

ASSURANCE SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

Mount Mary College
Milwaukee, Wisconsin

October 1-3, 2012

FOR

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

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I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

The team evaluated the institution for the purposes of continued accreditation, Federal compliance, and pathway eligibility.

B. Institutional Context

Mount Mary College is a four-year Catholic college owned and sponsored by the School Sisters of Notre Dame, a religious congregation of the Roman Catholic Church. It was founded for women in 1872 in Prairie du Chien as St. Mary's Institute. In 1913, the institution added postsecondary programs and was chartered as St. Mary's College; it was Wisconsin's first four-year, degree-granting Catholic women's college. In 1926, the College achieved accreditation by the North Central Association of Colleges and Schools. In 1929, the college moved to its present 80-acre campus in Milwaukee and was renamed Mount Mary College. Approval for graduate courses was granted in 1977, and the first master's degree was offered in 1982. The current president was appointed in 2008. HLC has approved the institution's Change of Control that occurred in 2011 when the four Provinces of the School Sisters of Notre Dame merged and legal ownership of the college was transferred from the School Sisters of Notre Dame Milwaukee Province to the School Sisters of Notre Dame Central Pacific Province. The Corporate Board has approved the change of Mount Mary College to Mount Mary University to be effective July 2013.

The college offers more than 30 undergraduate areas of study for women and eight graduate programs, including one doctorate, for women and men. Mount Mary emphasizes leadership, service learning, and social justice initiatives, including the addition of the Justice Program and Major in 2005. During the ten years since the College's last accreditation, there have been a number of changes to Mount Mary's academic programs and scholarship opportunities. For example, the College's affiliation with Columbia College of Nursing (since 2002) has transitioned to a 2+2 program in which a joint degree from both institutions is awarded (2011) and will again transition in fall 2013 to a 2+2 partnership without the joint degree. Since 2002, when there were five Master's programs, the graduate program has changed with additions in Master's degrees in Counseling (2004), English (2006), Business Administration (MBA) (2008), and the Doctor of Art Therapy (DrAT) (2011); the suspension of the Gerontology Program (2007) due to low enrollment; significant growth in the number of graduate students (532 in fall 2011); and HLC's removal of stipulation for additional master's programs (2006). The College submitted and received approval from HLC for a progress report on financial conditions. The College has been successful in maintaining and expanding articulation agreements with three technical colleges and the University of Wisconsin's two- and four-year institutions (2002-2010). In 2008, Radiologic Technology and Diagnostic Medical Sonography Majors were added to offer students a wider range of health care options in affiliation with area hospitals. The College has received several grant awards to fund its scholarship programs for academically-gifted (Caroline Scholars in 2003) and low-income students (Midtown/Grace Scholars Program in 2004), and a

grant for students to develop relationships with one another across ethnic and racial identities (Building Bridges Program in 2010). In 2009, the college received national recognition for its cooperative program with two Milwaukee social service agencies, entitled “College in the Community,” which provides innovative strategies to improve the quality of literacy services to adult learners.

A number of facility additions/enhancements have taken place since 2002. For example, the Gerhardinger Center, constructed in 2004, provides classroom and lab space for the natural sciences, nursing and health-related majors, and Bloechl Center (2006) is a state-of-the-art facility for athletics and other large convocations. There have also been various renovations and/or relocation of important services, such as the Student Success Center to Haggerty Library. The college received NCAA Division III Status in 2009. Mount Mary College continues its commitment to outreach with the New Leadership™ Wisconsin Summer program (2006), which is a national program offering a week of residential training in public service.

C. Unique Aspects or Additions to the Visit

None

D. Additional Locations or Branch Campuses Visited (if applicable)

None

E. Distance Delivery Reviewed

Mount Mary College currently offers no fully online or correspondence programs. The College does offer a number of distance and blended (“Mixed Face-to-Face”) courses. An analysis of several charts provided by the College (in Appendix A: Credits and Program Length) analyzed the number and percentage of distance courses taught during the spring and fall semesters of 2011 as 5% distance and 1% blended courses (12 distance courses in the spring term and 17 in fall 2011). According to the Registrar and an analysis by the team of the College’s charts and course bulletins, there are three programs that have most of the College’s online classes: the undergraduate History major, the Master of Science in Occupational Therapy-Professional Entry and the new professional Doctorate in Art Therapy. The rest of the online and hybrid classes are scattered throughout the curriculum.

- (1) Of the classes offered in the History Department, 25% are offered in an online-“on-demand” format (all electives); 25% are offered in both an online and on-campus format; and 50% are offered in only an on-campus format.
- (2) Of the 66 credits (23 courses) required in the Master of Science in Occupational Therapy-Professional Entry program, 30 credits (8 courses) or less than 50% are offered online. Also, during fieldwork, students submit weekly written reflections using the College’s online learning management system.

- (3) For the Doctorate in Art Therapy program, which was approved by HLC in April 2011, the following was stated in the HLC Report: “students in the new doctorate would be on-campus for ten days in the summer and then use distance-learning technology during the fall and spring semesters for required courses. Significant training and faculty support are part of the investment by the institution and will be necessary to deliver high quality off campus courses in the program.”

One team member met with the Distance Education Committee and faculty, who teach online courses; the group consisted of seven faculty members, who taught in a variety of divisions (e.g., Education and Mathematics, Occupational Therapy, Philosophy and Theology). A second team member followed-up with the same group of faculty in a separate meeting. It is the team’s determination that the percentage of distance and blended courses offered by the College is below the Commission’s threshold, requiring specific approval to offer 50% or more of the courses in programs through Distance Education. The College should note that it must apply to the Commission and seek approval for any programs (other than the four certificates for which it already has approval) if it plans to expand any programs completed through distance education to 50% or more.

F. Interactions with Constituencies

Open Forums

1. Faculty (40)
2. Staff and administration (55)
3. Students (approximately 40)
4. Alumnae (Total of 15 attended, representing a variety of graduation years [1947 to 2012] and undergraduate [11] and graduate majors [3])

Individual and Group Meetings

1. Academic Technology Advisory Committee (6)
2. Academic Council (7)
3. Academic Standards and Curriculum Committee (5)
4. Admissions Committee (6 total: 3 faculty and 3 staff)
5. Arts and Design Division (16)
6. Associate Dean of Academic Affairs
7. Associate Dean of Academic Affairs and Registrar (2 representing Institutional Research)
8. Board of Trustees (10) and Corporate Board of School Sisters of Notre Dame (1)
9. Business Administration Division (4)
10. Chair Communication Department
11. Chair English Department
12. Chair Literature & Communication Division
13. Co-chairs of the Self Study

14. Composition Sequence Director
15. Controller
16. Director of Assessment
17. Director of Buildings and Grounds
18. Director of Dining Services
19. Director of Facilities
20. Director of Human Resources
21. Director of International Studies
22. Director of Service Learning
23. Director of Study Abroad
24. Director of the Library, Acting
25. Faculty, who teach online courses (7)
26. Diversity Committee (3)
27. Education and Mathematics Division (7)
28. Educational Outcomes and Assessment Committee (5)
29. English Graduate Program Director
30. Executive Committee of Faculty Assembly, Faculty Development committee, Faculty Service Committee, Grievance Committee (7)
31. Executive Director—Women’s Leadership Institute
32. Graduate Council (15)
33. Health and Science Division (9)
34. Honors Program Committee
35. Information Services Director and Web Manager (2)
36. Manager of Budgeting and Financial Reporting
37. Faculty Development Committee (7)
38. Other English faculty (2)
39. President
40. President’s Council (8)
41. Registrar and Director of Financial Aid (2)
42. Social Sciences and Related Faculty (total 9: faculty in psychology, sociology, history, counseling, and social work)
43. Student Athlete Advisory Committee (total 11: 9 students, the faculty athletic representative, and the athletic director)
44. Student Services Staff (10)
45. Promotion and Tenure Committee (7)
46. Vice President for Academic and Student Affairs, Acting
47. Vice President for Communications and Community Engagement
48. Vice President for Enrollment Services
49. Vice President for External Relations
50. Vice President for Mission and Identity
51. Vice President for Finance and Administration

G. Principal Documents, Materials, and Web Pages Reviewed

HLC and Mount Mary College Self-Study Resources (Including Active Links to Exhibits in the Resource Room)

1. 2002 Comprehensive Team Report
2. 2010 Institutional Effectiveness Plan
3. 2010 Mount Mary College A-133 Federal & State Financial Assistance Audit Report
4. 2011 Mount Mary College A-133 Federal & State Financial Assistance Audit Report
5. 2011 Mount Mary College Fact Book Fall 2011
6. 2011-2012 Graduate Handbook
7. 2011-2012 IRB Committee Membership
8. 2011-2016 Strategic Plan Initiatives and Goals
9. Academic Standards Committee Minutes 2010-2011
10. Academic Standards Committee Minutes 2011-2012
11. Alumnae Survey 2011 Results
12. Application for IRB Review, August 2011
13. Assessment Committee minutes 2010-2011
14. Assessment Committee minutes 2011-2012
15. Assessment Report to VPASA 2008-2009
16. Assessment Report to VPASA 2008-2011
17. Assessment Report to VPASA 2009-2010
18. Assessment Report to VPASA 2010-2011
19. Bar Graph Future Generations Account & Capital Projects
20. Board of Trustees Minutes 2007-2008 Academic Year
21. Board of Trustees Minutes 2008-2009 Academic Year
22. Board of Trustees Minutes 2009-2010 Academic Year
23. Board of Trustees Minutes 2010-2011 Academic Year
24. Board of Trustees Minutes 2011-2012 Academic Year
25. Burke Midtown Progress Report Dec. 9,2011
26. Business Conduct Disclosure Form for Trustees & Officers
27. Campus Ministry Mission Statement
28. Caroline Hall Student Handbook 2011-2012
29. Caroline Scholarship Brochure Fall 2011
30. Change Visit Report to Offer Doctorate of Art Therapy January 24-25, 2011
31. CIC Financial Ratios
32. Claiming Our Future Executive Summary 2007-2012
33. Claiming Our Future Strategic Plan 2007-2012 Full Copy
34. Coffee with the President Presentations
35. College Employees by Race & Gender 2010 Stats
36. College to University Name Change Press Release 2.24.12
37. College to University: Task Force Final Report
38. Columbia College of Nursing Bulletins-Upper Division Curriculum Catalog 2010-2011

39. Columbia College of Nursing Curriculum Catalog 8/4/11
40. Columbia College of Nursing Handbook 2010-2011 and Addenda
41. Commission Mandated Focused Visit Report on Change of Control April 30-May 1, 2012
42. Commission Mandated Focused Visit Report on MA English and Removal of Stipulation to Offer Master's Degrees September 11-12, 2006
43. Corporate Board 2008 Minutes
44. Corporate Board 2009 Minutes
45. Corporate Board 2010 Minutes
46. Corporate Board 2011 Minutes
47. Corporate Board 2012 Minutes
48. Corporate Board Minutes Feb. 17, 2009
49. Criterion 1 Sub-committee Minutes August 2010--April 2011
50. Criterion 2 Sub-Committee Minutes 2010-2012
51. Criterion 3 Sub-Committee Minutes 2010--2012
52. Criterion 4 Sub-Committee Minutes 2010--2011
53. Curriculum Committee 2011-2012 Documents: global courses
54. Curriculum Committee Minutes 2010-2011
55. Curriculum Committee Minutes 2011-2012
56. December 2011 StrengthsQuest Survey
57. Department Program Reviews-prior to January 2012
58. Division & Dept Chairs, Program Directors
59. Documents Related to Midtown-Grace Scholars Proposal
60. Education Dept. 2012 Handbook
61. Education Dept. List of Accreditation References in Education Handbook
62. EduServe Executive Summary-Info Technology
63. Evaluation Results-Fall 2009 Survey documents
64. Evaluation Summary Sheet (ESS)
65. Examples of Grants
66. Faculty Assembly 2011-2012 Year End Reports
67. Faculty Assembly Minutes 2011-2012
68. Faculty Development Committee Minutes 2011-2012
69. Faculty Handbook (April 2012 Edition)
70. Faculty Handbook (April/July 2012 Edition)
71. Faculty Scholarship Tabulation
72. Faculty/Staff Directory
73. Final Compliance Report Letter from WI DNR
74. Final Notification Letter from HLC (1/31/03)
75. Financial Aid for Prospective Students
76. Five Year Post-Tenure Review Process
77. Focused Visit Report December 15-16, 2003
78. FSSE 10-August 2010

79. Future Generations Account Statement
80. Graduate Bulletin 2011-2013 (Updated 5-3-11)
81. Handbook of Accreditation, Third Edition
82. HLC 2002 Mount Mary College Site Visit Report
83. HLC approval of Doctor of Art Therapy-- April 2011
84. HLC Criterion Committee Members--Aug. 2010
85. HLC Final Report April-May 2012 Visit (change of control)
86. HLC Final Report re: Doctor of Art Therapy
87. HLC Focused Action Letter to Mount Mary College, July 2012
88. HLC June 2012 letter (re: change of control)
89. HLC Letter to Notify IAC Approved Change of Structure, Control to Sponsorship by School Sisters of Notre Dame, Central Pacific Province (11/08/11)
90. HLC Letter to Notify IAC Approved MA in English and Removal of Stipulation (12/15/06)
91. HLC Letter to Notify IAC Extended Accreditation to Include Dr AT (4/25/11)
92. HLC Response to Progress Report on Financial Conditions (2/03/06)
93. Honors Program Brochure
94. Honor Program Committee Minutes 2011/2012
95. HR Administrative Handbook, Revised June 2012
96. HR Performance Review Documents
97. Institutional Effectiveness Plan 2011-2012
98. Institutional Snapshot Fall 2010
99. Institutional Snapshot Fall 2011
100. Interior Design Department Accreditations
101. Investment Consulting Services Request Proposal
102. Leadership for Social Justice course data
103. Letter from HLC to Team and President about Team Visit
104. Letter of Response from President (12/09/02)
105. Letter of Response from President (2/19/04)
106. Letter of Response from President (3/09/11)
107. Letter of Response from President (6/07/12)
108. Living the Principles of Good Practice for Student Affairs at Catholic Colleges and Universities February 2011
109. Long Term Endowment Investment Policy August 2010
110. Midtown Scholarship Program 2011-2012 (Grace Scholars)
111. Monte Carlo Analysis
112. Mount Mary College 2011 Annual Institutional Data Update
113. Mount Mary College 2011 Annual Security & Fire Safety Report
114. Mount Mary College 2011 Complete Financial Index Report
115. Mount Mary College 2011-2012 Graduate Handbook
116. Mount Mary College 2012-2013 Flyer about Financial Aid Award
117. Mount Mary College Academic Affairs Division Chart
118. Mount Mary College Academic Credit Policy

119. Mount Mary College Administrative Handbook, Revised June 2012
120. Mount Mary College Blue Angels Coaches Handbook 2006-2007
121. Mount Mary College Blue Angels Coaches Handbook 2006-2007
122. Mount Mary College Business Card
123. Mount Mary College Caroline Hall Student Handbook 2011-2012
124. Mount Mary College Fact Book Fall 2011
125. Mount Mary College Faculty Scholarship Tabulation
126. Mount Mary College Faculty/Staff Directory
127. Mount Mary College Fast Facts UG Study 3/14/11
128. Mount Mary College Federal Compliance Report and HLC Appendix A
129. Mount Mary College Financial Aid Refund Policy 6/21/2012
130. Mount Mary College Graduate Bulletin 2011-2013 (Updated 5-3-11)
131. Mount Mary College Guidelines for Business Conduct
132. Mount Mary College HLC Self-Study 2012
133. Mount Mary College Honors Program Brochures
134. Mount Mary College Investment Policy, Objectives and Guidelines
135. Mount Mary College June 30, 2010 Audited Financial Statements
136. Mount Mary College June 30, 2011 Audited Financial Statements
137. Mount Mary College Leadership Model Brochure Fall 2011
138. Mount Mary College Magazine Spring/Summer 2012 (notice re: HLC visit)
139. Mount Mary College Organization Structure
140. Mount Mary College Part-time Faculty Handbooks fall 2011
141. Mount Mary College Policy for Students with Disabilities
142. Mount Mary College Portfolio Assessment Program--Handbook, Rubric, Instructions, other related documents
143. Mount Mary College Procedure for Introducing Changes to the Undergraduate Curriculum
144. Mount Mary College Program Proposal Development Process
145. Mount Mary College Retention Review Report October 2010
146. Mount Mary College Satisfactory Academic Progress Policy 2011-2012
147. Mount Mary College Staff Handbook, Revised June 2012
148. Mount Mary College Student Consumer Complaint Process
149. Mount Mary College Student-Athlete Handbook 2011-2012
150. Mount Mary College Tuition & Fees for Graduate Study 2012-2013
151. Mount Mary College Tuition & Fees for Undergraduate Study 2012-2013
152. Mount Mary College Undergraduate Bulletin 2012-2013
153. Mount Mary College Undergraduate Student Handbook 2011-2012
154. National Survey of Student Engagement (NSSE) 10-August 2010
155. National Survey of Student Engagement (NSSE) Results Presentations
156. Notice on Mount Mary College Website Regarding Upcoming Accreditation Visit
157. Nursing Program Search E-mail

158. Noel-Levitz Financial Aid Audit June 4, 2008
159. Noel-Levitz Financial Aid Audit June 11, 2008
160. Non-Returning Student Report, June 2011
161. Occupational Therapy Accreditation Report
162. Operation Refresh 2011-2016 Strategic Plan Initiatives and Goals
163. Operation Refresh 2011-2016 Strategic Plan Power Point Presentation April 27, 2011
164. Operation Refresh 2011-2016 Strategic Planning Essay October 2010
165. Operation Refresh Strategic Plan 2011-2016 --Strategic Plan Update May 2012
166. Organizational Profile
167. OT Accreditation Statement
168. OT Certification & Licensure Info.
169. Part-time Faculty Handbooks fall 2011
170. Power Point Presentation April 27, 2011--2011-2016 Strategic Plan (Operation Refresh)
171. Presentations at August 2012 Workshop (HLC Self-Study)
172. President's Council Minutes 2012-2013 Academic Year
173. President's Response to Mandated Focused Visit Team Report (11/15/06)
174. Procedure for Introducing Changes to the Undergraduate Curriculum
175. Program Proposal Development Process
176. Program Review Committee minutes 2009-2010
177. Program Review Committee minutes 2010-2011
178. Program Review Handbook 2009-2010
179. Program Review New Process December 2010
180. Program Review Process-January 2012 (new)--Mount Mary College
181. Promise Program Annual Summary Report
182. Reports/Presentations 2006-2008
183. Resource Allocation Task Force Report March 2010
184. Roof Preventative Maintenance and Replacement Program
185. Roof Preventative Maintenance Program
186. Schedule of Grants Awarded to Mount Mary College 2006-2012
187. School Sisters of Notre Dame You Are Sent Constitution Part I
188. Short Term Investment Policy February 2011 & Amendment
189. Space Utilization and Programming Report 7-30-12 Uihlein Wilson
190. Staff Handbook, Revised June 2012
191. Statement of Affiliation Status (last action: 7/16/12)
192. Statement of Investment Policy, Objectives and Guidelines
193. Strategic Financial Aid Matrix
194. Strategic Planning Committee Year End Report 2011-2012
195. Student Experiences Survey Results-Final Report-Dec 2009
196. Student Government Activities 2005-2010
197. Student-Athlete Handbook 2010-2011

198. Students Building Bridges Reports to Greater Milwaukee Foundation
199. Survey Results-Final Report-Dec 2007
200. Survey Results-Final Report-Dec 2008
201. Survey Results-Final Report-Dec 2009
202. Teaching and Learning in the Mount Mary Tradition, July 2012
203. Travel Brochure 2011-2012
204. Undergraduate Bulletin 2011-2012
205. Undergraduate Recruitment Postcard 2011-2012
206. US Department of Education Title VI Grant: Globalizing the Curriculum
207. Various Department Student Goals/Objectives; Department Assessment Documents
208. Various Mount Mary College Academic Department Mission Statement
209. WAICU Environmental Audit Project Report-Appendix & Tables

H. Acknowledgments

While on campus, the team appreciated Mount Mary College's hospitality, courtesy, and responsiveness to its requests for additional information and materials. The Self-Study Co-Chairs efficiently arranged the schedule of interviews at the team's request and expeditiously provided all the additional materials requested before, during, and after the visit. The president, administrators, faculty, staff, students, and board representatives were open, accommodating, and helpful to the team throughout the visit.

II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process

While the Self-Study Steering Committee consists of fifteen faculty and administrators from various academic and administrative areas, the criterion committees include a total of sixty-five with representatives of faculty, staff, administrators, students, and alumnae on each committee. Communication about the Self-Study process to full-time employees commenced in August 2010 with an introductory workshop, focused on the HLC accreditation process and Mount Mary College's commitment to continuous improvement that involved 215 employees and provided an opportunity for their feedback. Drafts of the criteria sections "were widely distributed throughout campus," and a committee composed of faculty, students, and staff designed a communication plan to promote campus-wide understanding, participation, and progress-reporting. A number of creative ideas such as navy-blue, self-study wrist bands were used to engage the campus. Additionally, during the data collection process, faculty and staff actively supplied feedback via email and campus forums on all criteria, subcommittee questions, and evidence. Routine updates were provided to faculty, the Board of Trustees, and the entire campus at their respective assemblies/meetings and on the College's Intranet and portal.

B. Integrity of the Self-Study Report

The HLC Team validated the accuracy of the Self-Study Report through its readings of institutional documents and onsite interviews; the report is an honest representation of the institution.

C. Adequacy of Progress in Addressing Previously Identified Challenges

Include one of the following statements in this section:

The team considers the response of the institution to previously identified challenges to be inadequate with regard to “Program Review” (Criterion Three-Core Component 3a).

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

Include one of the following statements in this section:

Requirements were fulfilled.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

EVALUATION OF FEDERAL COMPLIANCE PROGRAM COMPONENTS

The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements. The Worksheets are attached.

IV. FULFILLMENT OF THE CRITERIA

A. CRITERION ONE: MISSION AND INTEGRITY. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

1. Evidence that Core Components are met

- a. Meetings with Mount Mary’s faculty, administrative leadership, staff, students and members of the Board of Trustees, along with review of printed materials and of the College website and inspection of Board of Trustees meeting minutes, indicate that the mission of the College is clearly articulated and understood. The mission clearly identifies the student body as women at the undergraduate level and both men and women at the graduate level. Mount Mary has a career preparation focus built upon a solid liberal arts base and infused with a Catholic emphasis on social justice. (1a and 1b).

- b. The Human Resources Office works to make sure a diverse pool of people learn about the openings at the College. All openings are now posted with Milwaukee Jobs, which has diversity outreach component and tracks EEOC information of applicants. (1b)
- c. Written evidence was presented of extensive discussions at many different levels of the institution about the Mount Mary College mission and identity, including two college-wide discussions of its identity as a Catholic and women's college, the Vision 2020 speech of the president, department-level discussions and departmental mission statement development efforts tied to the college mission, and Board discussions of the college mission and identity. From this written evidence and from questioning of individuals at multiple levels of the organizations it is clear that there is a lively and vigorous discussion of mission and identity at the college and a sincere effort to articulate how the mission and identity intersect with the rapidly changing conditions of society and the general environment (1a and 1c).
- d. Mount Mary College is governed by two Boards: The Corporate Board, consisting of nine members of the School Sisters of Notre Dame, and the Board of Trustees, consisting of twenty-three members of whom four are members of the School Sisters of Notre Dame. Most operational and administrative aspects of the college are governed by the Board of Trustees and its seven standing committees, but the Corporate Board has certain key reserved powers, including the appointment of the president, the approval of purchases over \$1 million, and the taking on of debt over \$1 million. This dual structure also serves to ensure that the key mission elements deriving from the college's founding by the School Sisters of Notre Dame are kept "front-of-mind" in the key governance processes of the institution. Representatives of the Corporate Board and the Board of Trustees, as well as the president, affirm that the long-standing, two-tiered board structure is working well. (1a, 1c and 1d).
- e. Mount Mary College is approved, with full power to confer degrees, by the State of Wisconsin. It collaborates with two-year and state institutions to promote smooth matriculation of transfer students and enjoys program-specific accreditation with the following eight organizations and associations:
 - American Art Therapy Association
 - Council for Accreditation of Counseling and Related Educational Programs
 - Accreditation Council for Occupational Therapy Education
 - Commission on Accreditation for Dietetics Education—American Dietetic Association
 - Council on Social Work Education
 - Wisconsin State Department of Public Instruction for Teachers' Certificates

Council for Interior Design Accreditation
Wisconsin State Board of Nursing National League for Nursing Accreditation
(1b)

- f. Mount Mary College's Board of Trustees has unanimously approved (and interviews with administrators, faculty, students, and alumnae affirm their support) to change the institution's name to Mount Mary University. The change will become effective fall 2013, marking the 100th anniversary of the institution. The president and various groups interviewed agree that the name change more accurately reflects the breadth of the College's degree programs and will serve to better attract international students who are more familiar with the university title. They further affirm that the school's commitment to its mission, vision, and values will remain constant. The issue was thoroughly studied and feedback gathered from all key internal and external constituencies, including the School Sisters of Notre Dame. The extensive discussions and employment of an outside research firm exemplify the deliberate, comprehensive method in which the college conducts decision-making. (1c)
- g. The "Amended and Restated Bylaws of Mount Mary College" clearly delineate the powers of the Corporate Board and of the Board of Trustees, and during a meeting attended by eleven Trustees (including two members of the Corporate Board) it was evident that the working relationship between the two Boards is seamless and without apparent tension. The Board of Trustees meets twice yearly with the Corporate Board. In addition, the Board of Trustees held a fall strategy retreat in 2012. The Bylaws delineate clearly the powers of the President of the College and inquiries both to trustees and to the president revealed that the board grants reasonable executive autonomy to the president while maintaining appropriate policy oversight and control (1d).
- h. The former concern regarding the adjunct faculty understanding, embracing, and effectively implementing the mission in the classroom has been addressed by appointing a highly respected School Sister of Notre Dame as Vice President for Mission and Identity. The faculty department chairs' mentoring efforts and close supervision and the Associate Dean for Academic Affairs' extended monthly orientations on "First Fridays" have also successfully contributed. (1d)
- i. Review of the external auditors' Management Letters to the Audit Committee for the years ending June 30 2011, June 30 2010 and June 30 2009 revealed no issues of concern. In all three Letters the estimates of present value of long-term promises to give, estimates for uncollectible accounts and student loans outstanding, estimates of the depreciable life of fixed assets, and estimates of the fair value of interest rate exchange transactions were found to be reasonable. (1e)

- j. Review of contracts between Mount Mary College and a wide variety of suppliers revealed that all contracts were properly signed and dated. These included contracts with Schenk (audit services), Wisconsin Association of Independent Colleges and Universities, Inc. (software), Stamats, Inc. (marketing), TIAA (retirement plan services), Time Warner Cable of Southeastern Wisconsin, L.P. (cable TV), Select Energy Consulting, LLC (natural gas transportation support), Barnes & Noble College Booksellers, LLC (bookstore), WAICU Benefits Consortium (retirement services), Robert W. Baird and Co, Inc. (asset management and investment advising), Food Services Incorporated (food service), Michael Best & Friedrich LLP (legal services), and WAICU Educational Technology Consortium Inc. (technology). (1e)
- k. Review of the Federal & State Financial Assistance Audit Reports (“A-133”) for 2010 and 2011 revealed no findings or material deficiencies and full compliance with applicable regulations regarding the administration of financial aid. (1e)
- l. The College has experienced a slight improvement in its most recent official Department of Education Three-Year Cohort Default Rate: 5.8 (FY 2009) and 4.6 (FY 2010). Mount Mary’s FY 2009 rate was similar to the average reported for the State of Wisconsin (5.4%). The Financial Aid Office is diligent and effective in its efforts to inform and counsel students about controlling their debt and managing their financial affairs. Also, the Business Office conducts exit interviews for graduating seniors with outstanding loans held by Mount Mary College and counsels them regarding payment. (1e)
- m. The institution effectively meets Federal Compliance regarding Verification of Student Identity. For example, its use of Tegrity online lecture capture system, which provides for the recording and streaming of classroom lectures, enables faculty members to proctor students’ testing sessions and authenticate students’ identity without being overly intrusive. Instructors are able to monitor both the video of the student taking an exam, as well as the computer screen of the student. Access to enrollment, registration, and course information through the college portal is appropriately secured through the use of encrypted student IDs and passwords; in-person identity validation to reset passwords; restricted e-mail communication to students through the official college email address; and a secure server. (1e)

2. Evidence that one or more specified Core Components need institutional attention

None

3. Evidence that one or more specified Core Components require Commission

follow-up.

None.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None.

Recommendation of the Team

Criterion is met; no Commission follow-up recommended.

B. CRITERION TWO: PREPARING FOR THE FUTURE. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

1. Evidence that Core Components are met

- a. Mount Mary College has undertaken two major planning efforts since the last comprehensive visit, "Claiming Our Future 2007-2012" and "Operation Refresh 2011-2016." Three of the six initiatives in Operation Refresh refer explicitly to the College's mission. For example, Initiative 5, Community Impact, details steps the College is taking to engage the Milwaukee community and to participate in the community's renewal. The creation of a new position on the President's Council the Vice President for Communications and Community Engagement is one example of the commitment the College is making. The College maintains a standing Strategic Planning Committee and uses benchmarking to formulate its strategic initiatives. The College engaged Hanover Research to scan Milwaukee and Southeast Wisconsin and identified peer institutions to benchmark its progress. (2a)
- b. The change to university status has prompted a review of the divisional structure. The institution is now exploring whether "schools" instead of "divisions" would be a more appropriate structure and which combinations of departments would best fit within each school. A task force is being led by the Associate Dean for Graduate Education and is in the process of providing a report of its findings. (2a)
- c. Mount Mary is focusing its efforts on raising its visibility in the larger Milwaukee community. The position of the Executive in Residence for Women in Leadership, hired in January 2011, has evolved into the Vice President for Communications and Community Engagement in June 2012; her goal is to share the College's story and "to connect the dots between the Mount Mary College and the needs of the community." Under her leadership, eight additional staff

- members are effectively addressing marketing, public relations, web site, magazine, and community relations. For example, a complete web redesign will be rolled out in March 2013. Also, during the HLC team's campus visit, there was a campus media shoot, designed to capture the fall scenery and interview the twelve School Sisters of Notre Dame about their memories of Mount Mary; this will result in a centennial DVD and will migrate to the web site. (2b)
- d. The College has taken significant steps to strengthen its financial position since it ran an operating deficit in 2007 and 2008. These results have come through careful analysis and planning. Embedded in its larger strategic planning process is a financial plan that recognizes what needs to occur for it to sustain its viability and educational mission. (2b)
 - e. The College demonstrates its financial responsibility in a number of ways. In the past five years Mount Mary has instituted sound and conservative financial management practices which, in combination with careful planning and oversight, have produced positive financial results both in operations and on the balance sheet. Good attention to cost management and regular reinvestment of surpluses into revenue-enhancing efforts such as new program development and enrollment management support have produced rising net revenues and strong surpluses, even in the face of enrollment headwinds in 2010-2011. The institution has created a short-term cash reserve (the "working capital" account), and also a long-term cash reserve (the "Future Generations" account), which together comprise almost \$10 million in cash reserves against contingencies. This is supplemented by about \$10 million in endowment funds, the interest on which is available for scholarships and physical improvements. (Consequently, the College has a total \$20 million cushion.) The institution's long term debt load of about \$6.4 million at an average interest rate of four percent is manageable given the asset base and operating performance, and the institution is considering a refinancing at a lower interest, perhaps at the \$10 million level to provide some additional funds for growth-related projects. (2b)
 - f. The College is looking closely at the growth and financial contribution of each program and major. The Vice President for Academic and Student Affairs effectively tracks these financial metrics on an annual basis. (2b)
 - g. Although declining modestly from 2010 to 2011, enrollments have grown since the last comprehensive visit from a headcount of 1401 in 2002 to 1856 in 2011, driven primarily by graduate enrollments, up 17.2% in terms of credit hours offered. (The "official" 2012 enrollment counts were not yet available since the College's statistics day is October 15.) (2b)
 - i. According to the Associate Dean for Academic Affairs, there are positives about the current enrollment, which include (1) improved overall GPA; (2) stabilization of academic preparedness; (3) drop in the percentage of probationary undergraduates (from an average of 12% to 3% as reviewed in spring 2012); and

- (4) student exhibition of a “better understanding of what it means to be a student at Mount Mary College.” (2b)
- h. The College has engaged in strategies to increase efficiency and to grow programs to sustain its mission. Outsourcing its bookstore operation to Barnes and Noble and its food service operation to Food Services Incorporated (FSI) has expanded services improved efficiency and allowed the College to focus on its educational mission. It has also streamlined new program development through the Program Proposal Development Committee. (2b)
 - i. The College’s budget process is well designed and well understood by participants. Its implementation is supervised by the finance staff and the various levels of interim review prior to approval by the Board of Trustees are reasonable and adequate. Budget priorities are driven by the academic mission of the institution, as clearly articulated by participants at various levels of the organization, and the budgeting process is explicitly linked to the strategic planning process in an appropriate way. The “Strategic Financial Implementation Plan” (Self-Study p. 54) clearly illustrates the link between key strategic priorities and resource allocation. By creating two reserve accounts funded by operating surpluses, the institution has given itself working room in the budgeting process and in the management of its strategic plan implementation. In addition, by conceptually separating the Operating Budget from the Strategic Budget (Self-Study, p. 57) Mount Mary is able to plan effectively at a tactical level while maintaining the ability to focus on strategic initiatives. In general, Mount Mary exhibits the beneficial financial and operational impact of solid planning and careful attention to detail in implementation (2b).
 - j. The College benefits from impressive grant support and effective implementation of the grants received. The most recent example is the Great Lakes Grant for \$214,000 for one year, which doubles the funding for the TRIO Program for this year and is due to the success of the Promise Program (for first-generation, low-income students). Some of the successful results of the Promise Program to date include the following: (1) 90% of students retained from first to second year; (2) 96% remain in good standing the second year; (3) average GPA earned was 3.053; and (4) 60% of the students achieved above a 3.00 GPA. (2b)
 - k. New construction and renovation of buildings such as the new science and technology building (Gerhardinger Center), attention to fiscal stability, and the establishment of a cash reserve are examples of how the institution has better positioned the college for the future. (2b)
 - l. Faculty members are appreciative of the technology improvements and personal attention provided by IT staff. Recent improvements that effectively support

student learning and effective teaching in face-to-face and online courses include expanded wireless access and the enhanced equipment in ten “SMART” classrooms with video recording technology, and two additional IT staff. The Academic Technology Advisory Committee is proud of the power of “Tegrity,” which enables faculty to video-capture lectures and classroom sessions for students’ online viewing at their own time and pace. Faculty cite numerous examples of the system’s positive impact on their teaching and serving students, such as (1) better test students with disabilities (2) improve their teaching style through observation, and (3) improve timeliness and convenience of technology training. The IT Director articulates a strong commitment to improving teaching and learning through technology by understanding pedagogy and student expectations. (2b)

- m. In 2006, the College transitioned to the Jenzabar software system which it updated in 2011. The system provides efficient access to important data for monitoring the institution’s key metrics to a wide array of stakeholders in the institution. (2c)
- n. In 2009 and 2010, the College has effectively integrated its mission throughout its institutional processes. For example, it implemented a new program to assess staff that included goal setting related to the core values of Compassion, Commitment, Community, and Competence. (2c)
- o. The team reviewed the Mount Mary College’s Institutional Effectiveness Plan, which guides the assessment of student learning and is used to evaluate current academic programs. The team verified that the Director of Assessment provides summary reports to the Vice President for Academic and Student Affairs and to members of the President’s Council who identify areas needing institutional improvement and allocate resources for needed changes. (2c)
- p. There is evidence that the College’s focus on helping students persist through graduation is making a positive difference. The most recent six-year graduation rate (2005 Cohort) shows a 3% increase over next highest percentage reported within the past six years (2000 Cohort was 44%). This is also a significant increase over six-year graduation rate of the previous year (i.e., the 2004 Cohort rate was 36%). (2c)
- q. Both “Claiming Our Future 2007-2012” and “Operation Refresh 2011-2016” have maintained a clear focus on the mission and values of Mount Mary College while addressing in a realistic fashion the financial threats and opportunities facing the College. For example, the College has struck a balance between its mission to provide access to the underserved urban population in Milwaukee and the deployment of its financial aid resources. (2d)
- r. The College utilizes an effective three-tiered budgeting process including the development of an operating budget, capital budget, and strategic budget.

Including the strategic budget in the process aligns resource allocation with the strategic plan. The institution, for example, allocates resources each year for important strategic initiatives, such as improved financial liquidity. As of June 2011, the College has \$5.4 million in its “Future Generations” account, which is a significant improvement from 2009. (2d)

- s. Stakeholders in the College have been included in the planning process. Faculty members, for example, reported to the team that they had been actively involved in each of the last two major planning processes, “Claiming our Future” and “Operation Refresh.” (2d)

2. Evidence that one or more specified Core Components need institutional attention

- a. Although there have been declining enrollments in each of the past two years, the causes are well understood and the measures being implemented by the institution are reasonable. For example, the administration surmises that the change in status of the Nursing program from a joint degree awarded by the college and the Columbia College of Nursing (CCON) to a 2+2 articulation agreement with the BSN awarded by CCON has already begun to negatively impact enrollment. The Registrar also reports that the 140 students that have been lost is due to the change and that the Admissions Department is working hard to recalibrate its goals. The College is “constantly” connecting with CCON and recently toured its facilities and has an appointment to talk to the new dean regarding core requirements. The ongoing coordination of this program was a concern of the former HLC Team. The College is identifying areas it wishes to grow, such as business, art and design, the health care cluster of programs, and certain programs that have enjoyed recent growth (e.g, psychology and Master’s in Counseling). (2b)
- b. The College explains that the drop in the freshmen cohort of 114 students in fall 2011 to an “anticipated” 94 in fall 2012 is a result of the strategic decision to reduce the number of Midtown Scholars (incoming low-income Milwaukee students) from the fifty to thirty students—thus, accounting for the loss of twenty in the cohort. (2b)
- c. Fall to fall first-time, full-time freshmen retention rates hover between 64% and 69% over the past five years. The College is addressing this ongoing challenge through a variety of initiatives, including a new Student Success Center, the Promise Program, orientation and Engagement Seminar activities, and Jenzabar’s new automated Retention Information Software module (“FinishLine”), which enables academic advising to systematically identify and intervene with at-risk students. (2b)
- d. The former Institutional Research Director, who was effectively addressing data needs, left after one year. This has placed a burden upon the current offices (e.g, Registrar), who are trying to fill the void. Senior administrators report that they would like to have data that would enable them to systematically benchmark

growth and decline in programs. Members of the search committee report that two on-campus interviews have been conducted, and the timeline goal for filling the position is the beginning of November. (2b)

3. Evidence that one or more specified Core Components require Commission follow-up.

None.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None.

Recommendation of the Team

Criterion is met; no Commission follow-up recommended.

C. CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING.

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

1. Evidence that Core Components are met

- a. The institution has created a core curriculum, which is valued and supported by the faculty and which is linked directly to the mission of the College with the use of portfolios as a means to assess its value to students. According to the Faculty Handbook and verified by committee members, the Academic Standards and Curriculum Committee reviews possibilities for courses proposed to be included as part of the core curriculum and measures their fit against a rubric developed and endorsed by the faculty. (3a)
- b. Department faculty work collaboratively to determine the expected learning within their major. According to division chairs and confirmed by the Vice President for Academic and Student Affairs, department members create a list of goals, link the goals to the offered curriculum, determine the assignments that will help the students fulfill the goals, include the statement of goals on the syllabus, and use this information in the assessment process, assessing the student learning in one to three courses each term. Through these assessment efforts, they have increased the work done in the course to link to the goals more strongly and they have changed some of the curriculum. (3a)
- c. In 2007, Mount Mary College initiated an effort to systematize its assessment process. Since then every major and undergraduate program and every graduate program has established clearly stated learning outcomes. Each department

annually selects a learning outcome to assess and the results of these assessments are discussed by the faculty for possible action. The Director of Assessment maintains the results of these meetings. (3a)

- d. The curriculum is organized into five Realms and the learning outcomes for each Realm are determined by the faculty. The College Portfolio Assessment Program (CPAP) evaluates student progress against the learning outcomes for each Realm of the core curriculum. (3a)
- e. Every year a full-time faculty and a part-time faculty are awarded an excellence in teaching award, providing evidence that the institution values and supports effective teaching. This process starts with the nomination by a student or colleague to the Associate Dean for Academic Affairs. The nominated faculty are invited to provide an updated Curriculum Vitae and course evaluations, with the final decision made by a sub-committee, often including prior awardees. The award brings a monetary award and an invitation to speak at the College's honors convocation. (3b)
- f. Mount Mary College has a well developed faculty evaluation and development process, which includes an annual update from each faculty member, a portfolio submitted at the end of the third year and updated in the fifth year in preparation for tenure review. Innovations in teaching approaches are evaluated (e.g., Process Oriented Group Involved Learning [POGIL]) and disseminated across the faculty. (3b)
- g. The tenure process is well defined with feedback given prior to the tenure review. According to the Faculty Handbook and verified through discussions with the Vice President for Academic and Student Affairs and the Promotion and Tenure Committee members, faculty who are three years from their tenure review complete a professional portfolio, which includes a description of how the fulfillment of the stated (in the handbook) criteria have been met, a reflective essay evaluating growth in the criteria areas, a current Curriculum Vitae, completed faculty updates, all course syllabi with supplemental materials (copies of exams, directions for projects, etc.), student evaluations, and letters of evaluation by other faculty. These portfolios are reviewed by the Promotion and Tenure Committee members, who create a memo summarizing commendations and recommendations. The Vice President for Academic and Student Affairs shares the memo with the faculty member and discusses the decision of the Board of Trustees. The tenure process requires similar materials from the faculty member as well as a discussion of the Board's decision. (3b)
- h. Effective teaching is a high priority as demonstrated by the college's support of end-of-course online student evaluations; pre-tenure and tenure reviews, annual faculty updates; mandatory bi-annual full-time faculty workshops; monthly Faculty Development Committee sponsored forums; numerous classroom technology training workshops; and recognition through the annual Excellence in

Teaching Awards. (3b)

- i. Mount Mary creates a welcoming and supportive learning environment for its diverse student body. For example, 23% of the students have children and the College provides services through the College Child Care Center. (3c)
- j. Alumnae commented favorably on their online course experiences and believed they were high quality learning experiences. Faculty, who teach online courses, indicated close connections with students through email and expressed confidence about the breadth of learning in distance courses. The 2007-2012 strategic plan's third goal of Initiative Three ("Create structure for developing online courses and programs, including training of faculty and creating policies and procedures during 2008.") has been accomplished. It is the team's determination that the percentage of distance and blended courses offered by the College is below the Commission's threshold. (3c)
- k. Student development programs including College Achievement Program (CAP) that supports students at risk and conditional admits allow the College to pursue its mission of greater access while ensuring successful learning. (3c)
- l. Student and alumnae interviews confirm objective survey data regarding the academic rigor of coursework. Specifically, the National Survey for Student Engagement (NSSE) and the Mount Mary College Experience Survey data show approximately 60% of first-year students are academically challenged by their courses, and 80% frequently work harder than anticipated to meet faculty members' expectations; almost 90% of seniors believe the college substantially emphasizes academics; over 90% are satisfied with their overall educational experiences. (3c)
- m. The institution has collected and analyzed information collected through the National Survey of Student Engagement (NSSE) every two years for several years, using the NSSE benchmarks of comparable institutions as well as trend lines to look for Mount Mary College strengths and areas to improve. Although useful, the College felt that not enough is learned every two years to warrant the cost, and so is looking at using NSSE every four years (last given in 2010). Through this survey and the College's College Experience student survey, they have discovered some concerns that they are reviewing or developing plans to improve. These include students' perception of academic challenge and their perception of having a capstone experience and the small number of students who had participated in study away opportunities. (3c)
- n. Mount Mary College has developed an honors program that is flexible in its offerings and support of the students as well as meaningful to the students. Each year, roughly twenty students, noted by the admission office as students with strong academic records, are invited to join the Honors program. As well, students with GPAs above 3.5 may apply for membership. Students in the honors program

are able to register for honors courses, which have been set up to be taught at a high level as well as to meet specific core component requirements. They are also able to meet requirements of the program through out-of-class initiatives (such as leadership roles). They are able to work towards completion of the program with contracts with faculty to do additional components of a course as an honors component. About twelve students a year graduate through the program, indicating that the institution values learning. (3d)

- o. The College's library supports learning of both the faculty and students. Faculty and students are able to access books owned by the library as well as a wealth of information in their purchased databases. Mount Mary College is a member of the Southeastern Wisconsin Information Technology Exchange, which allows quick access to materials owned by other member institutions. As well, requests can be made through inter-library loan. Each academic department has a certain amount of money allotted in the library budget each year, allowing departments to determine how their most critical needs can be met. (3d)
- p. Mount Mary College has invested recently in new facilities to support learning and student development. The Gerhardinger Center, the College's primary science and technology building, was completed in 2004. The Bloechl Center providing student recreational space was completed in 2006 leading to the College becoming a National Collegiate Athletic Association (NCAA) Division III institution in 2009. A major renovation of the Haggerty Library was completed in 2011. (3d)
- q. The College supports a variety of effective, well-utilized support services for students including the Academic Resource Center, the Counseling Center, and Accessibility Services. Alumnae commented on the helpfulness and personal concern exhibited toward them by the support staff. (3d)
- r. Instructional technology support has been upgraded and the Media Center Client Support Coordinator has offered a number of workshops for faculty on the latest technology. The online faculty commented on the significant growth in online services and help from the IT Department. They also noted that IT is responsive to faculty's level of expertise and faculty "have all the support needed." (3d)

2. Evidence that one or more specified Core Components need institutional attention

- a. The institution has created strong, easy to complete assessment processes for the majors and the core, the results of which are used in institutional planning. However, they have struggled and continue to struggle in creating a program review process that is manageable and gives useful information to them that, combined with assessment, can help the institution determine next steps. As the institution works on its program review process, it will be important for them to distinguish the difference and similarities between assessment and program

review. For program review they should focus on the standards of the discipline and the way the stated goals and curriculum support these standards. (3a)

3. Evidence that one or more specified Core Components require Commission follow-up.

None.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None.

Recommendation of the Team

Criterion is met; no Commission follow-up recommended.

D. CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE. The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

1. Evidence that Core Components are met

- a. The institution uses its modest faculty development monies to fund initiatives in a systematic way. The Faculty Development Committee, according to the Faculty Manual and verified by the Vice President for Academic and Student Affairs, schedules forums, workshops, new faculty mentoring, communication and socializing for faculty. In addition, they review applications for sabbatical leaves and Mini-grants to make recommendations to the president for funding. Each department has \$500 per faculty member at its disposal each year to use for funding faculty development initiatives within the department. (4a)
- b. The Human Resources Office and the institution make learning for faculty and staff available. For example, the College has a Safety program and the Wellness Committee structures programs, such as lunch and learn, Walking Wednesdays, and Fitness instruction for the faculty and staff. Each year the College offers a New Employee Orientation where the new employees learn about the College's mission and policies. (4a)
- c. All first-year students are required to complete SYM 110—Leadership for Social Justice. Embedded in this course is a service learning component, where students work with the College's Director of Service Learning to find an appropriate avenue to complete the service learning and then work with the course's instructor to learn from the experience. According to the Director of Service Learning,

every service learning component must include both help for an external group and articulated learning by the student. (4b)

- d. The institution values and encourages a breadth of knowledge in its students. The value and benefits of service learning are introduced to students in their first term at Mount Mary College in the social justice course. Students are encouraged to plan to have a study abroad experience, with several options—from short courses available between the end of fall term and the beginning of spring term; summer term immersion courses, and semester study-abroad opportunities. Scholarships are available to support students with financial need, and the Director of Study Abroad continues to look for cost-effective ways to provide meaningful opportunities that align with the College's mission. (4b)
- e. The College has enhanced its technology equipment, software, and customer service to better accommodate online and face-to-face courses. Online described the merits of Tegrity (a lecture capture system) and E-Racer (a courseware system), and they were enthusiastic about the IT Department's assistance. Tegrity enabled faculty to ensure student identity through direct observation of the student during testing sessions. Online faculty and students who had taken distance courses attested to the quality of their online discussion groups. (4b)
- f. The July 2012 Edition of the Faculty Handbook includes the Academic Policies beliefs on which Mount Mary's curriculum is founded. These include that the curriculum is founded on Christian Principles, that the curriculum promotes women of integrity and leadership, that the curriculum is grounded in the liberal arts, and that the curriculum promotes a particular kind of institutional atmosphere. These beliefs are the tenets in which Mount Mary's core is built and in which the portfolio assesses. (4b)
- g. Alumnae claim the mission-centered "Leadership for Social Justice" and "Search for Meaning" courses have a life-changing impact. The required course, "Leadership for Social Justice," for all first-year students highly engages and empowers students with opportunities to get involved and discover how they may make a difference in the world. Faculty proudly report collaborative oversight of more than forty different community service-learning sites. The course demonstrates the extent of the college's academic commitment to both social justice and service learning which extends beyond the co-curricular. The Philosophy and Theology Division faculty were able to readily articulate the centrality of the "Search for Meaning" course (which is required for all students, including transfers) and its relationship to the rest of the curriculum. Evidence of the College's service is its inclusion on the 2005-2006 President's Higher Education Community Service Honor Roll. (4b)
- h. Recent improvements in campus infrastructure and expanded wireless have greatly improved technology access and integration into instruction for students and faculty. For example, faculty members share how pedagogically effective

technology is in providing real-life applications and “raising the learning curve.” Faculty who teach courses with online components are seeking the best pedagogical tools and effectively using technology to enhance learning, such as uploading video links of patient surgeries, facilitating online discussion groups, and observing students to identify gaps in learning. (4c)

- i. Mount Mary’s use of portfolios to assess student learning of the core components supplies evidence that that the institution values assessment and uses its process to improve student learning. A random sample of incoming students (both first-year and transfer) is chosen to participate in a longitudinal portfolio study. With the acceptance of about 10% of the total incoming student body, faculty are asked to contribute course artifacts to a student’s portfolio, using faculty-approved rubrics to evaluation the student’s work in one or more of the seven core-component learning outcomes. Towards the end of the student’s time at Mount Mary, a faculty member, trained to evaluate the entire portfolio using the same set of rubrics, reviews student portfolios to discover the fulfillment of the expected outcomes. Through this process the institution has discovered that almost all students have met or exceeded expectations inn learning as it relates to the search for meaning but not all students appear to have fulfilled the outcome around cultural/global awareness. Informed by these findings, the Educational Outcomes Assessment Committee has worked with departments and faculty to make sure that each major requires a course with a cultural/global awareness component. (4c)
- j. The institution has a committee structure to assure that the curriculum is current and useful to the students. According to the Faculty Handbook and verified through interviews with committee members, the Proposal Development Committee reviews information on possibly new programs to determine their attractiveness to today’s students and feasibility. If the Program Development Committee considers a proposal for a new program a good possibility, the proposers create a program proposal, which is reviewed by the Academic Standards and Curriculum Committee for academic merit, followed by a vote of the full faculty at the faculty assembly. (4c)
- k. The various handbooks for students provide evidence that the institution provides support for students to acquire, discover, and apply knowledge responsibly. The Undergraduate Student Handbook 2011-2012 includes statements of the academic honesty and integrity, disruptive classroom behavior, information technology acceptable use, file-sharing and copyright infringement, alcohol usage, harassment, hazing, residence halls, smoking, and student conduct policies. The “Mount Mary College Student-Athlete Handbook 2011 2012” includes a code of conduct for athletes. The “Caroline Hall Handbook 2011-2012” includes policies on behavior in the residence halls. (4d)

2. Evidence that one or more specified Core Components need institutional attention

None

3. Evidence that one or more specified Core Components require Commission follow-up.

None.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None.

Recommendation of the Team

Criterion is met; no Commission follow-up recommended.

E. CRITERION FIVE: ENGAGEMENT AND SERVICE. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

1. Evidence that Core Components are met

- a. The College is responsive to community needs and expectations through the contributions of faculty and staff, who serve on various advisory committees. For example, the Justice Department Advisory Board includes prominent judges, police officers, a prosecuting attorney, and others professionals in the field, who are able to inform the faculty about how students need to be prepared; faculty have then revised the curriculum accordingly. Faculty also design student volunteer course projects to effectively address community needs. (5a)
- b. Board members acknowledge the significant positive impact the young women’s leadership program has upon the knowledge of resources, ability to articulate, self-image, and self-confidence of the ladies who participate. The Women’s Leadership Institute (begun in 2002) sponsors thought-provoking speakers and is an excellent example of the college mission in service to local and regional constituents. In collaboration with the Alumnae Office, the institute sponsored The White House Project was an event in which over 300 participants heard Marie Wilson discuss how to advance women community leaders and prepare potential future leaders for careers in public policy or public office. The “National Education for Women Leadership Wisconsin,” which was founded in 2006 and which is one of twenty-five state-based affiliates throughout the country and the only one in Wisconsin, offers summer institutes to Wisconsin Mount Mary College students on Mount Mary’s campus. The president is an inspirational model of leadership through her active community involvement, which recently has been publicly acknowledged by the “United States Postal Service” and “2011

Business Journal.” (5a)

- c. Mount Mary College has a long-established history and rich heritage of engaging with and serving its various constituents through curricular and co-curricular initiatives. For example, an alumna described her experience fifty years ago about going to a Carmelite Village Orphanage. (5b)
- d. The “Caroline Scholars Program” financially supports and connects academically gifted, socially committed students, each of whom annually contributes 300 hours to community “places of great social need.” (Faculty commented on how grateful they are to have these exceptional students in their classes.) (5b)
- e. The Occupational Therapy (OT) graduate program has “over one hundred twenty-five fieldwork sites” that provide much needed services to a variety of constituents both in Wisconsin and out of state. Faculty enjoy team-teaching group immersion experiences, such as serving in a food pantry or at a homeless shelter. (5b)
- f. “Wisconsin Campus Compact” is another example of a team of the Mount Mary College’s administrators and faculty who participated with eighteen other teams from throughout the state to evaluate the curricula and brainstorm where they want it to be in two years and in five years. Teams then develop plans to coordinate initiatives across campus. (5b)
- g. During interviews, students and alumnae articulate the importance of voluntary service to constituents and provided numerous examples of service in action. For example, Interior Design students sponsor “Sustainable Chairs,” in which they decorate and auction off “gently used” chairs. They also select a non-profit organization and then redesign and upgrade a room for it without any cost to the organization. Personal testimonies of alumnae spoke to the gratification they received from helping others. (5b)
- h. The College collaborates with a number of entities to provide services and educational programs for its student constituency and external organizations. Three such 2+2 programs are the BSN degree with Columbia College of Nursing; the Radiological Technology Program with Saint Joseph’s Hospital, Columbia/Saint Mary’s Hospital, and Froedrert/Lutheran Hospital; and the Diagnostic Medical Sonography Program with Wheaton Franciscan Healthcare. Articulation agreements with University of Wisconsin and area technical colleges provide smooth transitions for incoming transfer students. (5c)
- i. The library provides an extensive, up-to-date resource that is benefitting area schools. In 2010, nine local schools and numerous teachers used the College’s Teacher Education Center resources to review textbook series to improve their curricula. (5c)

- j. A substantial number of the Mount Mary College community (sixty in fall 2011 and thirty in spring 2012) meet the language needs of the community by participating in the “Adult English Language Learners Tutoring,” which began as a partnership between the college and Notre Dame Middle School and has since evolved into the current VISTA grant-supported collaboration with the Hispanic Chamber of Commerce of Milwaukee. (5c)
- k. The college supports the “National Association of Women in Construction” (NAWIC), which annually provides eighty to one hundred children the opportunity to compete in the Block Kids Competition to practice simple construction skills. The organization’s annual fundraising auction supports scholarships to qualified college students in construction-related fields of study. (5d)
- l. The College evaluates a number of its community services both formally and informally. For example, the “Eat Better, Move More: Healthy Steps to Aging” program, sponsored by the Dietetics Department has served over one hundred eighty older adults who demonstrate post-test improvement in fitness and nutrition. Dietetic interns also benefit and learn from their interactions with the participants. (5d)
- m. During interviews, alumnae proudly discussed their involvement in the college’s annual Starving Artists Show. Mount Mary has promoted over two hundred artists for forty-four years; the show was recently was “ranked sixty-first on Art Fair Source Book’s list of Top 100 Fine Arts Fairs in the United States for 2011.” According to the Self-Study Report and campus interviews with alumnae, in 2011, over three hundred fifty artists registered; \$85,651 gross funds were raised; and more than 8,300 people attended the successful one-day event, which was held on the north campus lawn. A second example that illustrates how the College’s services are valued by its community is the annual “CREO Student Designer Fashion Show,” which attracts over 1,700 people, including students, alumnae, retail professionals, and the media. (5d)

2. Evidence that one or more specified Core Components need institutional attention

None

3. Evidence that one or more specified Core Components require Commission follow-up.

None.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None.

Recommendation of the Team

Criterion is met; no Commission follow-up recommended.

V. STATEMENT OF AFFILIATION STATUS

A. Affiliation Status

Recommendation: No change.

Rationale for recommendation:

The team supports a ten-year continued accreditation for many documented reasons. One of the primary rationales is Mount Mary College's financial increase in net assets and other progress, including clean audit statements, an excellent financial ratio, critical staff additions, and improvements to the physical plant. Additional areas that support ten-year continuing accreditation are the successes in the development of new academic programs, the growth in enrollment of the graduate programs, and the ongoing impact of service that the Mount Mary College students have on the community.

It was evident to the team that the Board of Trustees, administration, faculty, staff, students, and alumnae are sincerely dedicated to the mission of the College and share a strong passion about serving others. The College has recently revised its strategic plan and set goals for the future. New construction, such as the new science and technology building (2004, which provides classroom and lab space for the natural sciences, nursing and health-related majors) and the state-of-the-art facility for athletics and other large convocations (2006), as well as various renovations of the library and the relocation and centralization of important services, such as the Student Success Center, are examples of how the institution has better positioned itself for the future. Also, the College has recently hired new staff in enrollment, admissions, and public relations to help address its undergraduate enrollment challenges. The team has confidence that the president's leadership team (a group of highly skilled, enthusiastic professionals that has been empowered by the president) has the will, energy, and expertise to lead the institution forward.

The institution has created a core curriculum, which is valued and supported by the faculty and which is linked directly to the mission of the College with the use of portfolios as a means to assess its value to students. Department faculty work collaboratively to determine the expected learning within their major. Assessment in the common core (General Education) and the majors are fully implemented; student-learning goals have been developed and assessment has been emphasized in faculty development. The faculty/staff evidence a significant commitment to students and report strong collegial relationships and a strong sense of campus community. Likewise,

students express strong satisfaction with the quality of instruction, accessibility and mentorship of the faculty, student-leadership opportunities, supportive campus climate, and student service activities and participation rates. The College's Student Success Center is effective in helping underprepared students achieve academic success, and several new retention initiatives have been recently implemented.

Although undergraduate enrollment continues to be a challenge, the team believes there is sufficient evidence that the College will maintain its continued viability as a Catholic women's undergraduate and co-educational graduate institution through its stringent financial oversight and ongoing monitoring of the budget. In the past five years, Mount Mary has instituted sound and conservative financial management practices which, in combination with careful planning and oversight, have produced positive financial results both in operations and on the balance sheet. Good attention to cost management and regular reinvestment of surpluses into revenue-enhancing efforts, such as new program development and enrollment management support have produced rising net revenues and strong surpluses, even in the face of enrollment headwinds in 2010-2011. The institution has created a short-term cash reserve and a long-term cash reserve, which together comprise almost \$10 million in cash reserves against contingencies. This is supplemented by about \$10 million in endowment funds, the interest on which is available for scholarships and physical improvements. The institution's long term debt load of about \$6.4 million at an average interest rate of four percent is manageable given the asset base and operating performance; the institution is considering a refinancing at a lower interest, perhaps at the \$10 million level to provide some additional funds for its strong commitment to a highly-focused vision and values and its emphasis upon service and volunteerism that stretch employees and students, expand students' leadership opportunities, and enhance the College's influence and reputation in the local community of Milwaukee. For the above reasons, the team recommends that Mount Mary College be granted continued accreditation and that the next comprehensive team visit occur in ten years.

B. Nature of Institution

- 1. Legal status** No change.
- 2. Degrees awarded** No change.

C. Conditions of Affiliation

- 1. Stipulation on affiliation status** No change.
- 2. Approval of additional locations** No change
- 3. Approval of distance delivery** No change
- 4. Reports required** No change

- 5. **Other visits scheduled** No change
- 6. **Other embedded change request** None.
- 7. **Campus Evaluation Visit** None.

D. Commission Sanction or Adverse Action No change

E. Summary of Commission Review

Timing for next comprehensive visit (academic year - 2022-2023)

Additional Rationale:

In conclusion, the team identified the following twelve strengths and four challenges:

Strengths

1. The culture of warmth, friendliness, and mutual respect was evidenced at all levels of the institution throughout the visit, and the strong sense of community among campus constituents demonstrates that Mount Mary College lives its mission, vision, and values.
2. Mount Mary College employees and students are highly involved in community service and outreach; and the community partnerships and collaborations that have evolved through the efforts of faculty, staff, students, alumni are commendable.
3. The “Leadership and Social Justice” emphasis has created a viable niche for the College, secured valuable donor and corporate support, and led to the successful implementation of the “Women’s Leadership Institute” program.
4. The board, administration, faculty, and staff evidenced strong dedication and commitment to students and their future.
5. Construction of the Gerhardinger Center (which provides classroom and lab space for the natural sciences, nursing and health-related majors, as well as a commons area, electronic lecture hall, and study space, along with the Women’s Leadership Offices) and Bloechl Center (gym and athletic facilities) and the renovation of Haggerty Library have greatly enhanced the campus appearance and functionality.
6. The beautiful campus location and residential setting, which is located conveniently close to urban Milwaukee, has much potential for future growth and development.

7. The president and senior leadership team with the support of faculty and staff have made significant strides in the areas of finance, endowment, and graduate enrollment.
8. The Board of Trustees' and the School Sisters of Notre Dame's active engagement in the life of the institution, sincere dedication to the mission of Mount Mary College, pride in recent accomplishments, and commitment to raising the institution to the "next level" of quality were evident and inspirational.
9. The long-term commitment and success of the Social Justice and service learning programs demonstrate the College's commitment to institutional mission and values and lifelong learning.
10. The president, who is highly engaged and visible in the life of the College, lives the mission of the institution, and inspires the confidence and trust of the campus community.
11. The College's financial management and financial planning are very high quality.
12. There is campus-wide sincere excitement about the future of the College; this includes moving from a college to a university and embracing the idea of a "Creative Campus."

Challenges

1. Striving to increase enrollment during the declining economy and state and federal student financial aid support is an ongoing challenge.
2. Continuing to address retention and graduation rates is made more challenging because of the rising proportion of part-time students.
3. Assessment of educational outcomes is well in hand at the course level, but the regular review of full academic programs is yet to be fully conceptualized and implemented.
4. Technology is well integrated into the administrative processes of the College, and additional attention might be directed toward the integration of academic technology into the teaching and learning processes.

VI. APPENDIX: WORKSHEET FOR THE EVALUATION TEAM ON FEDERAL COMPLIANCE REQUIREMENTS

**INSTITUTIONAL MATERIALS RELATED TO FEDERAL COMPLIANCE
REVIEWED BY THE TEAM:**

1. A-133 Reports (2006-2007 through 2010-2011)
2. Campus Security
(nces.gov/collegenavigator/?q=mount+mary+college&ls=all&id=239390#crime)
3. CIC Financial Ratios
4. Cohort Default Rates—2009, 2008, and 2007
(nces.gov/collegenavigator/?q=mount+mary+college&ls=all&id=239390#fedloans)
5. Columbia College of Nursing 2011-2012 – August 24, 2011—Upper Division
Nursing Catalog Glendale, Wisconsin
6. Columbia College of Nursing Student Handbook Policy and Procedure Manual 2011-2012
7. Education Dept. List of Accreditation References in Education Handbook
8. Equity in Athletics Data Analysis Cutting Tool for Mount Mary College—Report
Year 10/15/10-10/14/11 (<http://ope.ed.gov/athletics/InstDetails.aspx>...)
9. Federal Compliance Report Mount Mary College 2012
10. Financial Aid for Prospective Students
11. Financial Responsibility References (Appendix B)
12. Graduate Bulletin 2011-2013 (Updated 5-3-11)
13. Graduate and Professional Education Placement for Mount Mary College
Graduates—Employers and Graduate Schools (data collected June 2010)
(www.mtmary.edu/pdfs/about/grademployment.pdf)
14. HLC approval of Doctor of Art Therapy-- April 2011
15. HLC Final Report re: Doctor of Art Therapy
16. Institutional Snapshot Fall 2010
17. Institutional Snapshot Fall 2011
18. Job Placement Rates for Each Program Area—by CIP
(www.mtmary.edu/pdfs/about/gainful_employment_programs_jobplacement.pdf)
19. List of Core Curriculum Courses—Lists for Spring 2012 and Fall 2012
20. Midtown Scholarship Program 2011-2012 (Grace Scholars)
21. Mount Mary College 2011 Annual Institutional Data Update
22. Mount Mary College 2011 Complete Financial Index Report
23. Mount Mary College 2011-2012 Graduate Handbook
24. Mount Mary College 2012-2013 Flyer about Financial Aid Award
25. Mount Mary College Academic Credit Policy—Credits and Program Length and
Course Formats (Appendix A)
26. Mount Mary College Administrative Handbook—Revised April 2012—Accreditation
List, Corporate Board, Board of Trustees, College Committees, All-College
Committee: Diversity, EO&A, Grievance Procedure, Information Technology
Acceptable Use Policy; Whistleblower Policy; Alcohol and Drug Testing Policy,
Drugs and Drug Abuse, Sexual Assault, Government Regulations and
Implementation Policies—FERPA, Disabilities, EOP, Harassment Policy, Drug-Free
Workplace Policy Statement, Appendix of Forms
27. Mount Mary College Caroline Hall Handbook 2011-2012—Policies and Procedures

28. Mount Mary College Coach Handbook 2006-2007.pdf—Athletic Mission Statement, Eligibility, Alcohol and Drug Statement
29. Mount Mary College Fact Book Fall 2011
30. Mount Mary College Faculty Handbook April-July 2012.pdf
31. Mount Mary College Federal Compliance Report and HLC Appendix A
32. Mount Mary College Financial Aid Calculator and Estimators
(www.mtmary.edu/fnancialaid/calculators.htm)
33. Mount Mary College Financial Aid Refund Policy 6/21/2012
34. Mount Mary College Graduate Bulletin 2011-2013 (Updated 5-3-11)
35. Mount Mary College Graduate Student Handbook 2011-2012—August 2011
36. Mount Mary College HLC Self-Study 2012
37. Mount Mary College June 30, 2009 Audited Financial Statements
38. Mount Mary College June 30, 2010 Audited Financial Statements
39. Mount Mary College June 30, 2011 Audited Financial Statements
40. Mount Mary College Retention Review Report October 2010
41. Mount Mary College Satisfactory Academic Progress Policy 2011-2012
42. Mount Mary College Student-Athlete Handbook 2011-2012—Blue Angels
43. Mount Mary College Student Consumer Complaint Process
(www.mtmary.edu/pdfs/about/consumer_complaint_process.pdf)
44. Mount Mary College Tuition & Fees for Graduate Study 2012-2013
45. Mount Mary College Tuition & Fees for Undergraduate Study 2012-2013
(www.mtmary.edu/pdf/admissions/tuition-ug.pdf)
46. Mount Mary College Undergraduate Bulletin 2012-2013
47. Mount Mary College Undergraduate Student Handbook 2011-2012
48. Notice on Mount Mary College Website Regarding Upcoming Accreditation Visit
49. Noel-Levitz Financial Aid Audit June 11, 2008
50. On-time Completion Rate for Each Program Area—by CIP Title for 2009-2010
(www.mtmary.edu/pdfs/about/gainful-employment_programs_ontime_completion.pdf)
51. Policy for Students with Disabilities (www.mtmary.edu/pdfs/resources/disability.pdf)
52. Promise Possibilities Success—Schedule of Spring Classes Spring 2011
53. Promise Possibilities Success—Schedule of Spring Classes Fall 2011
54. Promise Possibilities Success—Schedule of Spring Classes Spring 2012
55. Promise Possibilities Success—Schedule of Spring Classes Fall 2012
56. Public Notification of Comprehensive Evaluation Visit and Third Party Comment
(www.mtmary.edu/accreditation/htm)
57. Retention and Graduation Rates
(nces.gov/collegenavigator/?q=mount+mary+college&ls=all&id=239390#retgrad)
58. Statement of Affiliation Status (last action: 7/16/12)
59. Title IV Program and Related Responsibilities
60. Verification of Student Identity (Appendix B)
61. Undergraduate Recruitment Postcard 2011-2012

EVALUATION OF FEDERAL COMPLIANCE PROGRAM COMPONENTS

The team reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in appropriate sections of the Assurance Section of the Team Report or highlighted as such in the appropriate AQIP Quality Checkup Report.

1. Credits, Program Length, and Tuition: *The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition). New for 2012: The Commission has a new policy on the Credit Hour. Complete the Worksheet in Appendix A and then complete the following responses. Attach the Worksheet to this form.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

 X The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

 The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

 The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

 The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: Tuition for accelerated undergraduate program is \$50 less per credit hour than the traditional program (\$648 per credit hour); tuition for the Nursing program is the same as undergraduate tuition but requires an additional \$550 program fee for full-time students and \$50 fee for part-time. Graduate program tuitions vary somewhat from \$525 to \$595 per credit hour.

Additional Monitoring, if any: None

2. Student Complaints: *The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints for the three years prior to the visit.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

 X The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends follow-up.

_____ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends follow-up.

_____ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: None

Additional Monitoring, if any: None

3. Transfer Policies: *The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM’S CONCLUSIONS:

X The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.

_____ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends follow-up.

_____ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends follow-up.

_____ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: Mount Mary College has numerous articulation agreements with two-year and technical colleges, including degree completion and program-to-program Agreements with Waukesha County Technical College, Milwaukee Area Technical College, and Gateway Technical College. In addition, Mount Mary has a comprehensive articulation agreement with the University of Wisconsin System Colleges. The college also allows up to 24 credits that may be earned through non-traditional means (Credit by Examination, Credit for Life Experience, and Directed and Independent Study).

Additional Monitoring, if any: None

4. Verification of Student Identity: *The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or*

correspondence education and has appropriate protocols to disclose additional fees related to verification to students and to protect their privacy.

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

 X The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

 The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

 The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

 The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The institution offers online courses to students through the Tegrity online lecture capture system that provides for the recording and streaming of classroom lectures or Skype, both of which also permit faculty members to proctor a student's testing sessions and authenticate the student's identity via display of a valid photo ID on the webcam. Instructors are able to monitor both the video of the student taking an exam, as well as the computer screen of the student. The system is very effective without being overly intrusive.

Access to enrollment, registration, and course information through the college portal requires secure student IDs and passwords. This ensures that grades are awarded to the same student profile that was originally registered. Students are advised repeatedly not to share this access with any other individual. Further, all e-mail communication from the college to students is only on the official college email address. If a student calls in to have their password reset, they are referred to the registrar's office where their identity is validated prior to any action being taken on their account.

All system usernames and passwords are encrypted and stored on the College servers. All access to the College portal is on a secure server which is secured using a commercial website security certificate. System passwords are changed every six months.

Additional Monitoring, if any: None

5. Title IV Program and Related Responsibilities: *The institution has presented evidence on the required components of the Title IV Program.*

- **General Program Requirements:** *The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary,*

addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.

Comments: During this period, the College has not received notice of any limitation, suspension, or termination action from the U.S. Department of Education (DOE) or any other funding source. However, in 2011 the owners of the college, the School Sisters of Notre Dame (SSNDs), restructured. The restructuring was viewed by the DOE and the HLC as a change of ownership, thereby requiring the SSNDs to provide the DOE with a letter of credit. This was done. The DOE also required the SSNDs to provide evidence that their audit was performed in accordance with DOE standards, which was subsequently confirmed.

In April of 2012, the HLC conducted a focus visit to Mount Mary College to confirm that the change of control did not have any significant effect on the college's ability to carry out its mission. Since that time, Mount Mary has received positive confirmation to this effect from the HLC.

- ***Financial Responsibility Requirements:*** *The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion Two if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)*
- ***Default Rates.*** *The institution has provided the Commission with information about three years of default rates. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*
- ***Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures:*** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*
- ***Student Right to Know.*** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)*
- ***Satisfactory Academic Progress and Attendance.*** *The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet*

state or federal requirements and that the institution is appropriately applying these policies and practices to students.

- ***Contractual Relationships:*** *The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships (The institution should review the Contractual Change Application on the Commission's Web site for more information. If the team learns that the institution has a contractual relationship that may require Commission approval and has not completed the appropriate Commission Contractual Change Application the team must require that the institution complete and file the form as soon as possible.)*

Comments: Mount Mary offers a bachelor's degree in Diagnostic Medical Sonography (since 2009) through a contractual relationship with Wheaton Franciscan – St. Francis Hospital. The Diagnostic Medical Sonography program is accredited by the Commission on Accreditation of Allied Health Education Programs

Comment: The institution has presented evidence of its contracts with non-accredited third party providers of 25-50% of the academic content of any degree or certificate programs.

- ***Consortial Relationships:*** *The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships (The institution should review the Consortial Change Application on the Commission's Web site for more information. If the team learns that the institution has such a consortial relationship that may require Commission approval and has not completed the appropriate Commission Consortial Change Application the team must require that the institution complete and file the form as soon as possible.)*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

 X The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

 The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

 The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

 The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: Mount Mary offers a bachelor's degree in Radiologic Technology (since 2007) through a consortium with the Radiology Alliance, which includes Froedtert and

Wheaton Franciscan Healthcare – St. Joseph’s Technology (JRCERT). This relationship may be contractual and need Commission approval. The institution should contact the Commission to determine whether separate approval is needed.

Mount Mary’s Bachelor of Science in Nursing is awarded jointly with Columbia College of Nursing. Columbia College of Nursing is accredited by the Wisconsin State board of Nursing, the National League for Nursing Accreditation Committee and the Higher Learning Commission.

Hospitals. Each of the hospitals is accredited by the Joint Review Committee on Education in Radiologic Technology

The institution has presented evidence on the required components of the Title IV Program. The team has reviewed these materials and has found no cause for concern regarding the institution’s administration or oversight of its Title IV responsibilities.

Additional Monitoring, if any: None

6. Institutional Disclosures and Advertising and Recruitment Materials: *The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM’S CONCLUSIONS:

 X The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.

 The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends follow-up.

 The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends follow-up.

 The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: None

Additional Monitoring, if any: None

7. Relationship with Other Accrediting Agencies and with State Regulatory Boards: *The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence. Note that if the team is recommending initial or continued status, and the institution is currently*

under sanction or show-cause with, or has received an adverse action from, any other federally recognized specialized or institutional accreditor in the past five years, the team must explain the action in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this action. In addition, the team must contact the staff liaison immediately if it learns that the institution is at risk of losing its degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

 X The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

 The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

 The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

 The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: Mount Mary College is approved by the State of Wisconsin to confer degrees and by the Wisconsin State Department of Public Instruction for Teachers' Certificates and School Counseling licensure. The College is fully accredited by the Higher Learning Commission of the North Central Association. It also has approval or accreditation from the Accreditation Council for Occupational Therapy Education, the Accreditation Council for Education in Nutrition and Dietetics (ACEND), the American Art Therapy Association, the Council on Social Work Education and the Council for Interior Design Accreditation. The joint Bachelor of Science in Nursing degree is accredited by the Wisconsin State Board of Nursing and the National League for Nursing Accreditation Committee.

Handbooks for externally accredited programs provide appropriate disclosure of consumer information, including licensure requirements, for professional fields.

Additional Monitoring, if any: None

8. Public Notification of an Evaluation Visit and Third Party Comment: *The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. Note that if the team has determined that any issues raised by third-party comment relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

 X The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

 The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

 The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

 The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: Although the Commission received no Third Party Comments, the team believes the institution appropriately advertised and solicited feedback. There was no public newspaper correspondence, but the announcement in the College's magazine was distributed to approximately 11,000, including alumnae, donors, trustees, other college presidents, and members of the Milwaukee business community. Also, the announcement was available on the front page of the College's web site from May through August.

Additional Monitoring, if any: None

APPENDIX Continued: CREDITS AND PROGRAM LENGTH

PART ONE – Institutional Calendar (check all that apply)

Institutions that use multiple calendars across the institution may need to complete more than one section below. For more information about the terminology and calendaring units referenced in this form, see 2011-2012 Federal Student Aid Handbook, Volume 3, Chapter 1, Academic Calendar, Payment Periods and Disbursements.

STANDARD TERMS

a. Semesters/Trimester

14-17 weeks or equivalent/courses that extend the full term

14-17 weeks composed of shorter terms for courses

2 8-week terms

4 4-week terms

Other (explain)

Summer—Y or N

Length of term in weeks

(Note: the College has two terms—the first is 4 weeks, the second is 6.)

Type of credit awarded: Semester credits
 Quarter credits
 Other (explain)

b. Quarters

10-12 weeks or equivalent

10-12 weeks composed of shorter non-standard terms

2 5-week terms

Other (explain)

Summer – Y or N

Length of term in weeks

Type of credit awarded: Semester credits
 Quarter credits
 Other (explain)

NON-STANDARD TERMS

- Number of weeks per term (explain all options)
- Number of terms per year
- Summer – Y or N
 - Length of term in weeks
- Type of credit awarded:
 - Semester credits
 - Quarter credits
 - Other (explain)

PART TWO – Credit Hour Assignments

A. Term Length and Type of Credit

Institutions that use multiple calendars across the institution may need to complete more than one section below.

Use Most Recent Fall Semester Data		Column 1 Term Length: Number of weeks	Column 2 Type of Credit: Semester or Quarter Hours
Semester/ Trimester Institutions	Standard Format: 14-17 week term	<u>15 weeks</u>	<u>Semester</u>
	Compressed Formats: 4, 8 or other week terms within the semester calendar ¹	<u>8 weeks</u> <u>4-6 weeks (summer)</u>	<u>Semester</u>
Quarter Institutions	Standard Format: 10-12 week term		
	Compressed Formats: 2, 5, or other week terms within the quarter calendar ¹		
Non-Standard Term Institutions	Term One		
	Term Two		
	Term Three ¹		

¹If an institution offers a summer term that is different in length than the typical fall semester, it should report summer term information in this section.

Form for Reporting Format of Courses and Number of Credits Awarded

Complete a separate form for each term length specified in Part 2A, Columns 1 and 2 above.

Term Length: Spring 2011- Standard Format: 14-17 week term

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Evening/ Weekend Courses	7. Internship/ Practica Courses
1 Credit	# of courses	26		3		11		6
	# of meetings per semester	3 to 32		Varies		varies		varies
	Length of each meeting	1 hr to 7 hrs		Varies		varies		varies
2 Credits	# of courses	56		5		8		9
	# of meetings per semester	10 to 32		varies		varies		varies
	Length of each meeting	1 hr to 3 ½ hrs		varies		Varies		varies
3 Credits	# of courses	137	3	13		5		5
	# of meetings per semester	8 to 45	15	varies		varies		varies
	Length of each meeting	2 hrs to 4 hrs	1 hr 50 min to 2 hr 45 min	varies		Varies		varies
4 Credits	# of courses	63				1		1
	# of meetings per semester	8to45				varies		varies
	Length of each meeting	2hrs to 4 hrs				varies		varies
5 Credits	# of courses							2
	# of meetings per semester							varies
	Length of each meeting							varies
6 – 12 Credits ¹	# of courses	Student teaching - 11						
	# of meetings per semester							
	Length of each meeting							
__ Credits ¹	# of courses							
	# of meetings							
	Length of each meeting							

¹Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Form for Reporting Format of Courses and Number of Credits Awarded

Complete a separate form for each term length specified in Part 2A, Columns 1 and 2 above.

Term Length: Summer 2011- Compressed Format: 4-6 week term

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Evening/ Weekend Courses	7. Internship/ Practica Courses
1 Credit	# of courses	6		3		5		2
	# of meetings per semester	4 to 28		Varies		varies		varies
	Length of each meeting	1 hr to 4 hrs		Varies		varies		varies
2 Credits	# of courses	10		3		2		4
	# of meetings per semester	10 to 20		varies		varies		varies
	Length of each meeting	3 hr to 4 hrs		varies		Varies		varies
3 Credits	# of courses	30		2		4		7
	# of meetings per semester	3 to 20		varies		varies		varies
	Length of each meeting	2 hrs to 8 hrs		varies		varies		varies
4 Credits	# of courses	9		1		2		2
	# of meetings per semester	6 to 20		varies		varies		varies
	Length of each meeting	2 hrs to 6 hrs		varies		varies		varies
5 Credits	# of courses							
	# of meetings							
	Length of each meeting							
Credits ¹	# of courses							
	# of meetings							
	Length of each meeting							
Credits ¹	# of courses							
	# of meetings							
	Length of each meeting							

¹Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if

needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Form for Reporting Format of Courses and Number of Credits Awarded
Complete a separate form for each term length specified in Part 2A, Columns 1 and 2 above.

Term Length: Fall 2011- Standard Format: 14-17 week term

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Evening/ Weekend Courses	7. Internship/ Practica Courses
1 Credit	# of courses	32		3		12		0
	# of meetings per semester	3 to 75		varies		varies		varies
	Length of each meeting	1 hr to 7 hrs		varies		varies		varies
2 Credits	# of courses	51	4	2		9		5
	# of meetings per semester	9 to 30	60	varies		varies		varies
	Length of each meeting	1 hr to 7 hrs	1 hr 50 min	varies		varies		varies
3 Credits	# of courses	124	1	12		7		6
	# of meetings per semester	8 to 30	15	varies		varies		varies
	Length of each meeting	1 hr 15 min to 6 hrs	2 hr 45 min	varies		varies		varies
4 Credits	# of courses	63				2		1
	# of meetings per semester	8 to 45				varies		varies
	Length of each meeting	2hrs to 4 hrs				varies		varies
5 Credits	# of courses							1
	# of meetings per semester							varies
	Length of each meeting							varies
6 – 12 Credits ¹	# of courses	Student teaching - 6						
	# of meetings per semester							
	Length of each meeting							
__ Credits ¹	# of courses							
	# of meetings							
	Length of each meeting							

¹Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if

needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Form for Reporting Format of Courses and Number of Credits Awarded

Complete a separate form for each term length specified in Part 2A, Columns 1 and 2 above.

Term Length: Spring 2011- Compressed Formats:4, 8 or other week terms within the semester calendar¹

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Evening/ Weekend Courses	7. Internship/ Practica Courses
1 Credit	# of courses	12						
	# of meetings per semester	4 to 16						
	Length of each meeting	1 hr to 2 hr 45 min						
2 Credits	# of courses	4					2	
	# of meetings per semester	8					7	
	Length of each meeting	2 hrs 30 min					2 hrs	
3 Credits	# of courses	3					15	
	# of meetings per semester	15 to 30					7 to 9	
	Length of each meeting	1 hr 30 min					3 hrs	
4 Credits	# of courses						10	
	# of meetings per semester						7 to 9	
	Length of each meeting						4 hrs	
5 Credits	# of courses							
	# of meetings							
	Length of each meeting							
__ Credits ¹	# of courses							
	# of meetings							
	Length of each meeting							
__ Credits ¹	# of courses							
	# of meetings							
	Length of each meeting							

¹Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if

needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Form for Reporting Format of Courses and Number of Credits Awarded
Complete a separate form for each term length specified in Part 2A, Columns 1 and 2 above.

Term Length: Summer 2011- Compressed Formats:4, 8 or other week terms within the semester calendar¹

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Evening/ Weekend Courses	7. Internship/ Practica Courses
1 Credit	# of courses	3						
	# of meetings per semester	5 to 6						
	Length of each meeting	4 hrs						
2 Credits	# of courses	2						
	# of meetings per semester	5 to 10						
	Length of each meeting	2 hrs to 7 hrs						
3 Credits	# of courses	19					5	
	# of meetings per semester	2 to 8					5 to 6	
	Length of each meeting	1 hr to 5 hrs					3 hrs to 4 hrs	
4 Credits	# of meetings per semester	3					2	
	# of meetings per semester	20 to 24					9	
	Length of each meeting	5 hours					3 hrs	
5 Credits	# of courses							
	# of meetings							
	Length of each meeting							
__ Credits ¹	# of courses							
	# of meetings							
	Length of each meeting							
__ Credits ¹	# of courses							
	# of meetings							
	Length of each meeting							

¹Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if

needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Form for Reporting Format of Courses and Number of Credits Awarded
Complete a separate form for each term length specified in Part 2A, Columns 1 and 2 above.

Term Length: Fall 2011- Compressed Formats:4, 8 or other week terms within the semester calendar¹

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Evening/ Weekend Courses	7. Internship/ Practica Courses
1 Credit	# of courses	7						
	# of meetings per semester	8 to 16						
	Length of each meeting	2 hrs to 4 hrs						
2 Credits	# of courses	5						
	# of meetings per semester	8 to 16						
	Length of each meeting	2 hrs to 7 hrs						
3 Credits	# of courses	9					14	
	# of meetings per semester	16 to 32					8	
	Length of each meeting	1 hr to 3 hrs					3 hrs	
4 Credits	# of courses	2					6	
	# of meetings per semester	32					8	
	Length of each meeting	1 hr					4 hrs	
5 Credits	# of courses							
	# of meetings							
	Length of each meeting							
__ Credits ¹	# of courses							
	# of meetings							
	Length of each meeting							
__ Credits ¹	# of courses							
	# of meetings							
	Length of each meeting							

¹Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if

needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

C. Other Courses Not Reported Above

List below any other courses that were not included in the form in section B. Identify the course names and the number of credits allocated to them along with a brief description of how instruction takes places in these courses and how many hours of instruction are provided. (Such courses might include travel or other courses that do not fit in the columns above because they have a different delivery format.)

PART THREE – Policy on Credit Hours

The institution has a policy for assigning credit:

Yes No

The institution has policies regarding assignment of credit at the following levels (check all that apply):

Institution-wide Delivery format specific
 Department-specific Program specific

PART FOUR – Total Credit Hour Generation

Provide the total number of credit hours generated by the institution in the most recent fall and spring terms:

Total Number of Credit Hours Generated by students
(identify the term and year)

Total Number of Credit Hours Generated by students
(identify the term and year)

In the form below, identify the percentage of total credit hours being generated by each of the delivery formats identified by the institution on the form in Section B, including a separate column for compressed format courses.

Spring 2011	Course Formats							
	FTF Courses	Mixed FTF Courses	Distance Courses	Corresp Courses	Independent/ Directed Study Courses	Evening/ Weekend Courses	Internship/ Practica Courses	Compressed Format Courses
Credit Hours Generated	71%	1%	5%		6%		6%	12%
Fall 2011	Course Formats							
	FTF Courses	Mixed FTF Courses	Distance Courses	Corresp Courses	Independent/ Directed Study Courses	Evening/ Weekend Courses	Internship/ Practica Courses	Compressed Format Courses
Credit Hours Generated	71%	1%	5%		8%		3%	11%

Provide the headcount of students earning more than 18 undergraduate or 15 graduate credits hours in the most recent fall and spring semesters/trimesters or the equivalent for quarters or non-standard term institutions.

Most Recent Fall Term (identify the year)

Most Recent Spring Term (identify the year)

Attachments

Attach copies of all applicable policies related to the assignment of credit in .pdf format.
[Following this document—MMC Academic Credit Policy]

Attach a copy of the catalog or other document in .pdf format that contains course descriptions and applicable credit hour requirements. **[See MMC UG Bulletin in Resource Room or on this flash drive in Materials Set II—Self Study Supplemental Materials]**

Mark or highlight in the catalog any course that is provided by the institution in non-standard terms or compressed format. **[All courses in MMC UG Bulletin can be provided in non-standard terms or compressed format if necessary]**

Attach the course schedule for the most recent completed fall and most recent completed spring terms with times and meeting dates for all classes at all locations and by delivery format. If the course schedule is not available as a separate document, include a URL to access this information online. If a password is required to access this information, include that password. **[Following this document are the following course schedules: Spring 2011, Fall 2011, Spring 2012 and Fall 2012]**

Note that the team may ask for additional data to examine credit hour production by educational program and by course. This data may include separate breakdowns for general education as well as by delivery format and by course academic unit (semester, quarter, etc.), by level, by location or by delivery format.



Academic Credit Policy

Credits Earned at Mount Mary College

In accordance with the long-standing Carnegie definition of a “credit hour” for institutions of higher education, Mount Mary grants credit for various types of instruction as follows:

I. Lecture, seminar, quiz, discussion, recitation

A semester credit hour is an academic unit earned for fifteen 50-minute sessions (750 minutes total) of direct instruction with a normal expectation of two hours of outside study for each class session. Typically, a three-credit course meets three 50-minute sessions per week for fifteen to sixteen weeks for a minimum of 45 sessions or 2,250 instructional minutes.

II. Activity supervised as a group (laboratory, field trip, practicum, workshop, group studio)

Where little or no outside preparation is expected, one semester credit hour is awarded for the equivalent of fifteen 150-minute sessions (2,250 minutes total) of such activity. Forty-five 50-minute sessions of such activity would also normally earn one semester credit hour.

Where such activity involves substantial outside preparation by the student, one semester credit hour is awarded for the equivalent of fifteen 100-minute sessions (1,500 minutes total).

III. Short Sessions

Credit hours may be earned in short sessions (summer sessions [long or short], Accelerated Terms, etc.) proportionately to those earned for the same activity during a regular semester, normally at no more than one credit per week of full-time study.

IV. Internships and Other Experiential Learning

When life or work experience is a concurrent portion of an academic program, as in an internship, one semester credit hour will be awarded for each 40-45 clock-hour week of supervised academic activity that provides the learning considered necessary to program study.

V. Full-time Independent Study (e.g., student teaching, practica, etc.)

If a student's academic activity is essentially full-time (as in student teaching), up to one semester credit hour may be awarded for each week of work.

VI. Directed and Independent Study

Opportunities for student growth in self-motivation and self-education in areas not covered by available courses by means of directed study or independent study are available in most departments. Students should contact the department chair for further information. All independent studies must be approved in advance by the appropriate department chair. Independent studies cannot be offered for core credit, unless by specific exception. A maximum of 24 credits may be earned through a combination of the following: Directed and Independent Study, Credit by Examination, and Credit for Life Experience. (See Sections XII and XIII below for a description of the latter two.)

One credit for independent study (defined as study given initial guidance, criticism, review and final evaluation of student performance by a faculty member) will be awarded for the equivalent of forty-five 50-minute sessions of student academic activity.

One credit for directed study (defined as study which is given initial faculty guidance followed by repeated, regularly scheduled individual student conferences with a faculty member, and periodic as well as final evaluation of student performance) will be awarded for the equivalent of fifteen 50-minute sessions of regularly scheduled instruction.

VII. Correspondence Course Credits (undergraduate only)

Correspondence course credits through an accredited university or college are accepted on the recommendation of the student's academic advisor and with the prior approval of the Associate Dean for Academic Affairs. A maximum of nine credits may be earned by correspondence. All correspondence courses must be completed, the transcripts received at Mount Mary College, and the grade posted to the student's file one month prior to graduation.

VIII. Study at Other Institutions (undergraduate only)

Before a course may be taken from another institution of postsecondary education, an Off-Campus Course Approval Form signed by the student's advisor and the Registrar must be filed in the Office of the Registrar. Mount Mary College will grant credit for courses taken at other institutions in which the student has earned a grade of C or above. A student's last 32 credits must be completed at Mount Mary.

Credits Earned Prior to Admission to Mount Mary

IX. Advanced Placement (undergraduate only)

Students who have taken advanced or college-level courses in high school and who score 3, 4, or 5 on the Advanced Placement Tests of the College Entrance Examination Board may receive college credit of up to four credits for each examination. There is no fee for accepting advanced placement credits.

Students who present higher-level (HL) examinations through the International Baccalaureate (IB) may receive subject credit for satisfactory work. If a student scores a five (5) or higher in an English HL course, she will receive equivalent credit. If a student scores a four (4) or higher in an HL course other than English, she will receive equivalent credit. There is no fee for accepting IB credits.

X. Retroactive Credit for Foreign Language Proficiency (undergraduate only)

Mount Mary College students who have attained certain levels of ability in a language other than English (which can be assessed according to college-level proficiency) may be granted credits for that proficiency.

Any student presenting high school background in a world language who completes a course in that same world language above the 101 level at Mount Mary College with a grade of B or better may receive four retroactive credits for each Mount Mary College world language course that she tests out of, up to a limit of 16 credits.

XI. Transfer Credit

a. Transfer Credits

- **Undergraduate Students:** Only coursework similar to that offered at Mount Mary College and with a grade of C (2.0) or better from another accredited college or university will transfer. There is no charge for transfer credits. A maximum of 64 credits can be transferred from a junior college or two-year campus.

NOTE: The final 32 credits toward the bachelor's degree must be earned at Mount Mary College. Credit is not granted for retroactive credits received at another university or college.

- **Graduate Students:** A maximum of nine credits or 30 percent of total program credits, whichever is greater, may be transferred from other accredited institutions with the approval of the Program Director. All transfer credits must be at a grade B or better and must be documented with official transcripts.

b. Articulation Agreements

To ensure ease of transfer credits, Mount Mary College has numerous articulation agreements with two-year and technical colleges, including degree completion and program-to-program agreements with Waukesha County Technical College, Milwaukee Area Technical College, and Gateway Technical College. In addition, Mount Mary has a comprehensive articulation agreement with the University of Wisconsin System Colleges. Further information about these agreements is available from the respective program directors at Mount Mary College, the UW Colleges, WCTC, MATC, and GTC. A current list of all agreements is available on the Mount Mary College Web site.

Nontraditional Means of Obtaining Undergraduate Credit

Mount Mary College recognizes that learning occurs outside the traditional college classroom and provides means for students to obtain credit for that learning. A maximum of 24 credits may be earned through a combination of the following: Credit by Examination, Credit for Life Experience, and Directed and Independent Study. (See **Section VI** above for a description of Directed and Independent Study credits).

XII. Credits by Examination

Mount Mary College will grant academic credit and/or exemption from some courses to registered students who have passed one or more of the five General Examinations of the College Level Examination Program (CLEP) administered by the College Entrance Examination Board with scores specified by Mount Mary College. Students interested in taking any of the Subject Examinations offered by CLEP should contact the Registrar's Office before registering for the examination. CLEP testing is available at the University of Wisconsin Milwaukee testing center (414 -229-4689).

A maximum of four semester hours on each of the General Examinations and three or four semester hours on each of the Subject Examinations may be granted on a Pass/No Credit basis. Students are limited to a maximum of 20 credits by CLEP examination. A list of examinations recognized, as well as scoring requirements (typically the 50th percentile on the national sophomore norms) and other regulations, are available through the Registrar's office.

Also accepted for credit are selected subject exams administered through the ACT

Proficiency Examination Program. For details contact the Registrar's Office.

Students taking courses at Mount Mary College are eligible to receive credit for any course in the College bulletin by special examination if the department involved believes it to be justified and is willing and able to make up the examination. Arrangements to take special examinations must be made by the student prior to enrolling in the course for which the student wishes to earn credit. (No tutoring or instruction on the part of the faculty involved is permitted.) There are special fees for the examinations and recording of credits.

XIII. Credit for Prior Learning (Life Experience)

Mount Mary College evaluates and awards credit when appropriate for what a person knows and can do as a result of non-college experience. Nontraditional students who have completed 12 credits at the College with a grade of C or above may apply for life experience credit in an area of competence. The following criteria are used: The students must be able to articulate what they have learned, relate it to a program at Mount Mary College and document it in writing. Students interested in applying for credit for life experience initiate the process within the context of the course, SYM 230 Portfolio Preparation Seminar. See the Interdisciplinary Courses section of this Bulletin for description. Contact the Registrar's Office for more information.

ADVANCEMENT SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

Mount Mary College
Milwaukee, Wisconsin

October 1-3, 2012

FOR

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

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I. OVERALL OBSERVATIONS ABOUT THE ORGANIZATION

The Mount Mary College community is strongly committed to its core identity as a Catholic women's undergraduate and co-educational graduate College founded in the liberal arts tradition and committed to student learning and service to others. Dedicated board members, administrators, faculty, staff, and alumnae invest themselves in the continuing life of the institution. The College's faculty demonstrates a high level of commitment, accessibility, and mentorship to students. The team acknowledges the college's exemplary service and volunteerism to its various constituencies.

The College has addressed its campus facilities with new construction and renovation. The addition of the new science building and the athletic/convocation center will improve both academics and fitness-recreational access. The beauty of the campus is one of its strengths. The campus' lovely historical buildings, located in the midst of an upscale residential area, and the spacious campus grounds provide students with a beautiful, serene setting within the city of Milwaukee. Recent advances in technology are notable. The economic strides over the past two years are significant and commendable.

Although the College needs to address some specific challenges, including improving declining enrollment (and increasing retention) and improving the academic program review process, the team believes the College has the capacity and the will to address these challenges in order to become a stronger institution. The team offers the following advice in the spirit of wanting to assist the institution to improve in quality and capacity to overcome these and future challenges.

II. CONSULTATIONS OF THE TEAM

A. Enrollment/Retention (2b)

As noted in the Assurance Report, the causes for the declining enrollments in each of the past two years are well understood and measures are being implemented by the institution to address them. It is difficult for the team to offer advice since the College has been diligent and creative in its efforts to attract new students through its scholarship support for both academically-talented and academically at-risk students; through its many articulation agreements with community colleges to provide smooth transition to Mount Mary College, and its partnerships with allied health providers to offer a variety of degree programs in health-related fields. The team commends the College for all of these efforts and encourages it to continue to expand them as resources allow.

The team understands the strategic decision of reducing the number of Midtown/Grace Scholars (incoming low-income Milwaukee students) from fifty to thirty students in order to increase the amount of support per student. This change should enable the College to better monitor the progress of the thirty new

Grace scholars enrolled and it is hoped that the additional support will enable and motivate the students to continue through graduation at Mount Mary. Since this decision has resulted in twenty fewer freshmen in the scholarship cohort, however, it would behoove the College to target another enrollment group to replace the twenty freshmen. The College would benefit from needs assessment and marketing research.

Mount Mary College needs marketing data on prospective students in order to understand how best to appeal to constituents' needs. Survey Monkey is a free tool which the College could use to survey current students to identify any areas for concern or opportunities to improve programs and services. It is essential to gather and provide marketing data that support students' belief in: (1) the academic reputation of the College; (2) the faculty's and staff's "personal touch" and commitment to students' needs and best interests; and (3) Mount Mary College graduates' ability to get good jobs. Such data provide valuable evaluative information that could be used to reinforce current students' desire to remain enrolled as well as positive public relations/marketing data for prospective students. The recent marketing initiative, the video shoot that highlights the stories of the School Sisters of Notre Dame and the fall beauty of the campus setting, is an excellent beginning. Also, publicizing current students' and graduates' testimonials of their positive personal college experiences and career successes are generally very effective in reaching and "connecting" current and prospective students and their parents. The investment in the new position of Vice President for Communications and Community Engagement and her marketing staff is commended by the team.

The administration is aware that the change in status of the Nursing program from a joint degree awarded by the College and the Columbia College of Nursing (CCON) to a 2+2 articulation agreement with the BSN awarded by CCON has already begun to negatively impact enrollment. The Registrar also reports that the 140 students that have been lost is due to the change and that the Admissions Department is working hard to recalibrate its goals. The ongoing impact upon enrollment will need to be monitored and, hopefully, offset by successfully attracting new enrollment targets. The College is wise in continuing its relationship with CCON. In the president's words, the administration is "constantly" connecting with CCON and recently toured its facilities and has an appointment to talk to the new dean regarding core requirements. The ongoing coordination of this program was a concern of the former HLC Team. The current team does not view coordination of the program an ongoing concern, but the change in the status of the partnership which is affecting enrollment is a recognized challenge. The College is identifying areas it wishes to grow, such as business, art and design, the health care cluster of programs, and certain programs that have enjoyed recent growth (e.g. psychology and Master's in Counseling). The team encourages Mount Mary College to expeditiously move forward in these efforts.

Enrollment is, of course, the work of a campus as a whole, and it will be essential that all constituencies work together to bring more students to the campus and to ensure that more students stay and graduate. All faculty and staff alike should be encouraged and empowered to consider ways in which they might, in their departments, help to attract students from target markets. A more entrepreneurial approach to enrollment will be essential.

The following resources, presented at the 2011 HLC Annual Conference and available on the HLC web site, may be helpful to the College as it strives to strategically and systematically increase enrollment:

1. G-SUN-0830-f
Mapping the College's Strategic Direction by Using Environmental Scanning - Bente, Lapin
2. G-SUN-0930-h
Bridging the Gap: Strengthening High School to College Transition - Perkins, Schaid, Lanting, Waskosky
3. G-SUN-0215-i
Promoting Regional Collaboration in a Competitive Institutional Environment - Swan III, Dimicks, Mueller
4. G-SUN-0315-i
Retention and Beyond: A Comprehensive, Outcomes-Backed Approach to First-Year Success - Gardner, Drake, Koch
5. G-SUN-0315-k
Community Engagement Models: Structures that Create Authentic Reciprocal Partnerships - Tryon, Miller
6. G-MON-0945-j
A Comprehensive Campus Effort to Engage and Retain Students - Tadlock, Bahr, Jackson, Boren
7. G-TUE-0830-a
An Optimist's Education Agenda: Help More Students Succeed on the Road Ahead – Milliron
8. G-TUE-0930-n
A Compelling Action-Project Option to Improve New Student Success and Retention - Gardner, Tepatti, Scott

B. Grant Writing

The College's grant-writing efforts have been very successful. The Associate Dean for Academic Affairs discussed the collaborative process in which the College develops grants from the brainstorming of two or more faculty, administrators, and/or staff to the formal development of a grant by the College's grant-writer. The team encourages the College to provide additional opportunities for formal, collaborative brainstorming opportunities. The all-college assemblies might be one venue. Also, continuing (or increasing) support for mini-grants,

which provide seed money for faculty to implement their creative ideas, might be focused on the twin goals of increasing undergraduate enrollment and improving retention. Providing release time for faculty, monetary awards, and/or additional part-time staff to strengthen these collaborative opportunities may offer the impetus necessary to increase faculty and staff involvement in these efforts, which have already been so successful.

C. Institutional Effectiveness (2b)

The former Institutional Research Director, who was effectively addressing data needs, left after one year due to an exceptionally attractive job offer that was received after earning her Ph.D. This has placed a burden upon the current offices (e.g, Registrar), who are trying to fill the void. Senior administrators report that they would like to have data that would enable them to systematically benchmark growth and decline in programs. Members of the search committee report that two on-campus interviews have been conducted, and the timeline goal for filling the position is the beginning of November. The team encourages the College to continue to expedite this process and recentralize the data collection and analysis under the leadership of the institutional research director. Having an effectively staffed, centralized office with at least one dedicated full-time position should provide relief to busy administrators and faculty and greatly enhance the College's institutional effectiveness. The number of surveys conducted and the amount of data analyzed in recent years are commendable, but the added responsibility to those who have oversight of the special projects is placing an undue burden upon these busy administrators and faculty who already carry heavy workloads. In addition, a centralized system of data collection and dissemination would provide an ongoing repository and historical record for future survey replication and comparison.

D. Online—the Integration of Academic Technology into the Teaching and Learning Processes

Mount Mary has historically been an institution serving students in conventional formats—i.e., face-to-face instruction on the main campus. There is a widespread and legitimate belief among faculty and university leadership that preserving this core tradition of on-campus, close relationships with students is important and indeed essential to retaining the institution's identity. However, the reality of recent demographic shifts in the student population may make it advisable for the College to systematically evaluate the role of contemporary instructional technology in delivering its programs. In particular, the College has seen strong growth in graduate programs in professional areas and also in part-time students at the undergraduate level. These students are often older, employed and/or caring for children. For these time-constrained students in today's world, online options have become an expected component of educational service providers' repertoire of offerings. Mount Mary College should consider a systematic review of the role of online technology in its program mix, not necessarily as a substitute for

existing traditional programs but as a supplement and perhaps as an original modality for newly developed programs. With its desire and intention to introduce programs, particularly at the graduate level, which fill less competitive niches in a regional or national market (e.g. the Doctorate in Art Therapy) it will become more and more of an expectation on the part of students that some or all of the program be available online as opposed to exclusively face to face.

To date the College's effort to incorporate the online modality into its offerings has been based upon the interests and capabilities of individual faculty members. This has produced some good results but it is not a substitute for a well-conceived plan linked to strategic goals. As an example, a program-by-program review to identify those programs most popular with non-traditional students might produce a list of potential programs for online expansion. Similarly, a review of comparable programs offered by competing institutions might provide insights into the market demand for the online modality by program. And, the College might benefit from a structured effort to familiarize all faculty members with the capabilities and limitation of online technology.

Consultants are available to assist in all this, but may not be the best path for Mount Mary to follow. Sending a few faculty opinion leaders to conferences or scheduling a few on-campus workshops to raise the level of awareness about the possibilities of online education might be a better investment of time and effort than bringing in consultants, at least as a preliminary measure. A national organization like Educause, which presents a variety of professional development opportunities on learning and cutting-edge technology, might be helpful in identifying how the College may best position itself in the online education space. For example, the organization's fall 2012 focus was on *Emerging Technologies, Innovation, and Academic Transformation*. The team offers a word of caution, however, for the institution to be ever mindful of the percentage of any program(s) that are approaching the 50% threshold, which is the College's current HLC level of approval and mandated federal limitation without special approval. Should the institution decide to pursue online programs that offer 50% or more of the courses for the program degree online, it must seek prior approval from the Higher Learning Commission.

E. Program Review (3a)

The institution has created strong, easy to complete assessment processes for the majors and the core. However, they have struggled and continue to struggle in creating a program review process that is manageable and gives useful information to them that, combined with assessment, can help the institution determine next steps. As the institution works on its program review process, it will be important for them to distinguish the difference and similarities between assessment and program review. For program review they should focus on the standards of the discipline and the way the stated goals and curriculum support these standards.

The College might consider establishing a clear process for the comprehensive review of each academic program. The process need not be cumbersome or overly burdensome to faculty and staff. For example, key stake holders (e.g., alumnae, professionals associated with the subject area, faculty, students, and scholars) could review the learning goals and assessed outcomes and provide straight forward recommendations to modify and improve the program. The process could be concentrated into a relatively short period of time and would take the form of straight forward recommendations for action and program improvement. It would not require lengthy reports and documentation.

F. Retention (2b)

As noted in the Assurance Report, fall-to-fall first-time, full-time freshmen retention rates ranged between 64% and 69% over the past five years. Raising the goal by 10% (nine freshmen out of the 94) would result in a significant net tuition increase if the enrollment of these additional freshmen could be maintained over the next three years or longer until completion (graduation). The publicly reported retention and graduation rates also impact constituents' view of the success of the institution and the reputation of the College. The team encourages the College to continue to address this ongoing challenge through its current initiatives (the Student Success Center, the Promise Program, orientation and Engagement Seminar activities, and Jenzabar's new automated Retention Information Software module, "FinishLine") and to help faculty and staff realize that it is a campus-wide effort. The team commends the College for being pro-active in attending to the needs of at-risk students by adding academic advising and career counseling staff, as well as in maintaining its early alert system and assessment survey of students' experiences. All of these initiatives should be continued at the same high level of commitment. Publicizing the College's committed faculty and staff, updated curriculum, convenient and helpful academic support, and overarching campus-wide student-oriented attitude of service can further help Mount Mary College distinguish itself as a superior educational value in the Milwaukee area. Careful attention to student surveys each semester can help to fine-tune and maintain this advantage.

III. RECOGNITION OF SIGNIFICANT ACCOMPLISHMENTS, PROGRESS, AND/OR PRACTICES

A. Exemplary Service

Mount Mary College is known for its service-orientation and volunteerism in the community. All constituent groups refer to the importance of serving others. Students and alumnae articulated the importance of voluntary service to constituents and provided numerous examples of service in action. For example, alumnae proudly discussed their involvement in the College's annual "Starving

Artists Show.” Mount Mary has promoted over two hundred artists for forty-four years. The show was recently was “ranked sixty-first on Art Fair Source Book’s list of Top 100 Fine Arts Fairs in the United States for 2011.” In 2011, over three hundred fifty artists registered for the show; \$85,651 gross funds were raised; and more than 8,300 people attended the successful one-day event, which was held on the north campus lawn. A second example that illustrates how the College’s services are valued by its community is the annual “May Street Designer Fashion Show,” which attracts over 1,700 people, including students, alumnae, retail professionals, and the media. Also, Interior Design students sponsor “Sustainable Chairs,” in which they select a non-profit organization and then redesign and upgrade a room for it without any cost to the organization. Personal testimonies of alumnae spoke to the gratification they received from helping others.

In addition, various groups routinely serve community service organizations, schools, and regional initiatives. The College is responsive to community needs and expectations through the contributions of faculty and staff, who serve on various advisory committees. The Justice Department Advisory Board, which includes prominent judges, police officers, a prosecuting attorney, and other professionals in the field, inform the faculty about constituent needs. Then, faculty design student volunteer course projects to effectively address these community needs.

Mount Mary College has a long-established history and rich heritage of engaging with and serving its various constituents through curricular and co-curricular initiatives. For example, an alumna described her experience fifty years ago about going to a Carmelite Village Orphanage. Also, the “Caroline Scholars Program” financially supports and connects academically gifted, socially committed students, each of whom annually contributes 300 hours to community “places of great social need.” The Occupational Therapy graduate program has “over one hundred twenty-five fieldwork sites” that provide much needed services to a variety of constituents both in Wisconsin and out of state. Faculty reported that they enjoy team-teaching group immersion experiences, such as serving in a food pantry or at a homeless shelter. In addition, a substantial number of the Mount Mary College community (sixty in fall 2011 and thirty in spring 2012) meet the language needs of the community by participating in the “Adult English Language Learners Tutoring,” which began as a partnership between the College and Notre Dame Middle School and has since evolved into the current VISTA grant-supported collaboration with the Hispanic Chamber of Commerce of Milwaukee. The College also supports the “National Association of Women in Construction” (NAWIC), which annually provides eighty to one hundred children the opportunity to compete in the Block Kids Competition to practice simple construction skills. The organization’s annual fundraising auction supports scholarships to qualified college students in construction-related fields of study. The College’s “Eat Better, Move More: Healthy Steps to Aging” program, sponsored by the Dietetics Department has served over one hundred eighty older adults who demonstrate post-test improvement in fitness and nutrition Dietetic

interns also benefit and learn from their interactions with the participants. These many examples of Mount Mary College's service in action support the team's recommendation that the College receive special recognition for its exemplary service.

B. Young Women's Leadership

Board members, administrators, alumnae, and others acknowledged the significant positive impact the young women's leadership program has upon the young women it serves. The ladies, who participate, demonstrate the benefits by their increased knowledge of resources, ability to articulate, improved self-image, and increased self-confidence. The Women's Leadership Institute, begun in 2002, sponsors thought-provoking speakers and is an excellent example of the College mission in service to local and regional constituents. In collaboration with the Alumnae Office, the institute sponsored The White House Project, which had over 300 participants in a weekend-long training workshop to advance women community leaders and prepare potential future leaders for careers in public policy or public office. The "National Education for Women Leadership Wisconsin," which was founded in 2006 and which is one of twenty-five state-based affiliates throughout the country and the only one in Wisconsin, offers summer institutes to Wisconsin Mount Mary College students on Mount Mary's campus. The president is likewise an inspirational model of leadership through her active community involvement, which recently has been publicly acknowledged by the "United States Postal Service" and "2011 Business Journal."

*Team Recommendations for the
STATEMENT OF AFFILIATION STATUS*

INSTITUTION and STATE: Mount Mary College, WI

TYPE OF REVIEW (from ESS): Continued Accreditation

DESCRIPTION OF REVIEW (from ESS):

DATES OF REVIEW: 10/1/12 - 10/3/12

Nature of Organization

LEGAL STATUS: Private NFP

TEAM RECOMMENDATION: nc

DEGREES AWARDED: B, M, D

TEAM RECOMMENDATION: nc

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS: Doctorate degrees are limited to the Doctor of Art Therapy.

TEAM RECOMMENDATION: nc

APPROVAL OF NEW ADDITIONAL LOCATIONS: Prior Commission approval required.

TEAM RECOMMENDATION: nc

APPROVAL OF DISTANCE EDUCATION DEGREES: The institution has not been approved to offer its degree programs or more than four of its certificate programs through distance education or correspondence education as defined in Commission policy. Commission policy does permit the institution to offer up to four certificate programs as well as a limited number of courses leading to degree programs through distance education or correspondence education without seeking prior approval.

TEAM RECOMMENDATION: nc

REPORTS REQUIRED: None

TEAM RECOMMENDATION: nc

OTHER VISITS SCHEDULED: None

TEAM RECOMMENDATION: nc

Summary of Commission Review

YEAR OF LAST COMPREHENSIVE EVALUATION: 2002 - 2003

YEAR FOR NEXT COMPREHENSIVE EVALUATION: 2012 - 2013

Team Recommendations for the
STATEMENT OF AFFILIATION STATUS

TEAM RECOMMENDATION: 2022-23

ORGANIZATIONAL PROFILE

INSTITUTION and STATE: Mount Mary College, WI

TYPE OF REVIEW (from ESS): Continued Accreditation __x_ No change to Organization Profile

Educational Programs

	Program Distribution	Recommended Change (+ or -)
Programs leading to Undergraduate		
Associate	0	
Bachelors	47	
Programs leading to Graduate		
Masters	9	
Specialist	0	
First Professional		
Doctoral	1	

Off-Campus Activities

In-State:	Present Activity:	Recommended Change: (+ or -)
Campuses:	None	
Additional Locations:	None	
Out-of-State:	Present Wording:	Recommended Change: (+ or -)
Campuses:	None	
Additional Locations:	None	
Course Locations:	None	
Out-of-USA:	Present Wording:	Recommended Change: (+ or -)
Campuses:	None	
Additional Locations:	None	
Course Locations:	None	

Distance Education Programs:

Present Offerings:

None

**Recommended Change:
(+ or -)**

Correspondence Education Programs:

Present Offerings:

None