office to get the signatures they need on paper-based forms.

See 5.B.1. For technological enhancements to the campus.

Advanced software also increased as MMU moved to a mobile-optimized Canvas LMS platform in 2019. The [Title III Strengthening Institutions](#) grant funded that change and cooperating software: Evaluation Toolkit offering multiple surveys in flexible modes (as from phones); Qwickly Attendance to better track student attendance and record remote student attendance; and NameCoach, software allowing students to record the correct pronunciation of student names for faculty and staff.

The science laboratories (chemistry, biology, physics, food science) support active learning pedagogy with moveable tables and chairs and audiovisual equipment. Equipment installations include a high-performance liquid chromatograph, gas chromatograph, and mass spectrometer. A dedicated hood

room allows multiple students to perform experiments in a safe environment. Mount Mary also renovated the [Food Laboratory](#) and added Sensory Laboratory next to it for statistical analysis of preference. Four screens can display instructional material, such as a recipe, and/or live video from three cameras:

- a down-angled camera over the preparation station;
- a camera over the stove; and
- a camera on the instructor.

All of these angles help students see demonstrations. Additionally, there is a single button recording all views at once so students can view them live or after the fact. Color-changing LED lights were installed in the Sensory Lab. Specific air flow regulation ensures that extraneous odors do not inhibit olfactory experiments with food.

New in 2021 is Mount Mary's 6,500 square foot [Health Sciences Center](#) to give students high-tech and hands-on practice. One area features eight mannequins, which can breathe and speak, each in a hospital bed-style skill station with corresponding patient monitors all controlled by iPads that have been networked to receive updates and be controlled by a single instructor. Two high-fidelity mannequins are installed each within a room with capture system that has two pan-tilt-zoom cameras, a microphone, and a speaker. Software enables these mannequins to express symptoms such as seizures, blood pressure changes, changes in breathing, etc. Some pre-made scenarios allow the mannequins to react (pale, change their breathing, etc) according to correct or incorrect treatment. Both rooms are connected by an inter-professional simulation center so that students across different health care majors (dietetics, occupational therapy, social work, and nursing) can collaborate on patient simulations and debrief together as a health care team. The CPR center features different mannequins that assess how well students performed CPR procedures.

In the other renovation, classrooms were fitted as a [Virtual Reality Room](#). This room allows a full motion virtual reality experience within a 15x15 space. Students from all areas of study benefit. For example,

- Chemistry students can bring in any molecule structure, make it large enough to walk through and highlight different aspects of that molecule;
- Interior design students can enter their floor plans with specific materials and furniture and then walk into the room they designed;
- Communication students can build confidence by giving their speeches in the environment of their choice (board room, class room, large auditorium) while the program tracks metrics like looking left or right, hand motions, filler words, and pauses; and then the student can watch their presentation from any seat in the audience;
- Counseling students can experience what it is like to have an autism sensory overload while visiting a mall.

In line with Mount Mary's mission, our Virtual Reality room also features an empathy-building session on becoming homeless, the student experiencing getting evicted from an apartment, selling belongings, living out of a car, losing the car and then living on a subway.

Clinical practice sites are also critical to student learning in Mount Mary's healthcare related academic programs in Art Therapy, Counseling, Dietetics, Nursing, Occupational Therapy, and Social Work. Clinical supervision varies depending upon the academic program's external accrediting body requirements. In Dietetics, a designated clinical group instructor is present at each



clinical site, while other programs utilize a clinical coordinator at the University to secure sites, schedule rotations, and evaluate the success of the clinical experience. The resources provided in these programs allows the University to provide quality clinical experiences (c.f. [3.B.2. Occupational Therapy Internship and fieldwork placements](#) for an example of opportunities available to students.)

The new [Counseling & Wellness Center](#) houses twelve counseling/training rooms that have one-button touch recording of audio and visual for low-impact recording of students. Sessions are automatically uploaded to HIPAA-compliant video cloud management system. An EMS system allows for the tracking and management of files securely. One of those rooms includes a pan-tilt-zoom camera, two microphones and two cameras to allow for group counseling sessions. This center has dramatically [increased counseling access](#) for our undergraduate students while enhancing the learning experience and feedback for graduate students in Counseling and giving doctoral students in Counselor Education direct experience.

The Haggerty Library continues to provide physical and electronic peer reviewed resources through robust Interlibrary Loan networks as a member of the SWITCH Library consortium and via its Worldcat library catalog. It has resources tailored to faculty, such as the [Faculty, Staff, and Administration Guide to the Library](#), as well as resources tailored to students, such as [Using the Library](#), and hosts a live chat feature. In response to the Covid-19 pandemic, the library developed a [Remote Library Guide](#). Not only did this guide direct students on how to access library resources while remote, but also featured reliable sources concerning the virus and pandemic. Many e-resources have been added in the last five years. In 2021, Mount Mary was awarded a two-year grant of nearly \$250,000 from the Council on Library & Information Resources to digitize our Fashion Archives using high-quality, 360 degree image technology. The grant-funded Curator is working with our fashion faculty on this [Digital Fashion Archive](#). Also significant to our mission, the library staff has curated a library guide to [Antiracist Library Resources](#). Each year, the Director publishes the [Haggerty Library Annual Report](#) which highlights library services and resources.

The [Marian Art Gallery](#) supports teaching and learning in the arts as well as serving the campus and community. It features

- National, regional, and local artists, like [Artist Deborah Brooks](#);
- Faculty, both singly in [Professor-Artist Exhibits](#) and in a [Faculty Biennial](#) featuring work from faculty in Art Therapy, Fashion, Fine Art, Graphic Design, Interior Design; and
- Student work in both [Graduate Level Exhibitions](#) and undergraduate level exhibitions, like the annual [CREO Student Exhibition](#), which also features the fashion students' runway show, which has been held at different locations off and on campus.

Enhancements to the Gallery's website now make it possible to view lectures and, in some cases, enter a 360 degree image of a showing and zoom in on particular pieces in the show. Additionally, the Gallery is used as a venue for significant education and [Mission-Oriented Gatherings](#).

Additionally, Mount Mary added, for its new [Exercise Science](#) major a dedicated and reconstructed space in Caroline Hall gym with a Biometrics lab.

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## **3.S - Criterion 3 - Summary**

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The institution provides quality education, wherever and however its offerings are delivered.

### **Summary**

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Mount Mary University ensures the quality of its educational offerings, through its hiring practices, curriculum, and as an integral part of its mission. Mount Mary's faculty, staff, and administration keep as their first priority the education of the students who choose to attend this institution.

### **Sources**

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*There are no sources.*

## 4 - Teaching and Learning: Evaluation and Improvement

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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.

### 4.A - Core Component 4.A

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The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

### Argument

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#### 4.A.1.

Each semester, school deans with department chairs complete a comprehensive review of all programs based on [Department Dashboards](#). Spring reviews include the addition of [Cost Analysis data](#) compiled by the Director of Institutional Research. Dashboard data are updated at the start of the fall and spring semesters and include but are not limited to:

- Enrollment
- Credit hours generated by department and student majors
- Average class size
- Course Completions
- Student Demographics
- Degrees awarded
- Retention in the department and at the University
- Faculty FTE

Program cost analyses are updated at the end of each fiscal year and identify the difference between net revenue less expenses for credit hours generated by both the department and student majors.

All academic departments engage in a rigorous [program review](#) on a five-year cycle (see also 4.B.). The foundation of the review includes a comprehensive self-study for the purpose of making critical and informed observations about majors/programs to:

- Substantiate current and emerging strengths in relation to the Mission, Vision, Values, Goals, and current Strategic Plan
- Confirm productivity and viability
- Evaluate quality
- Review assessment and evaluation processes
- Assess market need

The results are expected to confirm a closed-loop cycle of continuous modification and improvement of Mount Mary University's (MMU) academic programs, based on qualitative and quantitative data relating to internal and external resources. A sample of recent reviews from [Art & Graphic Design](#), [Counseling](#), [Dietetics](#), [English](#), [Math](#), [Psychology](#), [Sciences and Social Work](#) show results and feedback from Deans and the VPAA.

Examples of actions taken to implement strategic change from Program, Dashboard and Cost Analysis reviews include:

- [Art & Graphic Design](#) (p. 3) - Transition from Graphic Design to more contemporary User Experience Design major, as approved by the Board of Trustees at the June 2022 meeting.
- [Art Therapy Doctorate](#) - Suspended the Doctor of Art Therapy program due to enrollment challenges and reallocation to meet needs for the Master's Program
- [Business Administration Master's](#) - Restructured the MBA program to include stackable professional development certificates (see also 4.B.3.).
- [Counseling](#) - Development of a PhD in Counselor Education and Supervision to provide top of credential option for students and meet market need for Counselor Educators from CACREP accredited programs, as approved by the Board of Trustees at the February 2020 meeting.
  - [Succeed Scholars](#) Department of Health and Human Services Health Services and Resource Administration Scholarships for Disadvantaged Students for Clinical Mental Health Counseling graduate program (\$2.6 Million).
- [Dietetics](#) - Development of Future Education Model and restructure of Internship Program to address entry level Master's requirement for practice and changing market needs.
- [English](#) - Restructure English Department majors and course offerings (see also 4.B.3.)
- [Math](#) - Development of co-curricular gateway courses, change in requirements for departments and self-placement processes.
- [Occupational Therapy](#) - PromOTe Scholars Department of Health and Human Services Health Services and Resource Administration Scholarships for Disadvantaged Students for Professional Entry Master of Science in Occupational Therapy (\$3.25 Million)
- [Psychology](#) - Development of Psychology Pre-Occupational Therapy, Pre-Dietetics and Pre Public Health creating pathways to in demand graduate programs.
- Sciences - Grant awards to add resources for recruitment, retention, timely completion, and diversification of professions.
  - [NSF S-STEM 1](#) and [S-STEM 2](#) Dr. Jewel Plummer Cobb Scholars for (\$650,000 and \$1 Million, respectively),
  - [HHMI Inclusive Excellence](#) STEM for (\$1 Million),

- [Title III HSI STEM](#), Proyecto Descubrir project, for (\$4.5 Million) and
- [NSF HSI STEM](#), STEM by Design, project (\$2.6 Million) for undergraduate science majors.
- Social Work - In discussion on development of an MSW to serve community and market need indicated by [Collegis](#).

Note: All grants above aim to increase underrepresented students in fields of healthcare and scientific discovery.

#### 4.A.2.

Academic Credit Policies related to Mount Mary coursework are defined in the [2022-2023 Academic Catalog](#), and in the [Faculty Handbook](#) and include faculty [load considerations](#) for lectures, labs, experiential learning, and internships and independent study.

In addition to Mount Mary coursework, there are [policies](#) related to College Board Advanced Placement (AP) or College Level Examination Program (CLEP) examinations, and International Baccalaureate courses (IB). [Policies](#) for retroactive credit for language proficiency, credit for military coursework and training, and credit for prior learning ([SYM 230 Portfolio Preparation Seminar](#)) also are described in the Academic Catalog.

As part of the [2019-2025 Strategic Plan](#), Mount Mary is undertaking simplifying the process of awarding credit for prior learning. This is not yet complete.

#### 4.A.3.

All transfer policies for undergraduate and graduate students are provided in the [Academic Catalog](#) and in the [Faculty Handbook Academic Credit Policy](#). These policies include requirements and restrictions based on criteria including, similarity to Mount Mary course offered, grade received, credit transfer limits, prior learning limitations, international transcripts, maximum transfer credits, regional accreditation, grade, course, and timing.

Transcription of credit for college courses from another institution is supervised by the Office of the Registrar. [Course equivalency](#) is determined by the appropriate academic department and is based on comparable academic content, regional accreditation of issuing institution, grades of C or better, course descriptions from the sending institutions and the actual course syllabus as needed. Catalogs for transfer schools are built into the [transfer evaluation system](#) - [Transferology](#) database used by academic departments, admissions counselors, and registrar staff to ensure consistency in the acceptance of credit.

Mount Mary University also has numerous articulation agreements with technical colleges and two-year institutions across the state, including degree completion and program-to-program agreements with Waukesha County Technical College, Milwaukee Area Technical College, and Gateway Technical College. Some agreements include transfer of courses into the MMU Curriculum, while others also are program specific (e.g., nursing). A [current list](#) of all agreements is available on the Mount Mary University Website.

Both undergraduate and graduate [international students](#) must submit transcripts from the high school and, if applicable, the university where they received their undergraduate degree. Additionally, international students must submit a transcript evaluation in English to determine U.S. equivalency

of all coursework and degrees. The evaluation must be done course-by-course or in a detailed report from a recognized evaluation service (e.g., Educational Credential Evaluators (ECE)).

Current undergraduate students [request pre-approval](#) for off campus courses, signed by the academic advisor and the registrar. Graduate students [request permission](#) of the program director.

#### 4.A.4.

The [Academic Standards and Curriculum Committee](#) (ASCC) of the Faculty Assembly is responsible for developing and reviewing policies and standards related to the academic quality of the curriculum. Those include, standards for admission, academic credit, grading, graduation, reasonable progress, probation, suspension, dismissal, and academic honors. The ASCC receives and evaluates proposals for major changes in the curriculum in the following areas: additions of majors, minors and certificates, core requirements, honors program, graduate programs, non-degree/non-credit programs and new programs. It makes recommendations regarding proposals for change to the faculty. Oversight of the core requirements rests with the ASCC.

The [Graduate Council of the Faculty Assembly](#) oversees graduate program and curriculum development and recommends graduate education policies and procedures (p.128). It establishes guidelines for research and determines graduate faculty membership.

As outlined in the faculty handbook, the rigor of courses is maintained and monitored through regular review of [course syllabi](#) and faculty evaluation processes (see [Timeline Table](#), [Criteria for Promotion & Tenure](#) and [Evaluation Surveys](#)). Syllabi and learning objectives are consistent across delivery modes (see 3.A.3). Specific student learning outcomes for undergraduate majors and graduate programs are developed by the academic departments. Each academic department is responsible for developing course prerequisites. These prerequisites are communicated to students under each [course description](#) in the Academic Catalog, and on the student course registration portal on MyMountMary. Prerequisites are enforced during registration through the student information system on Jenzabar.

Programs at all levels are expected to follow the rigorous process outlined in the faculty handbook for [program development](#), which includes justification involving alignment with mission, needs assessment, employability of graduates and impact on the University's financial, physical, and human resources. This ensures that program proposals are given due consideration in the strategic planning process.

[Faculty qualifications](#) for programs are summarized in the Faculty Handbook in Chapter IV, Addendum B, as are [Faculty Appointments](#) (pp. 109-111), [Faculty Responsibilities](#) (pp.119-121), [Faculty Load Guidelines](#) (pp. 124-126), and criteria and procedures related to [Faculty Rank, Promotion, Tenure, and Evaluation](#) (pp. 130-145), designed to support “teacher-scholars who are actively engaged in their disciplines, involved in the University's ongoing development, and enthusiastic about bringing students into their fields” (p. 130).

Specific faculty academic qualifications, and skills and experience are articulated in [position descriptions](#) for both full-time and adjunct instructors when an open position is posted. For accredited programs, faculty qualifications reflect the requirements of the accrediting body.

Dual credit courses are housed within the department of the equivalent MMU course. When the dual credit course is taught by a high school instructor, that instructor meets the requirements in terms of



academic preparation and/or experience. The MMU department chair or designated faculty member works collaboratively with the high school instructor to align the dual credit course with its MMU equivalent in terms of content covered, rigor, student learning outcomes, and assessment measures. A document titled [Expectations of High School Faculty Teaching Dual Credit Courses](#) frames the expectations. See also 3.A.3.

Resources required for course delivery are determined by faculty, academic departments and school deans in conjunction with the [Mount Mary Library](#)

#### 4.A.5.

Specific programs at the University also undergo [accreditation by external bodies](#) and must meet and maintain accreditation standards. Licensure and certification pass rates for accredited programs are monitored and shared with University constituents on a yearly cycle. Pass rate data and other data in the program assessment system is utilized to adjust curriculum and program requirements when appropriate to more effectively meet student learning expectations.

#### 4.A.6.

Mount Mary University tracks the success of its graduates in a number of ways. Informally, Mount Mary maintains an alumnae group on [LinkedIn](#) that currently has over 1000 members. The page allows the institution to remain in contact with the alumni, develop networking opportunities, and to keep alumni informed. More formal evaluative processes include the use of [First Destination](#) (graduate) surveys, followed up by three and six month out surveys for recent graduates. The information from these surveys are supplement with requests to faculty to provide updates, and searches on LinkedIn. These data are compiled into an [annual report](#), highlighting the outcomes for graduates. Given the centrality of mission to Mount Mary, the most recent alumni surveys have included questions that specifically address [mission](#) (link page in report). For spring of 2022, questions about the [core value of community](#) were added.

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## 4.B - Core Component 4.B

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

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

### Argument

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#### 4.B.1.

##### Academic Assessment

Mount Mary University (MMU) has established protocols for the assessment of student learning outcomes. These protocols are approved and monitored by the [Educational Outcomes Assessment Committee](#).

The [institutional effectiveness plan](#) for determining student learning outcomes (SLOs) and educational effectiveness is a multidimensional process. Assessment of intellectual, personal, and spiritual development is addressed in five major program components:

- Mission effectiveness as embedded in curriculum across all academic programs is assessed by departments annually.
- Core Curriculum student learning outcomes are assessed.
- Program and Major Student Learning Outcomes (undergraduate and graduate) are assessed by departments annually. Holistic learning (level of academic challenge, methods of teaching and learning, educational enrichment, and campus environment) is assessed through the periodic administration of the [National Survey of Student Engagement](#), through the periodic administration of the [Collegiate Student Experiences Survey](#), through targeted assessments (e.g. [Climate Survey](#)) and through annual departmental assessment plans.
- [Program Review](#) with comprehensive self-study completed every five years.

##### Co-Curricular Assessment

Assessment of co-curricular learning is vital to the mission of the university and the success of Mount Mary students. In 2019, Student Affairs became a division of its own with leadership at the President's Council level. Prior to this, there had been several stops and starts with co-curricular assessment planning. With the evolution of being a stand-alone division, beginning in 2020, through a collaborative process, the staff in the division crafted a [Student Affairs Division Mission and Vision](#), reflective of the Mount Mary values, mission and the [institutional mission course](#) all division members completed. This mission/vision served as a foundation for the creation of new [student affairs learning outcomes](#) associated with each of the four core values. Additionally, student affairs

also developed [learning outcomes](#) for new student registration and orientation events. This was done in tandem with curricular conversations, at the time, centering around infusing the mission in academic courses and assessment, too. Each department within the student affairs division, and the division as a whole, assesses student learning in one of the four core values each year in a four-year rotation. The values are community, competence, commitment and compassion. This initiative, as presented to the campus community at the [October 2021 Brown Bag Assessment](#) was intentional to align curricular and co-curricular assessment. As an example, the first value assessed, community, began with learning outcomes associated with ‘community’ being established and assessed for [new student registration](#) and [new student orientation](#). The same assessment strategy was then used to create book-end assessment in the graduating senior survey. The results of both the [new student surveys](#) and [graduating student surveys](#) indicate that Mount Mary is creating a sense of community for the students. These findings are reinforced by the [2019 National Survey of Student Engagement](#) outcome that Mount Mary seniors differed significantly as compared to other institutions with regard to the quality of interactions and supportive environment.

The [National Survey of Student Engagement](#) (NSSE) is administered every three years with alternating administration of the [Collegiate Student Experiences Questionnaire](#) and [Campus Climate Survey](#). The Student Affairs Division has representation on the campus-wide assessment committee and oversight of division assessment is the responsibility of the [senior director](#) and [dean for student success](#), in consultation with the vice president for student affairs.

#### **4.B.2.**

#### **Academic Continuous Improvement**

In order to effectively use assessment results to improve student learning, assessment systems must produce valid and reliable results. MMU is engaged in efforts to evaluate and, when necessary, to improve assessment structures for this purpose. For example, to better assess SLOs of the [MMU Undergraduate Core Curriculum](#) a [pilot](#) was underway to transition from a portfolio-based assessment of work samples from a random sample of students to one that evaluates a random sample of artifacts collected from all students enrolled in courses with relevant SLOs. SLOs are assessed on a rotating cycle based on their association with particular realms.

Faculty in the CORE realms continued to identify need for improvement and based in part on consultation with an [Assessment and Curriculum Support Specialist](#) additional redesign processes continued including:

- [Revision of the SLOs](#) to ensure they are measurable, and aligned with the SLOs of the five [Core Realms of Knowledge](#)
- Development of [assessment tools and process by](#) departments and realms (e.g. Communication/Math realm & Theology/Philosophy realm)

The goals of this redesign are to:

- Improve departments’ abilities to make meaningful changes to their classes by decentralizing core assessment, and maintaining centralized records while:
  - Increasing awareness of all core SLOs
  - Increasing participation in assessment
  - Assuring greater inter-rater reliability
  - Localizing assessment and improvement processes within departments and realms to

- encourage a cycle of continuous improvement
- Identifying areas of overlapped between core assessment and departmental assessment
- Centralizing analysis and reporting to demonstrate efficacy across all areas
- Ensure a closed loop system of continuous improvement.

This redesign was prompted in part by an analysis of historical data indicating moderate [inter-rater reliability scores](#) achieved during the portfolio assessment process.

The analysis also indicated a disproportionate number of “Not Applicable” scores (score of “0”) within evaluations, and that course faculty were much more likely to assign a score of “4” (“best”) to student work than were independent evaluators.

A revision to the [Department Learning Outcomes Assessment](#) process has also been proposed (see Departmental Assessment Plan Proposal). Like the [Core Curriculum Assessment pilot](#), this proposal seeks to allow departments and programs to choose the evidence of student learning appropriate to their areas while maintaining centralized reporting procedures.

An excerpt from the 2020 Continuous Review Process report submitted by the School Counseling program to the Wisconsin Department of Public Instruction describes changes made as a result of data gathered with the program’s assessment system:

*At the end of each course, the instructor evaluates students using key performance indicators (KPIs) of knowledge and skill development, as well as qualities of disposition. This upgraded evaluation of students tracking KPI’s was established in spring 2020 and will improve the program’s ability to track growth over time.*

*Site supervisor evaluations reflect growth over time and show that our students are developing the knowledge, skills and dispositions required to work independently as a school counselor. This evaluation was updated to correspond with 2016 CACREP Standards for the 19-20 academic year.*

Other recent examples from the Academic Schools include:

[School of Natural and Health Sciences & Education](#)

[School of Humanities, Social Sciences & Interdisciplinary Studies](#)

[Schools of Arts and Design & Business](#)

### **Co-Curricular Continuous Improvement**

Mount Mary has many mechanisms in place to ensure continuous improvement and effective use of information gained from assessment and student learning outcomes. The following examples are specific to co-curricular continuous improvement:

NSSE Data: [2019 NSSE First Year Experience Data](#) indicated that Mount Mary students continue to have financial barriers to success and personal reasons for departure from the university. The Accounts Receivable Task force was expanded in 2020 to include an additional team called the [Coordinated Registration Group](#) and more explicit [payment plan processes](#) and expectations were put in place, Business Office and Financial Aid Office staff now have dedicated time to present to students and families at [New Student Registration Opening Session](#), and [emergency funding](#) has increased. In Spring of 2022, a [Case Manager position](#) was also created to assist students with



personal barriers to success.

[2019 NSSE Snapshot data](#) also indicated that Mount Mary students scored lower than cross-applications on collaborative learning. This information is being utilized as work continues to increase the number of cohort programs, particularly for new students. See 4.C.3 for more information on retention initiatives.

[Diversity and Equity Climate Survey](#): Both students and employees expressed a desire to have more diversity in staff and faculty hiring, more DEI programming, and acknowledgement of the importance of DEI work by senior leadership. In 2016 a Diversity, Equity and Inclusion Council was created, and a DEI strategic plan was implemented in 2018. This Council worked over the last few years to address DEI issues on campus, and in spring, 2021, MMU hired its inaugural [Vice President for DEI](#). Additional Diversity initiatives are described in 1.A.3, 1.C.2, and 2.A.2.

[Jenzabar Student Success Survey](#): This survey is administered annually to incoming students to assess non-cognitive factors that influence student success and retention. Individual results are distributed to Mount Mary Mentors for 1:1 meetings with their mentees. [Intervention strategies](#) are utilized to support individual student learning and success. In Fall 2021, Mount Mary also added [five university specific questions](#) to assess learning outcomes associated with New Student Registration and Orientation. These results were used to better inform student success efforts at these pivotal onboarding events as well as student affairs support for student learning. [Aggregate data](#) are also used to inform student affairs goals for curricular and co-curricular engagement programming.

#### **4.B.3.**

Programs – particularly professional and [accredited programs](#) – model their curriculum, student learning outcomes, and assessment practices on the guidelines offered by their professional organizations and/or accrediting bodies to ensure that the expectations are in line with best practices nationally. Additionally, many departments employ an external advisory committee, in order to confirm that graduates have knowledge bases and skill sets required by employers and meet criteria for graduate school admissions in their discipline or profession. [Advisory Committees](#) make curriculum recommendations, share information about current trends in the profession, and provide updates on employment projections. For example, [revisions to the MBA curriculum and structure](#) (see 4.A.1.) were made after a competitive analysis and recommendations by the program advisory board. An update of the SLOs for teacher preparation programs was done to align with the Wisconsin Standards for Teacher Development and Licensure based on the Interstate Teacher Assessment and Support Consortium ([InTASC](#)).

[Title III Strengthening Institutions](#) Key Personnel Team attended an Association of American Colleges and Universities [Institute on General Education and Assessment](#) in 2019 to reimagine and redesign the integration of MMUs liberal arts core to vocational and workforce goals. The team worked within the context of critical social issues balanced with validity of evaluation constructs. It was there that MMU originally engaged with an [Assessment and Curriculum Support Specialist](#) that informed the evolution of Core Curriculum and Department Assessment of Student Learning processes described in 4.B.2.

Mount Mary University's assessment processes reflect good practice, and are supervised by the [Educational Outcomes Assessment Committee](#) an all-university committee comprised of academic and student affairs administrators and faculty (see 3.C.2). All courses, departments and programs have learning outcomes. As demonstrated above, Mount Mary uses a mix of both direct and indirect

assessments, engages in assessment in both the curriculum and the co-curriculum, and makes changes in the process as warranted. Assessment at Mount Mary University reflects substantial participation across the institution, with faculty appropriately responsible and engaged in the assessment of student learning.

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## 4.C - Core Component 4.C

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

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

### Argument

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#### 4.C.1.

Mount Mary University (MMU) takes student success seriously. As a student-centered and mission-driven institution that educates the whole student, MMU is committed to helping students succeed in their pursuit of a college education. Therefore, the university tracks student persistence and completion rates and continues to devote time, energy and resources to increasing these rates.

For [Fall of 2021](#), 36% of undergraduate students identify as first-generation, 63% of undergraduates are students of color and 63% are Pell-eligible. A preliminary analysis in mid August of undergraduate students enrolled for Fall of 2022, indicates that Mount Mary is seeing additional growth in first generation students (44%), and in students of color (66%). Thus, retention efforts and goals reflect the challenges faced by our students with a mission-driven perspective as well as an institutional commitment to our goals and values.

From 2013 through 2016, retention rates began an upward trend. In [2016](#), when first time first year cohort retention was at an all-time one-time high of 79%, a retention goal of 80% appeared to be an ambitious objective. In 2017, retention dropped to 72% and then in 2018 to 64%, resulting in an institution-wide [retention study](#) in 2020 of six entering cohorts starting in 2013. Given 5-year shifts in the higher education landscape, our student body, and the demographic we increasingly serve, striving to achieve and maintain retention in the range of 72-75% is, statistically and practically speaking, more aligned with both aspirational and realistic goals for our institution. To achieve this growth, a three-year retention goal is 73% with a five-year goal of 75%.

Mount Mary's goal to achieve a 35% four-year graduation rate by 2020 was recently achieved. The six-year graduation rate goal was 53%. The four-year [graduation rates](#) for the entering 2017 cohort was 48% and the six-year graduation rate for the entering 2015 cohort was 51%. Aspirational, yet

attainable, graduation rate goals are 50% and 58% respectively, by 2026.

Key cohort programs, designed to support at-risk students, also have retention, persistence and completion goals. The [Grace Scholars Program](#) provides a scholarship that covers 85% of tuition for four years to up to 30 incoming students from Milwaukee and West Milwaukee each year. These students must demonstrate financial need, leadership potential, and academic ability. Grace Scholars receive academic, professional, mental health and financial support, along with professional development opportunities, cohort-based classes, a summer bridge program, one-on-one advising and peer mentoring. The goal for six-year graduation rate is 60%, first-year retention goal is 90%, second semester retention goal is 100%. In September of 2021, [Grace Scholars](#) six-year graduation rate was 69%, first-year retention was 85% and second semester retention was 93%. While these numbers are just shy of ambitious goal-setting, they are still well above the all MMU rates.

The [Promise Program](#) is MMU's federally funded Trio Program designed to annually serve 140 low-income first-generation students. Mount Mary is in its third five-year cycle of Trio. Promise's goals for Fall 2021 were a 77% persistence rate (students continuing from one academic year to the next or graduating), 92% of Promise students in good academic standing and a six-year graduation rate of 69%. [Promise](#) surpassed each of these three goals: 97% of students persisted, 97% were in good academic standing and 73% graduated within six years.

#### 4.C.2.

Mount Mary collects and analyzes information on student retention, persistence and completion in a multitude of ways. IPEDS methodology is used to track [entering cohorts of full-time, first-time degree-seeking students](#). Given high numbers of transfer students entering Mount Mary University, this specific population is also tracked for [internal use](#). Graduate student data are also reported in the same manner for the [Common Data Set](#) and shared with departments to include on [Department Dashboards](#).

Mount Mary University participates in the [Higher Education Regional Alliance](#) (HERA). HERA is a collaborative of 18 southeastern Wisconsin public and private two- and four-year colleges and universities and a network of partner organizations. HERA is dedicated to closing achievement gaps and educating students to become a part of the workforce. As evidenced in the [HERA Goal 1 presentation](#) from September 2020, HERA institutions work to advance completion goals of individual institutions as well as the region. Members of HERA track [specific metrics](#): individual retention, persistence and completion data, and benchmark against HERA participants. HERA institutions track and [analyze](#) credit accumulation, gateway completion classes in Math and English, Momentum Year completion, retention and graduation rates. As noted in 4.C.1., Mount Mary University programs designed to increase retention and graduation also track the success rates of their student populations. As described in 5.C., student registration for subsequent semesters is also tracked by a [weekly reports](#) by the Office of Institutional Research, from the time priority registration opens each semester until census day.

Analyses are shared regularly at [All University Workshops](#), campus [Brown Bag discussions](#), President's Council and [Board meetings](#) and during division and department discussions.

#### 4.C.3.

Mount Mary regularly evaluates and intentionally uses data, best practices and research on retention, persistence and completion to improve educational programs, support initiatives and student success

services. The following examples highlight a robust approach to student success:

From 2017 through 2018, retention dropped a total of 17%. In the summer of 2020, a six-year [retention study](#) was created on the 2013-2019 entering cohorts. The main groups studied first-time and transfer undergraduates and graduate students. In addition to looking at 6-year retention trends, 16 factors were considered that could potentially impact retention. The data collected, tracked and analyzed was the most comprehensive retention study in institutional history and is now the underpinning of future student success initiatives across the campus.

**Success Framework:** The 6-year retention study provided a wealth of analyses on retention, persistence and completion of our students. It was used as the foundational research for the Student Success Framework created in January of 2021. [NSSE data](#) was also utilized to inform these efforts. These efforts include a re-imagined [New Student Registration](#) and [New Student Orientation](#), launching the [Mount Mary Mentor program](#) for all incoming students not already in a cohort program, improved processes and protocols for financial obligations and literacy, re-structuring of the [Coordinated Registration Group](#), [Student Outreach Support Team](#) and early alert processing. Future considerations, based on the retention study, are also outlined in the success framework.

**Higher Education Regional Alliance (HERA):** HERA work and analyses of data has resulted in increased focus on creating formal academic maps for each department and major, campaigns about [“15 to Finish”](#) and [“Thirty to Thrive,”](#) increased training for faculty advisors, [directed self-placement](#) for Math and English, co-requisite courses for gateway classes and the credits needed for undergraduate’s completion of their degrees from [128 to 120](#).

**Staffing:** Positions within student affairs have been re-aligned to coordinate more effective retention efforts. A second success advisor was added in 2018, funded by the Title III Strengthening Institutions grant, a part-time family success advisor was added summer of 2021 dedicated to supporting students who are parents, [a case manager](#) position was created in Fall 2021. Earlier this year, the family success advisor responsibilities transitioned to the [Assistant Director of Student Affairs](#). The Student Success Center is now led cohesively by the [Dean for Student Success](#). And, the senior student affairs position was elevated from Dean to [Vice President](#) in 2019 providing representation for Student Affairs, separate from Academic Affairs at the President’s Council level.

**Compass Year:** With the success of already established cohort programs in regard to retention and completion and NSSE identifying cohorts programs as a high impact practice for retention, MMU is expanding cohort programs. In 2019, the first cohort of Compass Year began. Compass is a comprehensive one-year program specifically designed to help undecided students to find their major and stay on track to graduate on time. Compass students take core classes together and career exploration courses in both fall and spring, participate in a summer bridge program, have dedicated staff and faculty, and job shadow. [Compass retention and the timing of major selection](#) (and completion data once the program is four years old) is collected and analyzed for program improvement.

**Grants:** In 2018, MMU was awarded a [Title III grant](#), over 5 years, to strengthen our institution’s capacity to serve low-income and minority students. The goal of the project is to increase graduation rates of low-income students who need remedial Math and English courses through strategies that support students and develop expertise to reconceive remedial education ([2021 APR for Title III](#)). In 2021, MMU was awarded a 4.6-million-dollar additional 5-year [Title III HSI](#) grant to increase the number of Hispanic and low-income students who pursue and graduate with STEM degrees by engaging students in STEM and building skills for in-demand careers, fostering students’ sense of



community, and connecting students and their influencers to resources.

#### 4.C.4.

Mount Mary uses sound methodology to ensure that student retention, persistence and completion are commonly defined and can be easily compared by university constituents as well as comparing data from other institutions. Core methodologies and definitions are based on IPEDS definitions. MMU also subscribes to the Common Data Set methodologies, which have been established to unify data measures that are not captured in IPEDS.

In 2020, Mount Mary University began using Tableau as a means of providing easily accessible data, including retention and graduation rates and providing the ability to examine these data by specific populations. With a transition in the Office of Institutional Research and the addition of the Director of Institutional Research to the President's Council, the President Council is currently discussing institutional data practices to ensure that actionable information is readily available to those who utilize it.

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## **4.S - Criterion 4 - Summary**

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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.

### **Summary**

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Mount Mary University utilizes robust structures for continuous cycles of improvement in teaching and learning. The systematic evaluation of the effectiveness of support services and institutional resources ensures that the institution combines academic and operational areas to serve our students.

### **Sources**

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*There are no sources.*

## 5 - Institutional Effectiveness, Resources and Planning

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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.

### 5.A - Core Component 5.A

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Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

### Argument

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#### 5.A.1.

Shared governance roles and responsibilities are found in the [Faculty Handbook](#), the [Employee Handbook](#), the [Student Government Association Constitution](#), the [Staff Assembly Bylaws](#), and the [University Bylaws](#). Together, these documents describe the ways in which Mount Mary University (MMU) embodies shared governance.

A Shared Governance Committee met in 2018-2020 to review and align a decision-making process congruent with the mission and vision of the University and grounded in the principles established by the School Sisters of Notre Dame. The results and recommendations of the taskforce are found in the [Shared Governance Final Report](#). The committee facilitated a [Faculty and Staff Survey \(pg. 30\)](#), led numerous [community listening sessions \(pg. 58\)](#) with key stakeholders, led [All University Workshop discernments \(pg. 71\)](#), and made several revisions to their proposed process and recommendations.

The [previous shared governance structure](#) was not inclusive of all constituent groups and did not include a formal roadmap of processes and procedures to identify when to activate and how to conduct collective discourse. The committee reviewed shared governance best practice from The Association of Governing Boards of Universities and Colleges (AGB) book *Shared Governance in Times of Change: A Practical Guide for Universities and Colleges* (Bahls, 2014) and convened a [series of conversations](#) for students, faculty, staff, administration and board members around the topic.

In December 2020, a [final report](#) was presented to President's Council and Faculty Assembly including [primary and secondary recommendations](#) and a proposed [five step shared governance](#)

[process](#). The final report also addressed time-sensitive decisions and a pause and review procedure.

In March 2021, the administration responded to the taskforce's final report, presented in an [All-University Brown Bag meeting](#). Most of the committee's primary recommendations were agreed upon or executed, including: the implementation of a [Staff Assembly](#), a one-year trial of the proposed shared governance process, [inclusion of the revised process and governance chart \(pg. 25\)](#) in Employee and Faculty handbooks, electronic surveys for feedback and input, and inclusion of constituent groups on [Board of Trustees committees](#). The administration decided not to move forward with designating an ombudsperson position to mediate and reconcile grievances within shared governance.

Integrity of the process was critical to ensuring sustainable practice. The committee examined past processes to inform development of the new process, worked to assure collaboration by respecting the purview of various stakeholders and modeled changes in the process based on the intended operating procedures for shared governance. The new process also includes steps to ensure evidence-based decision making that integrates external source data with MMU's Mission and [Strategic Plan](#).

The [Student Government Association Constitution](#) establishes assurance that the voice of students is integral to decision making. Examples of purpose include serving as a liaison between students, faculty, staff and administration; promoting understanding and cooperation between students, faculty, administration, staff, and alumnae; providing for the expression of student concerns and issues before the governing bodies and other organizations of the university which affect student life; involving students in decisions pertaining to the process of their own education and serving as the voice of the student body.

The addition of [Leadership Team meetings](#) in spring of 2021 ensured timely opportunity for President's Council, Deans and Directors of all operational areas to share information and advance collaboration on initiatives. Most notable is a stronger culture of confirming all voices required for sound governance are heard prior to decision making under the appropriate purview.

#### **5.A.2.**

Mount Mary's administration engages in data use to reach informed decisions in all aspects of the university from academic and student affairs to financial operations and development efforts. The university has invested in a variety of data sources and systems to ensure decision making is sound in facts and in alignment with the university's needs. The university invested in an Institutional Research Office to centralize data collection and analysis for the university. In addition, the university also employs a [Senior Budget and Financial Analyst](#) to integrate data on budgeting and enrollment trends. Externally, the university invests in a variety of consulting firms for data to support decision making in developing new [academic programs](#), [marketing](#), [recruitment of new students](#), and applying for [external grant funding](#).

The administration uses several mechanisms to present data to the staff, faculty, and students to explain decisions and request feedback in the decision-making process. At the start of each semester, university employees participate in an [All-University Workshop](#) where administration presents regular data updates including enrollment, finance, and upcoming projects. The President's office organizes a [monthly brownbag lunch](#) during the school year to present data and information to the staff and faculty. Additionally, the former President published a [regular blog](#) to communicate data and campus news. The current president intends to use a newsletter as a primary means to communicate campus news.

Two examples of how the administration has used data to reach informed decisions include the critical examination of student retention to develop a student success framework and the decision to add a new [Vice President of Diversity, Equity and Inclusion](#) who would serve on the President's Council. In terms of student retention, the university observed a [negative trend in undergraduate first year retention](#). The university engaged in a [systematic data analysis](#) to determine actionable items to improve retention. As a result, the university developed a new [Student Success Framework](#) to address student retention utilizing data as the foundation (See also 4.C.3).

In terms of diversity, equity, and inclusion, the university examined [enrollment trends](#) of new students and the increase in diversity of incoming students. In 2020, Mount Mary became a [Hispanic Serving Institution](#), as 25% of our full-time undergraduates identified as Hispanic. [The Diversity, Equity, and Inclusion \(DEI\) Council](#) engaged with the administration in an external [DEI survey](#) to collect data from administration, staff, faculty, and students. [Presentations](#) to the campus, including the Board of Trustees, summarized the [results of the survey](#) and the discussion continued through follow up [focus groups](#). The administration used the data to create and hire the new President's Council level position in 2021 to advocate and champion DEI efforts on campus. With the departure of the initial incumbent in that role and the simultaneous retirement of the Vice President of Mission, the University re-envisioned those positions into the new President's Council position of [Vice President for Mission and Justice](#).

### 5.A.3.

The [Faculty Assembly Committee structure](#) ensures faculty have substantive involvement in setting academic requirements, policy and processes. The [All University committee structure](#) lends appropriate staff and student involvement in the interest of strategic decision making under shared governance.

The [Academic Standards and Curriculum Committee](#) (ASCC) develops and reviews policies and standards related to the academic quality of the University, for example, standards for admission, academic credit, grading, graduation, reasonable progress, probation, suspension, dismissal, and academic honors. The Committee receives and evaluates [proposals for significant changes](#) in the curriculum in the following areas: additions of majors, minors and certificates, core requirements, honors program, graduate programs, nondegree/non-credit programs and new programs at the undergraduate level. The Committee also makes [recommendations](#) regarding proposals for curricular changes at the undergraduate level to the Faculty Assembly.

The [Graduate Council](#) oversees graduate program and curriculum development, recommends graduate education policies and procedures, and establishes guidelines for research (cf. the sample [Graduate Council minutes](#)). The Council also determines standards for graduate faculty membership, coordinates graduate program sections of the Academic Catalog and Student Handbooks and works with school deans on decision-making processes for dismissals, leaves of absence, and withdrawals for graduate students.

Both the ASCC and Graduate Council recommendations lead to approval processes as required by [administration](#) and the [Board of Trustees](#).

The [Faculty Assembly Admissions Committee](#) is another example of a collaborative structure that includes representation from appointed faculty, members of the admissions office team and student success personnel. The [Committee](#) makes acceptance decisions for students who do not meet the minimum criteria for admissions but show evidence that the student does have a reasonable chance to

succeed in the Mount Mary University academic program. The collaborative work of this committee is shown in the process to make [admissions test optional](#) during COVID.

The All University [Educational Outcomes Assessment Committee](#) includes representation from faculty, Institutional Research, and Academic and Student Affairs administration. As evidenced by the [assessment updates for 2020-2021](#), holistic inter-operational systems are utilized for collaboration on liberal arts core, department, program and student success learning outcomes.

Student voice is sought and valued by Mount Mary University. The [Student Government Association Constitution](#) enumerates their role with regard to service on University and Board committees. Students serve on the [Academic & Student Affairs Committee of the Board of Trustees](#) and the [All-University Strategic Planning Committee, Diversity, Equity and Inclusion Council, and Innovative Technology in Education Committee](#).

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## 5.B - Core Component 5.B

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The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

### Argument

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#### 5.B.1.

In 2018, Mount Mary University (MMU) supplemented the existing faculty performance appraisal process by developing a collaborative [performance appraisal](#) process extending to all staff. This review process facilitates discussion in departments across the university to identify potential areas for increased training and professional development. For 2022, the performance appraisal process included a [review of job descriptions](#) to ensure the accuracy of university roles.

Full-time and percentage faculty at the university receive \$600 per year in operating budgets to apply toward professional development opportunities. Additional professional development for faculty is available by application for university and donor funded [Mini-Grants, Sabbaticals, Course Releases and Forgivable Loans](#). In 2021, the university operational staff established a Staff Assembly, open to all administrative and operational staff members, excluding members of the President's Council. Among the core aims of the [Staff Assembly](#) is to "encourage leadership and professional development of staff at the University."

The [strategic plan](#) titled "Learning, Living and Working in a Thriving Community" was finalized by the university in 2019. The major initiative "Academic Programs & Delivery systems" identified Academic Technology and Application" as a major theme, emphasizing the [training and qualifications of operational staff](#).

In 2018, the university was awarded a [Title III grant](#) through the Department of Education's Strengthening Institutions Program. As a result of being awarded this grant, the university was able to hire an [Instructional Designer](#) in 2019 to provide training and support for faculty. In conjunction with the Office of Mission and Identity, the instructional designer spearheaded the development of an [online course](#) designed to meet the strategic plan's objective of "creating professional development opportunities for those who teach online that support infusing the mission into online instruction," which was completed in 2020. All faculty are required to complete this course.

The university formed the [Innovative Technology in Education Committee](#) (ITEC) in 2014 to ensure that the technology available for academic course delivery – both in the physical classroom and via distance delivery – was sufficient to support operational needs. Upon completion of the 2019 strategic

plan, ITEC was also charged with supporting the [strategic planning objective](#) of “implementing digital literacy assessment and training for students and faculty to optimize academic technology enhanced education.”

Significant improvements have been made to the technological infrastructure of the university in recent years, to better support the need for faculty and staff to operate in a more flexible manner to support the delivery of academic programs, both in-person and for distance learning courses. See below for examples of improvements.

During the summer of 2019, the university’s enterprise resource and student information system ([Jenzabar EX, now Jenzabar One](#)) were migrated from on-premises hosting to a cloud-hosted service, ensuring access to critical operational systems in the event of interruptions or damage to the campus infrastructure. Similarly, the university’s telecommunications system was upgraded from Microsoft Skype for Business hosted on campus to [Microsoft Teams](#) hosted in the cloud in 2022.

In 2019, the university began the implementation of the [Canvas learning management system](#). This replaced the aging Jenzabar eLearning system, allowing significantly improved usability and access for students and faculty to better support flexible course delivery. The phased rollout, with a complete campus conversion at the start of the 2020 fall term, included [significant faculty and student training](#) and support, including [online](#) and in-person workshops.

Beginning in February of 2020, the university began a small-scale trial pilot program of Zoom for video conferencing, with a focus on academic courses. As a result of challenges imposed by the COVID-19 pandemic shortly after the initiation of this pilot program, the university engaged a rapid [campus-wide adoption of Zoom](#) in support of operations while the campus was temporarily virtual. This is now supplemented by the use of video conferencing in Microsoft Teams.

In 2019, the university began an evaluation process for a virtual desktop provider, launching a [virtual computer lab](#) in 2020. The virtual classroom provides remote access to specialty software applications that would otherwise require a faculty member or student to be physically present to utilize. The physical classrooms have also received large improvements to support remote student attendance. New audio-visual systems were added to over 30 rooms that did not previously have teleconferencing capabilities, allowing for 61 classrooms to support hybrid students as needed.

In addition to improvements made to support distance delivery, the university has invested significantly in the last few years in the campus infrastructure in support of on-campus course delivery. In the fall of 2017, [advanced video capture equipment](#), including four simultaneous cameras, was installed in the [Food Lab](#) to allow Dietetics and Food Science classes to record and stream cooking demonstrations taking place in the lab. In 2019, a [virtual reality lab space](#) was opened on the campus in support of a large cross-section of academic disciplines, which was expanded in 2022. In the summer of 2021, the university opened a [Health Sciences simulation laboratory equipped](#) with 8 low-fidelity and 2 high-fidelity nursing mannequins. Each simulator station includes a fully functional patient monitor. The lab is equipped with 2 full-featured recording rooms, allowing debriefing exercises to be held in-person, virtual or in a hybrid modality. In Fall of 2021, 11 [self-service recording rooms](#) were built for the Counseling program to allow audio and video capture of patient visits for academic purposes.

## **5.B.2.**

Mount Mary’s mission statement emphasizes its role in committing to “excellence in teaching and

learning with an emphasis on thinking critically and creatively” through “an environment for the development of the whole person.” The University accomplishes this by recognizing its core values within the context of its competence, community, compassion, and commitment, and by fostering an academic community that encourages leadership, integrity, and a deep sense of social justice arising from a sensitivity to moral values and Christian principles. The goals of Mount Mary’s mission statement continue to be realistic and achievable given the University’s resources, structure, and opportunities. The current strategic plan [Learning, Living and Working in a Thriving Community](#) was revised during the 2018-2019 academic year to initiate new opportunities and strategic direction. The plan was formed intentionally to meet the competing challenges in higher education, including the questioning of the value of a college degree, enrollment declines, tuition costs, innovative academic program development, and pedagogy that prepares students for ever changing workforce needs.

Strategic Initiatives provide a means to continue to focus resources in line with the strategic plan (see for example, the [DEI presentation](#) at the 2022 HLC Conference focusing on the diversity initiative (Campus Culture and Wellness)).

To enable the institution to meet its mission through implementation of the strategic plan, the institution utilizes the [Strategic Initiatives Fund](#), created in 2009.

### **5.B.3.**

Mount Mary has a comprehensive and transparent process for developing and monitoring the annual budgets and for creating multi-year enrollment and financial projections, beginning with the [budget cycle timeline](#). The cycle starts with a meeting of the [Budget Committee](#), which consists of members of the administration, staff and faculty. Budget officers are provided with [worksheets](#) for reviewing their current budgets and for requesting additional funding for operating, capital and personnel budgets. Once budgets are in place, the [accounts payable procedure](#) provides for approvals of purchases.

Details on each new capital or operating request along with documentation supporting the request are presented to the Budget Committee for discussion and ranking based on urgency (see for example, [Capital Budget – Proposed FY21-22](#)). A list of capital and operating requests deemed urgent or high priority as well as all of the personnel requests are forwarded to the administration for approval and incorporation into the departmental budgets.

The Business Office collaborates with the Offices of Enrollment and Institutional Research to develop enrollment projections based on recruitment goals established by the administration and faculty department chairs and returning student counts. These projections form the basis for the revenue calculations for the budget and future forecasts. Enrollments are monitored on a [weekly basis](#) up to the semester census date and compared with the prior year results and the projected budget as a means to determine whether the University is meeting its goals. Given the relatively new tenure of the President (July, 2022) and the Director of Institutional Research and Compliance (February 2022), the University is planning to simplify and, ideally, improve the accuracy of the budget forecasts, as well as update the regular enrollment reporting to increase clarity and usefulness of weekly reports. Financial aid awarding is also monitored on a [weekly basis](#) during student registration periods and [biweekly](#) with Ruffalo Noel Levitz during the modeling process for the incoming new student class.

The administration schedules quarterly meetings with the [Finance and Investment Committee](#) of the

Board of Trustees to provide reforecasts of the current budget and to discuss the assumptions used in building the projected budget. At the end of the budget cycle, the administration presents a final budget for approval first by the Committee and subsequently by the whole Board of Trustees.

The Vice President for Finance and Administrative Services shares budget information and updates with the campus community through [Brown Bag](#) meetings and at the All University Workshops.

#### **5.B.4.**

A review of the audited financial reports ([2018](#), [2019](#), [2020](#), [2021](#)) indicates that the University allocates nearly 40% of annual operating expenditures to instruction and another 20% to student support and auxiliary services, such as advising, tutoring, counseling, residence life and dining services. The percentage spent on instructional costs relative to other institutional costs has increased by [1-2 percent each year](#) since 2017.

As an investment in future educational purpose, the Board of Trustees for the University decided in 2010 and 2011 to set aside a portion of cash reserves in a [Future Generations Fund](#) for strategic initiatives or emergency needs. The [2019-2025 Strategic Plan](#) included a focus on enrollment growth. Based on information provided by [Collegis Education](#), the University developed and subsequently received approval to offer a self-contained BSN program. The administration requested, and the [Finance and Investment Committee](#) of the board subsequently approved the use of \$3,000,000 of these funds be used to construct a Health Sciences Laboratory for the new nursing program as well as laboratory facilities for the University's other health science programs.

An additional example of the University using fiscal allocations to ensure that educational purposes are achieved is in the use \$578,636 in grant funding from the Department of Education under the [Cares Act](#). The University allocated \$286,466 of those funds to purchasing technology to upgrade classrooms for distance learning, new software programs for videoconferencing, laptops and other technology necessary to accommodate the instructional needs of staff and the educational needs of students during the pandemic. The University expended an additional \$85,000 on campus safety equipment and protocols to allow faculty and students to continue in-person instruction consistent with local and federal health guidance.

The Business Office compiles a list of [operating and capital requests](#) during the budget cycle that reflects the current and future needs of University departments with an emphasis on prioritizing items that further the University's mission. The Vice President for Finance and Administration and the Director of Buildings and Grounds also regularly update a list of [deferred maintenance](#) and long-term projects that coincide with strategic initiatives, safe operations and emergency expenditures (see [Building and Grounds Committee June 2021](#) for an example).

In keeping with the mission, in May of 2019, Mount Mary University adopted a [Socially Responsible Investing \(SRI\) and Environmental, Social and Governance \(ESG\) policy](#). According to the audited financial statements, the University Endowment has grown nearly 40% between 2017 and [2021](#). With a yearly spending policy of 5% of the average market value of the endowment, the University has a greater source of additional funds to allocate to operations, instruction and student support services.

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## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

### Argument

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#### 5.C.1.

**Budget Process:** Mount Mary University (MMU) allocates resources to operating budgets, capital needs and personnel needs through a well-established shared governance process. A [University Budget Committee](#), chaired by budget managers (Deans and members of the President's Council) and under the direction of the [Chief Financial Officer](#) consists of approximately 30 members of the faculty, staff and administration. In the [spring semester](#) of each year Department Chairs, Deans, Directors and Vice Presidents submit [budget request forms](#) for changes to budget allocation in each of the three categories listed above. The budget forms require that the requester answer questions that show alignment with mission and institutional priorities. Examples of such questions found on the forms include:

- How does this request enhance student success, benefit students and/or support the mission of Mount Mary?
- How does this request enhance the University?

The [budget request forms](#) are submitted to the budget manager who assembles them and sends them to the budget committee for review. During Budget Committee meetings, stakeholders speak to the importance/value of their request to the institution and their department. The budget committee considers all requests in light of the mission and priorities of the University and especially how well they align with the 2019-2025 strategic plan. Alternative sources of funding are considered. Following the meeting the [Senior Finance and Budget Analyst](#) sends a survey to all budget committee members who prioritize all requests. The results of the survey are [compiled and items are placed in order of priority](#) by the committee's vote. The committee then meets again and reviews the priorities. Some adjustments may be made if discussion reveals new information or other considerations. A final prioritized list is then sent to the President who confers with the President's Council for final consideration based upon budget dollars available for allocation.

**Institutes:** The [Women's Leadership Institute](#) (WLI) was established in 1998 with a bold vision to help women develop their full potential in becoming transformational leaders. The Institute educates, prepares and inspires women and girls to recognize and embrace their own unique strengths and leadership abilities and to positively impact their lives and the lives of those around them. The Institute offers programming for the university and the community including Voices of Leadership, the [Summer Leadership Academy](#) for high school girls, the [Visiting Fellows Program](#), and the Leadership Education And Development ([LEAD](#)) Program for current Mount Mary University students. All of these programs align with Mount Mary's vision to educate women to transform the world. It is a resource for female students at the University, in the greater Milwaukee Community and for high school students from across the country.

**Research:** Mount Mary is primarily a teaching institution with the [Carnegie Classification](#) of Masters Colleges and Universities: Larger Programs. However, faculty do [research and professional development](#) in their respective disciplines. Funding is available for full-time and percentage faculty for professional development within their departments and through competitively funded university [mini-grants](#). Faculty may also apply for a [semester or year-long sabbatical or course release](#), to do research or professional development. Faculty are professionally active in publishing and presenting at regional or national conferences, serving as editors and reviewers and participating in state or national legislation related to their discipline. Mount Mary has a [donor funded endowment](#) that provides 5% of yearly interest to help fund faculty professional development annually. Adjunct Faculty take advantage of grant or department funded workshops and seminars. All decisions related to allocation of research/professional development activities are awarded based upon meeting the mission and priorities of the institution.

### 5.C.2.

Mount Mary University uses several mechanisms to ensure that assessment and program review, and evaluation of operations are integrated with planning and budgeting.

- **Assessment Committee:** The University's [Educational Outcomes Assessment Committee](#) monitors the plan for assessment and provides leadership in assessment activities and training across campus. To ensure collaboration, the committee operates as a cross-functional team with members from the faculty, Academic Affairs, Student Affairs, and Institutional Research. The committee is responsible for reporting [results](#) to the Vice Presidents for Academic and Student Affairs, ensuring that members of the President's Council have access to assessment data. Additionally, the committee regularly [reports](#) to the community. The University utilized grant resources to work with an [external assessment consultant](#) as a means to provide faculty training and to identify ways to improve the assessment process.
- **Academic Program Review:** Every five years, academic departments engage in a comprehensive program review as discussed in Criteria 3 and 4. Institutional Research provides annual [Department Dashboards](#), [Cost Analysis Dashboards](#), and [Graduation Survey Reports](#) to assist with this review process. This process is linked to the planning and budget process through cost analysis dashboards and performance outcomes analyzing the impact of the program at the university level.
- **Campus Opinion/ Survey Assessment:** The Office of Institutional Research maintains a survey schedule to collect [student satisfaction and experience data](#), [campus climate data](#), graduate employment outcomes, and student engagement and academic quality via the [National Survey of Student Engagement](#) (NSSE). Results from these assessments have affected budget and planning decisions. For example, the university created a new [Vice President for](#)

[DEI](#) as described in Criterion 5.A.2 and engaged in procuring a new food services vendor on campus after feedback from students and employees.

- **Risk Management/IT Assessment:** The [Risk Management Assessment](#) evaluates all areas of operation of the University for potential threats. The report includes data from academic and administrative areas to monitor and address potential risk factors. For example, the Information Technology Department continues to participate in an [IT 360 audits](#). From this assessment, IT requested new hardware items to the budget to increase security. Human resources also added [additional requirements](#) for employee and student training in cybersecurity to decrease risk. Additionally, the University implemented [two-factor authentication](#) protocols to provide additional system security.
- **Strategic Planning:** The University's Strategic Planning and Budget Committee continuously monitors progress, while evaluating budget implications of the Strategic Plan. The Committee provides regular [updates](#) to the University community (newsletters) and Board of Trustees ([sample update](#)) to discuss and to ensure systematic implementation and accountability.

### 5.C.3.

From the planning process for the Strategic Plan to Shared Governance (see Core Components 2.C.1. and 5.A.1.) process revisions to new academic program approvals, Mount Mary University seeks input from internal faculty and staff, students, Trustees, School Sisters of Notre Dame, and external content experts.

The [President's report to the Board of Trustees](#), regularly provides updates on the progress of University strategic initiatives (see 5.C.2. above). The [All University Workshop](#) held at the start of each fall and spring semester is utilized to report out on progress and gather real time feedback from faculty, staff, and administration.

The [Board of Trustees](#) contributes thought leadership for the external community in planning processes. There are no more than 35 members including 3 SSND to ensure the voice of the University's founders and sponsor. The remaining members primarily represent industry leaders in healthcare, finance, fashion, industrial design, human resources and social services. In addition, content experts serve on [eight formal advisory boards](#) in Art Therapy, Business Administration, Communications, Counseling, Teacher Education, Food Science, Nursing, Occupational Therapy and Social Work to give input on curriculum, meeting accreditation standards and ensuring students are prepared for the workforce.

The President and the members of the development team regularly meet and correspond with [alumnae](#) and receive input from them about campus initiatives. Examples include fundraising for the [Madonna Fund](#) which supports single mothers living in Trinity Woods and multiple capital projects for the campus including supporting the installation of an [elevator in Bergstrom Hall](#) to increase accessibility for the internal and external community.

Additional examples of external consulting includes planning for new [Academic Programming](#) and monitoring [recruitment pipelines](#) with [Collegis](#); financial aid awarding with [Ruffalo Noel Levitz](#); grant applications with [McCallister & Quinn](#) and master facilities advising with [Zimmerman Architectural Studios, Inc.](#)

### 5.C.4.

Mount Mary plans on the basis of a sound understanding of its current capacity. The following areas

illustrate how the University anticipates possible fluctuations in revenue from enrollment and other sources of income.

## **Enrollment**

As part of the budget process, the Administration prepares different scenarios for future revenues based on projected enrollment possibilities, including the most likely outcomes for total enrollment along with tuition and fee changes. Mount Mary utilizes the services of [Ruffalo Noel Levitz](#) to determine the impact of those tuition changes on enrollment and revenue. Ruffalo Noel Levitz also provides [market analysis](#) on the local and national outlooks for future enrollment potential to help guide the decision-making process for scholarships and financial aid.

The stated goal for enrollment in the [MMU 2019-2025 Strategic Plan](#) is to increase total enrollment by 19% to 1600 students by 2025 using tactics aimed at recruiting new students as well as retaining more of the current students. Starting with 12 students in the Fall 2019 semester, MMU created dual credit programs with [several area high schools](#) to provide courses on the MMU campus or at the high schools for students to earn college credit while completing their secondary education (see [Hmong American Peace Academy Orientation Ppt for example](#)). The program expanded in Fall 2021 adding two more area high schools for a total of [46 students enrolled](#) Fall of 2021.

## **Program Development**

Mount Mary launched the [Compass Year](#) in February of 2019 for those students that wanted to enroll in college but were undecided about their major. The program offers support and resources for these students during the decision-making process for determining a college major. The program has grown from 11 new students in Fall 2019 to [34 students in Fall 2021](#).

Mount Mary is working with [Collegis Education](#) to analyze the current marketplace to determine what potential new academic programs complement the University's existing programs and further the mission while providing new revenue sources. Based on this research, the University received approval to offer a new [BSN nursing program](#) and a [PhD in Counselor Education and Supervision program starting](#) in the Fall 2021.

Along with exploring the marketplace for potential new programs, the University is also pursuing avenues to fund the development of new programs. MMU was awarded an almost [\\$3.0 million grant](#) from the National Science Foundation in 2021 to create a User Experience (UX) design program and technology hub that would benefit students in many disciplines, as well as pave the way for other potential new academic programs.

The [2019-2025 Strategic Planning Initiative, Objectives, and Tactics](#) outlines the University's goals for renovating and upgrading facilities on campus as well as options for creating more usable spaces for students and the Mount Mary community. Key elements of the plan include the new [Trinity Woods](#) project, the [Health Sciences Center](#), and the clearing of underutilized facilities to create spaces for new programs and sources of revenue.

In 2020, the University entered into a partnership with the School Sisters of Notre Dame and Milwaukee Catholic Home to build an intergenerational facility on the Mount Mary campus. The facility, [Trinity Woods](#), provides housing options for assisted living, senior living and apartments for University students who are single mothers. The facility also includes a [day care](#) for those mothers as well as other members of the campus and local community.

Part of the process for analyzing new programs requires a review of the current facilities. In order to offer the new BSN Nursing program, the University determined that additional laboratory and classroom space was needed. Several buildings on campus have spaces no longer used for their original purpose – a swimming pool, locker rooms, an old gym. Rather than investing in a new building, the administration decided to utilize several of these empty spaces to create the new Health Sciences laboratory. The old gym is being upgraded to accommodate the new [Exercise Science](#) program starting in the fall of 2022.

The University received institutional funds under the Higher Education Emergency Relief Fund ([HEERF](#)) grants that could be used to cover the expenses associated with shifting to an online format for classroom delivery and reconfiguring spaces for social distancing. The University used the funds to upgrade classroom technology, create safe workstations for employees and provide students and staff with the technology necessary to successfully operate in a new environment.

### **Grants / fundraising initiatives**

As described in the [2019-2025 Strategic plan](#), with the dedicated focus of the Alumnae and Donor Relations team, Mount Mary plans to increase contributions to \$40 million by 2025 through donations, grants, private foundations and growing the endowment. The [endowment](#) has grown by more than 40% in the last 5 years with the creation of additional scholarships and grant funds set aside to fund initiatives past the grant timelines.

The Academic Affairs and Alumnae and Donor Relations teams pursue grant opportunities that alleviate some of the dependence on tuition revenue and support the mission and vision of the University. The University was awarded a [Title III Strengthening Institutions](#) grant in 2018 for over \$2.9 million for 5 years to provide personnel and academic programs to support low-income students in remedial math and English courses. MMU received a grant from the [Howard Hughes Medical Institute \(HHMI\)](#) in 2018 for \$1 million to cover the training costs for faculty and staff development associated with issues of racism, trauma, and math anxiety. [Proyecto Descubrir](#), a Title III HSI \$4.6 million grant funded by the Department of Education and the National Science Foundation award described above provide resources for addressing the needs of Hispanic and low-income women in STEM programs and to reduce barriers and improve retention rates for students entering those programs.

The partnership agreement for [Trinity Woods](#) requires that MMU raise funds for the apartments for single mothers with children. Through a combination of alumnae and friend's donations and grant funding from several philanthropic foundations (Greater Milwaukee Foundation, We Energies, Catholic Community Foundation, the Burke Foundation), the University has received over \$3 million to support the [Early Childhood Learning Center](#) and the single mothers housing that are part of the Trinity Woods project.

The University was awarded \$250,000 from the [Council on Library Information Resources \(CLIR\)](#) in 2021 to fund the digitization of the [University's Historic Costume Collection](#) (Fashion Archive). With over 10,000 items in the collection, this grant provides the funding for personnel and other resources to photograph every item to be used for display and research purposes and offer a potential new source of revenue for the University.

The US [Health Resources and Services Administration \(HRSA\)](#) granted Mount Mary \$2.6 million in 2016 to provide scholarships for low-income students enrolled in the graduate Counseling program. A similar [HRSA award](#) was granted in 2020 for \$3.2 million to provide scholarships for students in



the graduate Occupational Therapy program. Both grants have helped to recruit students to those programs and offered educational opportunities for low-income students in STEM fields where employers have a great need for qualified employees.

Mount Mary has also sought to develop funding for students in need of [emergency aid](#). The President's Emergency Fund and the Hope Fund continue to provide the resources to assist students with emergency needs. After receiving the \$84,000 Dash Grant from the Great Lakes Higher Education Guarantee Corporation in 2017 the University was awarded another \$100,000 in 2018 from several foundations and private donors to establish an endowment fund to meet the needs in perpetuity of students with small immediate financial needs.

### **State Consortium Support**

Mount Mary belongs to a consortium of private institutions of higher education in Wisconsin (WAICU) that provides updates on the state budget and funding expectations for the Wisconsin Grant (state grant assistance for undergraduate students). MMU staff and administrators receive periodic editions of the newsletter [WAICU WISE](#) and attend regularly scheduled meetings with representatives from each of the member institutions. [WAICU actively advocated](#) for additional state funding during the pandemic, including institutional funding similar to the HEERF grants as well as funding for reimbursement for testing protocols on campuses. Mount Mary received **\$236,103** of state assistance for technology upgrades for classrooms under this program.

### **5.C.5.**

Mount Mary University's long-range planning anticipates significant changes in demographic shifts in student population. These include a continuing decline in the number of high school graduates nationally and in the state, and changes to the student population seeking a university degree. The university has implemented a number of initiatives to address these changes.

In September of 2019, the university partnered with [Collegis Education](#) in an initiative designed to drive enrollment growth. The partnership is designed to allow the university to implement a number of strategies to allow data-driven marketing, enrollment, and programming decisions to be made, addressing current and anticipated demographic shifts among students.

The first three years of the partnership were focused on 3 key objectives. The first is improving the University's [website](#) to allow [collection of metrics](#), which are then used to determine what areas are most relevant to prospective students, and facilitate further decision making. The second focuses on developing [analytics and reporting](#) to inform the University's marketing and enrollment planning decision making process. To support the third objective, Collegis completed an extensive [market research effort](#) to assist the University determine what program areas are most in line with changes in both the market, as well as prospective student needs.

In recognition of the changing landscape of demographic shifts and other external factors, in 2019 the university finalized a new six-year strategic plan titled "[Learning, Living and Working in a Thriving Community](#)." The strategic planning committee identified a number of guiding principles for the formulation of the planning document, including commitment to a diverse student population, and strategies that remain fluid and responsive. The plan "envisions Mount Mary as a campus hub for not only high school graduates, but also for families of all types," and "envisions diversity and inclusion as one of our greatest strengths."

To that end, the University entered into a partnership with the School Sisters of Notre Dame (SSND) and Milwaukee Catholic Home to open a multi-generational living facility on the university's campus. The facility, named [Trinity Woods](#) opened in 2021 (see 5.C.4). Trinity Woods provides housing for the SSNDs, local seniors and single mothers with children who are Mount Mary students. In addition, the facility is planned to evolve over time to provide an alternate revenue stream for the University, in anticipation of changing enrollment and population demographics.

In response to changing student demographics, the University established a [Latinx Task Force](#) to identify and facilitate changes to make the campus more welcoming for Latinx students. In 2019, the University helped to form the [Hispanic Serving Institution Network of Wisconsin](#) (HSI-NOW) focused on expanding opportunities for diverse students. In 2020, the University received [Hispanic-Serving Institution \(HSI\) designation](#) from the U.S. Department of Education. Achieving this designation has allowed the University to secure two HSI grants: [Proyecto Descubrir](#) and the [National Science Foundation](#) grant used to develop the UX program (both described above).

The University anticipates and plans for constant advances in technology. In 2018, the University was awarded a \$3 million [Title III](#) grant from the Department of Education's Strengthening Institutions Program. The grant included numerous provisions to improve university technologies in response to evolving student needs. In 2019, the University began a pilot implementation of a new learning management system, Canvas, and went into full production use in 2020. In 2020, the University launched a virtual computer lab initiative, to facilitate student access to specialty software applications, regardless of physical location. In 2019, the University secured donor funding to implement a [virtual reality](#) laboratory in support of improved curriculum delivery.

#### 5.C.6.

In 2019, Mount Mary launched a new Strategic Plan, [Learning, Living, and Working in a Thriving Community](#). The strategic plan is the University's roadmap to implementing its improvements to its educational offerings, operations, and student outcomes. [Progress on the strategic plan](#) is updated regularly to track meeting goals and identifying needed modifications as they arise. Groups executing the strategic plan are responsible for gathering input from key stakeholders, collecting data, and tracking progress towards completion. The [Strategic Planning Committee](#) meets monthly during the school year to share updates, talk through roadblocks, and track progress to completing the goals.

#### **Academic Programs and Delivery Systems**

Utilizing market trends and existing academic structures, the University developed four new programs under its strategic plan to increase enrollment, a [PhD program in counselor education](#), and a [BSN in nursing program](#), an [Exercise Science program](#) and a [User Experience Design Program](#). The programs enrolled their inaugural classes in the fall of 2021 and fall 2022. In addition to new programs, Academic Affairs began offering a [J-Term](#) in the month of January before the start of spring semester to boost enrollment and increase its modalities and time offerings of common core curriculum courses.

There were 15 students in the counseling program and 48 students in the nursing program reflected in first year gross revenue of \$356,870 and \$3,294,380 respectively.

[Collegis Core Claims](#) research was also implemented to enhance program marketing and website content on a select group of programs. Program Research for 2022-2023 includes Speech Pathology, Nurse Practitioner, Human Resources Management and Special Education based on Collegis market



assessments.

## **Campus Culture and Wellness**

10% of Mount Mary undergraduate students are mothers. Under the strategic plan, Student Affairs has updated its [children on campus policy](#) to be more family friendly. In partnership with the SSND and Milwaukee Catholic Home, the University opened on an inter-generational housing project, [Trinity Woods](#) on campus, that includes a [daycare center](#). The development office also secured funding to offset childcare costs for students in need.

## **Enrollment Growth**

The Enrollment Management Team implemented [strategic marketing and recruitment tactics](#) to grow enrollment including social media engagement platforms during the application process.

As described in 5.C.4., the University also expanded partnerships with high schools to re-initiate dual credit programs including four schools and approximately 50 students expected in fall 2022. The university also utilizes its [Compass Program](#) geared towards undeclared students and [Summer Leadership Academy](#) to increase its [pipeline](#) of potential students.

## **Facilities That Attract and Engage**

Facilities projects that are designed to improve academic quality and student sense of belonging are a priority Mount Mary. Spaces completed and under construction include the [Food Science Lab](#), [Virtual Reality Lab](#), [Health Science Center](#), [Counseling and Wellness Center](#), Behavioral Science Lab, Caroline Hall Exercise Science Gym, [Muslim Prayer Room](#), [Place of Peace](#), Multicultural Center, the [1<sup>st</sup> Floor Notre Dame Hall](#) and Bloechl Athletic Center upgrades. Accessibility upgrades include an elevator and restrooms in [Bergstrom Hall](#) providing greater access to high use areas by internal and external communities.

## **Financial Vitality**

All other strategic initiatives are systematically integrated into financial vitality objectives. An initiative to explore a tuition reset began with a consultant from another higher education institution but did not move forward. Increasing utilization of our facilities as a source of revenue was suspended during COVID but is now back in conversation to build on previous use.

The University did increase contributions by a total of \$39,733,340; 99% by the end of fiscal 2022, reaching the strategic goal of \$40,000,000 by 2025.

[Strategic initiative funding](#) was utilized to build the Health Sciences lab, Counseling & Wellness Clinic, renovate the Caroline Hall Gym for the new Exercise Science program and fund [Collegis Education](#) to consult on programmatic market needs and recruitment strategies (see 5.B.4 and above.)

Examples of reports below also show cyclical monitoring of fiscal activity that interact with strategic planning outcomes.

- [Bi-Monthly Recruitment Report](#) – Admissions and the Business Office produce monthly recruitment reports on applications, yields, and budget goals for new students. Both undergraduate and graduate information by program is provided, analyzed, and necessary

- adjustments to marketing and recruitment are implemented.
- [Weekly Registration Report](#) – At the start of the week, the Institutional Research Office produces a registration report for each term with the status of enrollment and credit hours, retention outcomes, and comparisons to year-over-year and budget. Update continuing student report.
  - [Coordinated Continuing Student Registration Report](#)– A cross-functional team including Financial Aid, Student Affairs, and the Registrar reports out on the progress of continuing student registration along with student barriers and mitigation efforts.
  - Fiscal Evaluation – As discussed in core components 2.A.2. and 5.B.4. Fiscal Operations are externally evaluated through our annual financial audit and the single audit. In preparation of the annual audits that represent financials for the fiscal year period of July 1<sup>st</sup> through June 30<sup>th</sup> weekly, bi-weekly, monthly and quarterly processes occur. Cash Flow, Accounts Payable, Accounts Receivable and Financial Analysis are all activities performed within the Business Office that allows monitoring of the University’s annual budget.
  - [Academic Department Dashboards](#) – Each semester, the Institutional Research Office produces dashboards for academic departments covering enrollment, course offerings and completions, faculty teaching, degrees awarded, and retention of students. Data are utilized in Program Reviews and strategic allocation of resources.
  - [Academic Department Cost Analyses](#) - Each year, the Institutional Research Office produces cost analysis dashboards for academic departments detailing the total revenue and expenses generated with surplus and deficit calculations. Data are utilized in Program Reviews and strategic allocation of resources.
  - **Student Surveys** - As described in 5.C.2., The Institutional Research Office administers a variety of internal and external surveys to elicit student feedback for improvement.
  - **Board of Trustees Indicators and Evaluations** - The Board of Trustees tracks contributions to the university, and the Governance Committee conducts [evaluations](#) at the conclusion of each meeting to monitor effectiveness. The Governance Committee uses this input to improve the structure of meetings, better inform new Trustees at orientations, and increase efficiencies of Board Committees.

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## **5.S - Criterion 5 - Summary**

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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.

### **Summary**

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Mount Mary University's integration of resources, structures, and processes ensure continuous improvement of educational offerings and future strategic planning in the context of the Mission, Vision and Values.

### **Sources**

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*There are no sources.*