MESSIAH UNIVERSITY

2023 Self-Study Report

Prepared for the Middle States Commission on Higher Education and the
Messiah University Community

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Executive Summary

Self-Study Approach

This Self-Study was conducted using a Standards-Based Approach. As such, it is organized standard by standard, with one chapter dedicated to each of the seven Standards of Accreditation. The institutional priorities, identified through Messiah University's strategic planning process, affirmed by the University community, and ratified by the Board of Trustees in 2021, are integrated throughout the chapters. In this way, each of the seven standards is assessed in conversation with Messiah University's unique institutional priorities.

The Self-Study intends to achieve the following outcomes:

- To demonstrate that Messiah University meets the Middle States Commission on Higher Education (MSCHE) Standards for Accreditation and Requirements of Affiliation (RoA);
- To provide the Middle States visiting team and the Middle States Commission on Higher Education an overview of our self-study process, along with sufficient evidence to recommend the reaffirmation of our accreditation;
- To highlight the areas where Messiah University excels in meeting and exceeding the standards, as well as to identify opportunities for growth and improvement, such that Messiah University continues to carry out its mission effectively and focus attentively on its institutional priorities;
- To provide tangible recommendations for more effectively executing our mission and institutional priorities within the framework of Middle States' Standards and expectations;
- To conduct the self-assessment in a way that is both well-organized and transparent and generates shared understandings of Messiah University's strengths and opportunities for improvement—and thereby advances the University's commitments to community, shared governance, and effective processes.

In February 2021, Messiah University established a 13-person Self-Study Steering Committee. Co-chaired by Alison Noble, Associate Provost (now Interim Provost), and Laura Miller, Director of Institutional Research (now Associate VP for Institutional Research & Administrative Technology), the Steering Committee included at least one co-chair of each of the six working groups (one working group addressed Standards I and II) and a handful of other campus resource persons. Each working group co-chair was chosen on the basis of having significant expertise on the respective standard being evaluated, as well as having the ability to help groups engage in meaningful discussions. The Steering Committee then identified additional individuals for each working group, which ranged from an additional six to eight persons per group. These additional working group members were chosen from a range of campus groups, including staff, administrators, faculty members, and students; they were chosen on the basis of their job roles, campus experiences, and expertise.

The larger Messiah University community, in addition to those directly involved in the self-study process, was brought into the Self-Study at various points. Early updates on the self-study process were given to the Board of Trustees and the Community of Educators Senate in the fall of 2021. The Board of Trustees and the Ranked Faculty Meeting were both updated in the spring of 2022, this time with additional detail. In March 2022, draft chapters of the Self-Study were posted on the University's website; soon thereafter, campus-wide emails and newsletters invited employees and students to read

and respond to the posted drafts. The Board of Trustees was updated one final time in May 2022, and board members were invited to read and respond to draft chapters.

Institutional Priorities

Messiah University identified the following priorities for the Self-Study:
1. Inclusive Excellence
2. Student Success
3. Academic Excellence and Learning for Life
4. Innovation, Partnerships, and Financial Vitality

These four priorities flow directly from Messiah University's most recent strategic plan, *University Rising: The Strategic Plan for 2021-2024*. Finalized in 2021, *University Rising* is designed to enable Messiah University to build upon its unique history, mission, and institutional vision. *University Rising* identifies the institution's current vision as follows:

> *Messiah University will expand its influence as an institution of educational excellence committed to Christ-centered learning for life where students are mentored toward deeper intellect, professional competence, personal integrity, and mature faith expressed in love of God and neighbor.*

In concert with this vision, the *University Rising* strategic plan highlights three distinct and ongoing goals of a Messiah University education: (1) a commitment to a gracious Christian approach to faith formation expressed in love of God and neighbor; (2) a commitment to educational excellence for all programs across all levels; and (3) a commitment to inclusive excellence rooted in the intersection of our missional outcomes of service, leadership, and reconciliation. These goals have been translated into four priorities for our Self-Study:

Priority 1: Inclusive Excellence
Inclusive excellence calls for the development of institution-wide policies that promote educational excellence through the pursuit of diversity in the campus-wide environment, the curriculum, and teaching pedagogy. One of the goals of Messiah University's strategic plan is to infuse inclusive excellence into all areas of life at Messiah University in order to promote cross-cultural understanding, civic responsibility, peace, and reconciliation. Implementing inclusive excellence aids in preparing students to become agents who are well-equipped to work in diverse settings. The responsibility for pursuing inclusive excellence is a collective one that falls on the shoulders of everyone on campus through the pursuit of opportunities for professional development, training, and spiritual formation. It is also a responsibility of the Board of Trustees—to understand the need for, and to foster a commitment to, inclusive excellence.

Priority 2: Student Success
Messiah University measures student success in a variety of ways. As stated in our mission, the University seeks to help students mature in intellect, character, and Christian faith. A number of factors beyond our immediate control mitigate against those goals, including inadequate preparation for college-level work exacerbated by recent disruptions in learning caused by COVID-19. In this context, we

continuously ask ourselves: In what ways are we supporting our students toward steady academic progress and degree completion? In what ways are we helping them explore larger issues of life that will lead to personal fulfillment in their vocations and avocations? And how are we supporting them when other factors, including difficult home situations, learning disabilities, and/or physical or mental health challenges, stand in their way?

Priority 3: Academic Excellence and Learning for Life
Even before the disruptions brought about by COVID-19, Messiah University had implemented new educational modalities that sought to expand access to our undergraduate and graduate programming. Along with more fully serving our traditional students, these new modalities enabled the institution to provide educational opportunities to student populations it had not traditionally served. Innovations in these areas demand well-trained, pedagogically nimble educators. In addition to recruiting and retaining excellent educators, the University is committed to providing its educators with professional development that enables them to help a variety of students achieve learning outcomes through a range of teaching modalities. The University is also committed to assessing and revising its undergraduate general education curriculum to be compelling to students, relevant to their needs as lifelong learners, and reflective of Messiah's core mission and values.

Priority 4: Innovation, Partnerships, and Financial Vitality
Messiah University is a tuition-driven institution that has long relied on undergraduate tuition revenue to fund its programs. Despite the addition of graduate programs, and the resultant increase in graduate tuition revenue, having fewer undergraduates, combined with increasing undergraduate tuition discount rates, has produced financial challenges. Although Messiah remains a financially vital institution, with a healthy endowment, balanced budgets, and a strong credit rating, it is incumbent upon the University to be innovative in its programming in ways that are net-revenue positive, innovations that will almost certainly include partnerships with businesses and other institutions that serve our students. The institution is committed to developing partnerships that both align with the overall mission of the University and safeguard campus resources needed for existing programs.

Overall Findings
The following summaries provide an overview of key findings and opportunities for improvement that have emerged from completing the institutional Self-Study:

Standard I: Mission and Goals
The Messiah University mission statement, which articulates the University's purpose and the educational outcomes it hopes to achieve, has been both stable and flexible as the University has adapted to meet the needs of new populations. The University's goal of increasing the racial and ethnic diversity of its student body has been met to a significant degree. The recently adopted strategic plan, *University Rising*, provides meaningful goals for the immediate future, goals that flow directly from the University's mission and build upon our strengths as an institution. Our four- and six-year graduation rates compare favorably to our peer institutions and demonstrate our commitment to student success. We now have the opportunity to continue the assessment of our new success model to continually enhance the support for students who are encountering barriers to academic and/or personal well-being.

Standard II: Ethics and Integrity
The University's commitment to integrity is reflected in policies governing students, employees, and trustees and is further undergirded by its Christian mission. Policies for reporting misconduct or potential misconduct are communicated regularly to students, as are the University's expectations for academic integrity and student-initiated grievance procedures (e.g., grade appeals). New faculty are oriented to the scope of academic freedom at Messiah University through centralized programming for new educators. Messiah's commitment to inclusive excellence is reflected in its diversity strategic plan, *Journeying Toward Reconciliation Together* (2021), which provides a theological rationale for building a more diverse and educationally inclusive campus. Grievance policies at Messiah University are designed to be fair and impartial, and conflict of interest policies exist for both employees and members of the Board of Trustees. While our institutional efforts toward affordability and accessibility have been extensive, the challenge of recruiting economically disadvantaged students continues to be an ongoing priority.

Standard III: Design and Delivery of the Student Learning Experience
Messiah University provides students with learning experiences characterized by academic rigor and coherence at all degree levels, regardless of instructional modality. Student learning is supported by a variety of offices on campus that work to both promote and enrich student academic success. Curriculum proposals, which must be approved by the Community of Educators Senate, address the Undergraduate Learning Outcomes or Graduate Learning Outcomes to demonstrate coherence of the student learning experience, and they must contain a plan to assess student learning outcomes. Messiah University is committed to quality teaching, inclusive excellence, student engagement, and integration of faith and learning, standards that are outlined and upheld by a comprehensive and evenhanded faculty evaluation process. The University's prioritization process of 2019-2020 included a comprehensive, data-driven review of all our academic programs, and the lessons learned in that process continue to inform our program review process. The entire scope of student learning is supported by rigorous, ongoing assessment of our programming, including the general education program, which is currently being reviewed by a task force comprised of faculty and administrators.

Standard IV: Support of the Student Experience
Messiah University operates by a holistic Community of Educators model; that is, a governance structure wherein faculty, curricular administrators, and co-curricular educators share responsibility for curricular and co-curricular programming. This enables the University to provide resources in a coordinated way that enhances opportunities for students to experience academic, spiritual, and professional growth. All undergraduate students have a trained faculty member as their academic advisor, and other student success resources (e.g., the Office of Academic Accessibility, the Writing Center, and the Career and Professional Development Center) are readily available. A recently implemented Student Success Pathway was designed to support conditionally admitted students in their first semester at the University. The University has long monitored retention and graduation rates to inform our institutional practices. We will continue to assess the impact of our interventions with conditionally admitted students and students of color, especially those who are not engaged with our multicultural scholarship programs.

Standard V: Educational Effectiveness Assessment

Each undergraduate major and graduate program at Messiah University must have student learning outcomes for its major/program approved by the Community of Educators Senate. In addition, each major/program must establish an assessment plan that demonstrates the alignment of its learning outcomes with program learning objectives and course objectives. The Division of Student Success and Engagement also maintains assessment plans and collects assessment data on program-level learning outcomes. Institutionally, Messiah University collects and analyzes a variety of data to ensure students are fulfilling the mission of the University and we are effectively communicating these outcomes to key stakeholders. The institution will continue to equip educators and administrators through ongoing training offered by the Office of Assessment to use our assessment software effectively, maximizing use of the software to analyze assessment results and improve student learning.

Standard VI: Planning, Resources, and Institutional Improvement

The University develops a strategic plan every three to four years, with its most recent three-year plan, *University Rising,* adopted in 2021. Administrative unit-level planning provides an additional framework that supports overall institutional planning. The University recently implemented a revised program review process that requires annual reviews of all units and programs, a process that involves the identification of measurable goals for the next twelve months and the assessment of the previous year's goals. Fundraising for the University has been strong (the University is in the final phase of a $75 million campaign – *Learning for Life, Transforming the World: The Campaign for Messiah University*), and our endowment has remained steady. Going forward, the University will continue to adjust its capital funding process, which funds obsolescence and new purchases, for sustainability in a time of decreasing undergraduate enrollment.

Standard VII: Governance, Leadership, and Administration

The governance, leadership, and administrative structures of Messiah University support the fulfillment of its mission and the achievement of its goals. The governance system, which is composed of three related dimensions of decision-making (educational governance, institutional governance, and personnel governance), is introduced annually to all new educators and at the initial meetings of the main governance bodies. The Bylaws of Messiah University delineate the duties of trustees, the composition of the Board (currently 29 members), terms of service and qualifications, and they contain a clear statement on conflicts of interest. Messiah's current President, Kim S. Phipps, has served in that role since 2004, and members of the President's Cabinet are experienced and appropriately credentialed for their administrative tasks. The length of Phipps' tenure is a testimony to the confidence the Board has in her and also to her level of engagement with the University community. Although most aspects of governance are functioning well, we plan to review and adjust the governance protocols for staff and administrators to better align them with the different needs and expectations of each personnel group.

Opportunities for Improvement and Innovation

This Self-Study Report identifies opportunities for improvement that can help Messiah University build upon its record of preparing its students "for lives of service, leadership, and reconciliation in church and society" (Messiah University Mission Statement). Opportunities for improvement are presented within the narratives of each Standard—that is, within the relevant chapters of the Self-Study. In the

paragraphs below, these opportunities are grouped according to Messiah University's four institutional priorities: (1) Inclusive Excellence; (2) Student Success; (3) Academic Excellence and Learning for Life; and (4) Innovation, Partnerships, and Financial Vitality.

1. Inclusive Excellence
   a. We will continue leveraging technology for outreach efforts geared toward accessibility, such as expanding our virtual and multilingual admissions programming and building on the prototype virtual campus tour developed during COVID to promote the accessibility of campus to those unable to visit in person. (Std. II)
   b. The University will continue to assess the impact of our interventions with conditionally admitted students and students of color. (Std. IV)
   c. We will review and adjust governance and protocols, with particular eye to staff and administrative personnel governance, to better align governance with the different needs and expectations of each personnel group. (Std. VII)

2. Student Success
   a. We have the opportunity now to continue assessment of the student success model and the ways we can further refine the model, especially through lessons learned in the pandemic, to promote access to technology and effectively support students encountering barriers to persistence and/or student success. (Std. I)
   b. The University will continue to monitor, assess, and refine the test-optional admissions strategy for undergraduates that it implemented during the COVID-19 pandemic. (Std. IV)
   c. Messiah University will seek to build on our existing collaborative educator model— classroom teaching and co-curricular initiatives aimed at student success—to assist students in meeting their educational and vocational goals advancing the mission and outcomes of the University. (Std. V)

3. Academic Excellence and Learning for Life
   a. Messiah University is currently engaged in a review of its general education curriculum with an eye to better serving students. This review will enable us to align our student learning experiences with the educational and societal needs identified by our current strategic plan, including emphasis on areas such as digital competence, civic engagement, and reconciliation, as well as pragmatic considerations, including the increased mobility of students across institutions and importance of integrating experiential learning and other high-impact practices. (Std. III)
   b. Through ongoing training offered by the Office of Assessment, the University will equip educators and administrators to use assessment software more effectively, maximizing use of the software to analyze assessment results and improve student learning. (Std. V)

4. Innovation, Partnerships, and Financial Vitality
   a. Our current strategic plan outlines goals related to expanding our mission to new populations through partnerships and programs geared toward a model of learning for life, including pre-college programming, workforce development, and continuing education for alumni. (Std. I)
   b. We are exploring the potential to raise funds through grants, donations, and new revenue sources to continue to increase the affordability and accessibility of higher

education. Initial partnerships are underway with new initiatives slated for fall 2022. (Std. II)

c. The University will ensure the revised program review process is fully implemented, beneficial to individual units, demonstrating institutional improvement, and effectively accounted for during the budgeting process. (Std. VI)

d. Messiah University will continue to adjust the capital funding process, which funds obsolescence and new purchases, for sustainability in a time of decreasing undergraduate enrollment. (Std. VI)

Introduction

Institutional Overview

Messiah University, a University of the liberal and applied arts and sciences, is a nationally ranked, private Christian University with a student body of 3,276 undergraduate and graduate students. Our scenic 471-acre suburban campus is located in Central Pennsylvania, just 12 miles from the state capital of Harrisburg.

Messiah University is committed to an embracing evangelical spirit rooted in the Anabaptist, Pietist, and Wesleyan traditions of the Christian church and the opening commitment of our mission statement – to develop students' "maturity of intellect, character and Christian faith" – reflects the integration of our community's shared faith across the Messiah University experience.

Messiah University's community of educators is comprised of outstanding faculty, scholars, researchers, and co-curricular educators who mentor and advise students as they see the world in new ways and expand their scope of possibilities. Messiah offers bachelor's degrees in more than eighty majors, twelve master's degrees, two doctoral degrees, and numerous undergraduate, post-baccalaureate, and post-master's certificates. Specialized programs emphasize experiential learning and include off-campus study, research, service-learning, internships, partner programs with other institutions, three-year degree options, and a flourishing University Honors Program.

Messiah University is a private, not-for-profit institution classified as a Master's College & University with Medium Programs in the Carnegie Classification of Institutions of Higher Education by Indiana University Center for Postsecondary Research. Messiah is nationally recognized for its outstanding academics and value. Messiah was named a Top 25 "Best Regional University" and a Top 20 "Best Value Schools" in the northern United States by U.S. News and World Report rankings in 2021. In the past decade, Messiah graduates have distinguished themselves as Rhodes, Fulbright, Carnegie, Truman, and Boren Scholars. Messiah has twenty-two NCAA Division III sports and is part of the Middle Atlantic Conference (MAC). Messiah has thirty-one NCAA Division III Championships, 163 conference team champions, 339 NCAA Division III All-Americans, and 20 NCAA Division III National Players of the Year.

Brief History

Messiah University received its charter in 1909 and was founded by the Brethren in Christ Church. Its orientation to Christian service is reflected in its first name, Messiah Bible School and Missionary Training Home. Originally located in Harrisburg, the school moved to Grantham in 1911 following the construction of Old Main. In the early years, the school offered a high school curriculum and several Bible programs. By 1921, it had also become a junior college, making it the second junior college in Pennsylvania. To reflect this development, the school's name was changed to Messiah Bible School. By the early 1950s, the school had developed four-year college programs in religious education and theology. Another change of name, this time to Messiah College, again intentionally reflected the academic advance of the College. Messiah officially became Messiah University on July 1, 2020, and expanded its educational mission to another important student population by adding its first online undergraduate adult degree programs to its curriculum.

Fall 2021 enrollment totaled 3,276 students (2,495 undergraduate and 781 graduate students). There are 2,890 full-time students (2,304 undergraduate and 586 graduate) and 386 part-time students (191 undergraduate and 195 graduate). The gender diversity breakdown of full-time undergraduate students is 39 percent male and 61 percent female. About 79 percent of undergraduate students are resident students. Students of underrepresented ethnic and cultural groups comprise 17.7 percent of all undergraduates. There are 76 international undergraduate students (3.0 percent) representing 24 countries.

Institutional Priorities

The *University Rising Strategic Plan* was developed and implemented during a challenging and intense time of global and national change. Together, the Messiah community is working to fulfill our institutional mission while effectively navigating a worldwide pandemic. The 2020-2021 academic year taught our community many important lessons about resilience, relevancy, and adaptive change. With courage, confidence, and creativity, we plan to move the University forward, united by our common Christian faith, commitment to excellence in all our endeavors, and our desire to serve and mentor students.

As an institution, we believe that the world, both locally and globally, benefits from Messiah graduates who incarnate the University values and model our communication tagline of sharpening intellect, deepening Christian faith, and inspiring action. We are committed to educating and inspiring our students to be a faithful, gracious, reconciling presence in a society that is increasingly divided and polarized.

Through the process of developing the new institutional strategic plan, the following institutional priorities were articulated: inclusive excellence; student success; academic excellence and learning for life; and innovation, partnerships, and financial vitality. These priorities are interwoven throughout the chapters addressing each standard.

Self-Study Approach

Our self-study is organized around the seven MSCHE standards, where each standard is contextualized to institutional mission and history and aligned with current institutional priorities. In this way, the self-study is inexorably linked to institutional strategic planning – it is key that standards are linked to institutional priorities and that the priorities in the strategic plan and the self-study are aligned where appropriate. Launching our new strategic plan in 2021-2022 while actively analyzing the MSCHE standard, we leverage the work and effort of each toward a coherent self-study process and plan for the future. Both of these processes rely on data and metrics for demonstrating how the institution is achieving its stated goals and aligns with its mission. The analysis of assessment practices has been integral to the self-study process and has led to the identification of continuous improvements to be incorporated into future annual plans of the institution.

Desired Outcomes of the Self-Study
1) Demonstrate how the institution currently meets the Commission's Standards for Accreditation and Requirements of Affiliation.

2) Focus on the continuous improvement in the attainment of the institution's mission and its institutional priorities.
3) Engage the institutional community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community.
4) Demonstrate we are adapting the structures and processes/systems of the institution to support increased financial sustainability.

Self-Study Committee and Work Groups
Messiah University has established a Self-Study Steering Committee to oversee and coordinate the University's Self-Study process. Steering Committee membership included perspectives and expertise from across the University. We identified various institutional constituencies familiar with the institution's mission and goals that have a sense of commitment to the self-study process and the priorities of the institution and possess a broad institutional perspective transcending that of their own area. The Steering Committee was comprised of individuals who then co-chaired each of the standard-based working groups or led groups focused on verification of compliance, evidence inventory, and communication. Bringing the chairs of the working groups together at the Steering Committee level enabled interaction between working groups analyzing similar areas of inquiry, allowed working group chairs to request assistance in evaluating and assessing their standard and lines of inquiry, and ensured working groups met deadlines to complete the process on-time.

Messiah University established six working groups to address Standards I through VII, with the first working group addressing both Standards I and II. The Steering Committee identified individuals for each working group based on the criteria associated with the evaluation of the standard and the individual's job role and expertise, as well as representation among employee groups.

Organization of the Self-Study Report and Evidence Inventory
Our self-study employs the standards-based approach. Each chapter addresses one Standard, related Requirements of Affiliation, and a Line of Inquiry based on institutional priorities. The naming convention used in the Evidence Inventory is: [Primary Standard Roman Numeral].[Primary Criterion Number].[Short Document Title]. Evidence may apply to multiple criteria within a standard. This naming convention establishes an initial or primary assignment for each document, but some documents are uploaded as evidence for more than one criterion.

Two evidence items use permanent links in the Self-Study Report.
- Undergraduate, graduate, and Adult Degree Program Academic Catalogs (https://www.messiah.edu/info/20108/academic_information/1306/academic_catalog) uses the following format to cite any evidence from this document: [UG/GR/ADP] Academic Catalog-[Section]-[First Sub-Section (as Needed)]-[Second Sub-Section (as Needed)]-[Third Sub-Section (as Needed)]

- Community of Educators Handbook (https://www.messiah.edu/info/20121/community_of_educators/152/community_of_educators_handbook) uses the following format to cite any evidence from this document: CoE Handbook [Section Number].[First Sub-Section Number (as Needed)].[Second Sub-Section Number/Letter (as Needed)].[Third Sub-Section Number (as Needed)]

Chapter 1 - Standard I: Mission and Goals

Over the past 112 years, Messiah University has evolved from our origins as a Bible school to a junior college then to a liberal arts college, which later added strong programs in the applied arts and sciences, and, more recently, to a University with graduate and adult degree programs. Messiah's history is a testimony to generations of educators dedicated to academic excellence while embracing innovation to serve the needs of society within the context of its Christian educational mission. The change to University status in 2020 accurately reflected the institution's continued growth, programming, and structure and aligned well with the University mission and goals. It paves the way for continued educational innovation and expanded academic and community partnerships as we strive to engage students in learning for life.

A clear mission and accompanying goals are central at Messiah, with the strategic plan fleshing out mission-aligned goals relevant to the current context. This chapter demonstrates how our mission and goals have advanced at Messiah since our 2013 self-study. In addition, it also addresses Requirement of Affiliation #7 and weaves in the line of inquiry, "In what ways do Messiah University policies and processes ensure that new partnerships are aligned with Messiah's mission and goals?" which is relevant to our strategic plan goals to develop new academic and community partnerships toward innovation and financial vitality.

Messiah's Foundational Documents (Criteria 1b, 1c)

Messiah has several foundational documents. Taken together, these describe Messiah's mission and fulfill an ongoing, indispensable role in the educational programming, employment practices, and strategic planning of the institution. As a whole, they synthesize where we have been, where we are, and where we envision going.

Identity and Mission Statement

In 1995, the Board of Trustees affirmed Messiah University's current statement of identity and mission. The ambitious yet concise statement has guided Messiah University's vision and planning over the last 27 years.

> *Messiah University is a Christian university of the liberal and applied arts and sciences. The University is committed to an embracing evangelical spirit rooted in the Anabaptist, Pietist and Wesleyan traditions of the Christian Church. Our mission is to educate men and women toward maturity of intellect, character and Christian faith in preparation for lives of service, leadership and reconciliation in church and society.*

As a mission-driven institution, Messiah University nurtures understanding and support for this identity and mission among external and internal stakeholders. The Identity and Mission Statement appears on the University's website, in the undergraduate (UG Academic Catalog – Identity and Mission) and graduate (GR Academic Catalog – Identity and Mission) catalogs and general education (ADP Academic Catalog – Identity and Mission) handbook, and in various promotional materials and policy statements. Candidates for employment are prompted to review Messiah's foundational documents, as described in the Essential Commitments brochure (I.1. Essential Commitments), prior to applying for a position. New employee and new trustee orientations and ongoing professional development programs expound on these essential commitments (see Foundational Documents below). The Board of Trustees formally affirms Messiah's mission statement at each of its three annual sessions.

Accompanying Documents

The Board has also identified four additional documents that, together with the Identity and Mission Statement, comprise our foundational documents: foundational values, the Apostles' Creed, confession of faith, and the community covenant. These documents shape our educational programming and play a central role in the recruitment of trustees, educators, administrators, staff, and students (I.1.Essential Commitments).

FOUNDATIONAL VALUES. Since its founding by the Brethren in Christ Church, Messiah University has affirmed a set of values derived from the Anabaptist, Pietist, and Wesleyan traditions of that denomination. Stated in slightly different ways during the University's history, these five ideals have guided the school as it has sought to maintain its distinctive Christian character. The five values are unity of faith, learning, and life; importance of the person; significance of the community; disciplined and creative living; and service and reconciliation. The University expects all trustees, educators, and administrators to support these values (I.1.Foundational Values).

APOSTLES' CREED. This historic and foundational creed of the Christian faith expresses the core theological commitments of the University. All trustees, educators, and administrators are expected to affirm this creed (I.1.Statements of Faith).

CONFESSION OF FAITH. The confession of faith expresses the faith orientation of the University in a nonsectarian manner that highlights the specific emphases of the Anabaptist, Pietist, and Wesleyan traditions of the Christian faith. The annual convocation and commencement ceremonies always include a corporate reading of this confession, and it is included in some campus worship services throughout the year as well. All trustees, educators, and administrators are expected to support this confession (I.1.Statements of Faith).

COMMUNITY COVENANT. Rooted in Messiah University's distinctive theological heritage and educational commitments, the community covenant guides students' and employees' relationships with and responsibilities to each other. This covenant describes our freedoms and responsibilities as we humbly seek to live together in community; the priority of our relationships with God, creation, and each other; and practical implications for community life. Employees and students are expected to support the community covenant (I.1.Messiah Community Covenant).

CODES OF CONDUCT. While not a foundational document, the Codes of Conduct emerged out of the Community Covenant and establish expectations for our employees and students as we live and work in community together. These Codes of Conduct are about understanding the University's expectations as we seek to cultivate an environment of ethical conduct consistent with the institution's Christian faith tradition. They underscore the importance of personal responsibility and integrity as members of the Messiah University community (I.1.Employee Code of Conduct; I.1.UG Student Code of Conduct; I.1.Graduate Student Code of Conduct).

Mission Awareness and Understanding (Criterion 1f)

Throughout each academic year, there are several key touchpoints by which the mission and goals of the University are communicated to the internal stakeholders. The academic year opens with an all-employee "Community Day," during which all employees meet together, and the President delivers the annual State of the University address, launching the year and explicitly communicating milestones and achievements connected to the University mission. In addition, the President and Vice President for

Finance & Planning hold an annual budget and strategic planning forum each spring. This is an all-employee meeting, with an opportunity for Q&A, to communicate ongoing budget parameters and strategic planning initiatives, connected to and within the context of the University mission. In addition to formal communications, Messiah University prominently communicates its mission on its public website and also maintains a dedicated website for the strategic plan, which connects the University goals to its mission and identity.

MISSION AND EMPLOYMENT. A university's mission is closely tied to its employee base. Mission and identity should shape who is hired; conversely, who is hired will affect the vitality of a university's mission. Messiah University thus views the recruitment, hiring, development, and evaluation of its employees through a mission-focused lens. This is demonstrated in several ways. Faculty and staff/administrative employment applications require applicants to indicate their understanding of several of the University's foundational documents, including the Identity and Mission Statement, Foundational Values, Confession of Faith, and Community Covenant (I.1.Foundational Values; I.1.Messiah Confession of Faith; I.1.Messiah Community Covenant). By signing their contract or accepting employment, every employee indicates that he/she affirms the Apostles' Creed; supports the Identity and Mission Statement, Foundational Values, Confession of Faith, Community Covenant, and University-Wide Educational Objectives of Messiah University; and agrees to abide by the Employee Code of Conduct.

Messiah's recruitment materials for all employee groups include explicit reference to our mission and identity, and a new employee orientation program for staff and administrative employees as well as adjunct faculty more deeply elucidates the meaning and application of our mission, identity, and foundational documents (I.1.Foundational Values).

The University directs specific attention and resources to the orientation of new educators. For the past twenty-three years, the University has required all new educators – faculty and co-curricular educators – to participate in the semester-long Provost's Seminar, which is an orientation to the University in general and to the University's unique mission and identity in particular. A substantial part of this seminar focuses on Messiah's Christian identity as reflected in the Anabaptist, Wesleyan, and Pietist theological traditions and Messiah's core commitments as expressed in our foundational documents. All full-time faculty members receive a one-course release to participate in this seminar in their first semester at the University. This seminar is well received by educators and has helped to shape a common language around identity and mission.

Finally, staff and administrative annual performance appraisals have a prompt in which supervisors and the employee assess their commitment to the University's mission and values.

MISSION AND STUDENTS. Students encounter the mission of the University first as part of the admissions process, then throughout their time at the University, and again on the day of commencement, serving as a bookend to the consistent articulation of the mission and identity of Messiah University. The mission of the institution is prominent on the website and in written materials for students. In addition, the mission and identity are articulated at the opening convocation every fall, along with corporate engagement with the Messiah University Confession of Faith. Student leaders encounter the mission as part of their training, and students and educators together lead the litany at commencement, which reflects the mission of the University. Upon graduation, every student receives a towel as a symbolic reminder to engage with the world through a life of service, leadership, and reconciliation.

Mission and Strategic Planning (Criteria 1a, 1c, RoA #7)

Messiah's mission, as described in the University's foundational documents, provides indispensable guidance for strategic planning, as evidenced in *Second Century Strategic Plan 2012-2016* (I.1.Second

Century Strategic Plan 2012-2016), *Embracing Change as Opportunity Strategic Plan 2016-2020* (I.1.Embracing Change as Opportunity Strategic Plan 2016-2020), and *University Rising: The Strategic Plan for 2021-2024* (I.1.University Rising Strategic Plan 2021-2024). Strategic planning at Messiah is a collaborative process that, for the latest iteration, was overseen by a strategy planning leadership team with broad campus representation working in consultation with the educational consulting firm Credo. The leadership team drafted a set of strategic priorities informed by a campus survey of Messiah's perceived performance around Credo's nine attributes of thriving universities. Brainstorming sessions with the campus community and Board of Trustees provided feedback on the priorities/themes and ideas for supporting action steps. To further deepen community engagement and advance a shared vision, theme teams of additional campus members were formed to recommend specific goals, action steps, and key performance indicators for each theme. The resulting *University Rising: The Strategic Plan for 2021-2024* was shared with Student Senate leadership, affirmed by the COE Senate and University Council and approved by the Board of Trustees (I.1.University Rising Planning Timeline).

Strategic Goals
The *University Rising* strategic plan (I.1.University Rising Strategic Plan 2021-2024) was designed to ensure that we continue to fulfill our mission priorities by building upon our history and nurturing the plan's key distinctives: 1) a commitment to a gracious Christian approach to faith formation expressed in love of God and neighbor; 2) a commitment to educational excellence for all programs across all levels; 3) a commitment to inclusive excellence rooted in the intersection of our missional outcomes of service, leadership, and reconciliation. *University Rising* also included a new vision statement:

> *Messiah University will expand its influence as an institution of educational excellence committed to Christ-centered learning for life where students are mentored toward deeper intellect, professional competence, personal integrity, and mature faith expressed in love of God and neighbor.*

University Rising features the following four strategic themes with a description of each theme's focus:
1) Distinctive Teaching and Learning – With teaching and learning at the heart of our educational mission, we seek to leverage the distinctives of a Messiah education to reinvent or revitalize compelling teaching and learning practices for learners from high school age to elder years. In particular, we seek to attract, enroll, and retain new students from outside of our current student demographic.

2) See Messiah Anew – It is vital to leverage our historic transition to Messiah University, and its related educational program expansion, to communicate our brand in new ways, using emerging technology and strategies, and to strengthen our ability to recruit and retain a diverse student population and engage other stakeholders across the full learning-for-life spectrum.

3) Sustainable Future – Thriving institutions have a dynamic mission accompanied by financial vitality. Without an adequate financial foundation, our mission cannot be effectively fulfilled. A sustainable future requires increasing new enrollment revenue through creative, innovative, and timely program development that addresses learning for life as well as careful stewardship of institutional assets.

4) Transformative Connections – Transformative connections are strategic partnerships and formal relationships with organizations that have the potential for "game-changing" benefits to the University while simultaneously assisting the partner organization in meeting their goals. While these transformative connections may result in opportunities for new student internships, experiential education, and donor relations, they are not simply community engagement as

currently defined. Transformative connections must be mission driven, market sensitive, and net revenue positive for the University, generating significant new tuition and non-tuition revenues that support the mission and goals of Messiah University.

Mission and External Constituencies (Criterion 1b)

In a rapidly changing and complex culture, Messiah's mission as a Christian university contributes to the common good of church and society – a common good rooted in a commitment to the dignity, welfare, and human flourishing of all of our neighbors. Messiah University students, employees, and alumni actively seek to promote the common good through economic impact; educational, recreational, and cultural impact; community and volunteer service; and sustainability and environmental impact. Messiah has been nationally recognized by the Carnegie Foundation for the Advancement of Teaching and the President's Higher Education Community Service Honor Roll for its commitment to service learning, community service, and civic engagement. Messiah University has partnered with Econsult Solutions, Inc., to research its comprehensive economic impact within the commonwealth of Pennsylvania (I.1.Economic Impact). We learned that Messiah University is an important contributor to its local and statewide economies – annually generating an overall economic impact of $310 million, supporting roughly 2,100 jobs. Messiah is directly and indirectly responsible for a diverse array of economic activity, employment, and tax revenues, serving as a major hub of economic activity in the state.

By integrating rigorous academic excellence with our mission of educating students toward maturity of intellect, character, and Christian faith, Messiah generates far-reaching influence as our graduates go out to live extraordinary lives and callings as impactful members and leaders in their communities. Messiah University is a significant educational, recreational, and cultural resource for its students, employees, and alumni – and for the surrounding region. Messiah is committed to keeping its educational programs as affordable and accessible as possible for its students and their families (see Standard II. Criterion 7). And with its celebrated arts programs, public educational programming, championship athletic teams, and the recreational and natural resources of its 471-acre campus, Messiah University additionally provides a wide variety of opportunities to its neighbors in Central Pennsylvania. Messiah has long been educating students about environmental stewardship and ethics and the importance of caring for the earth. Now, environmental stewardship efforts at the University include everything from an organic community garden to a student-led composting program to active restoration of the Yellow Breeches Creek that runs through campus and is a tributary to the Susquehanna River. Messiah University works intentionally to steward the natural resources on campus and in its region, reduce waste and its carbon footprint, and serve the community through numerous programs and partnerships. Messiah's extensive sustainability efforts earned recognition as a Princeton Review Guide 2019 "Green College," a Sierra Club "Cool School," an Arbor Day Foundation "Tree Campus USA," and an Association for the Advancement of Sustainability in Higher Education (AASHE) Sustainability Tracking, Assessment & Rating System (STARS)-rated school. Other on-campus initiatives include a community garden and apiary; a campus-wide composting program; one of the nation's largest solar thermal systems; and reforesting programs through Messiah Press (I.1.Messiah University Distinctives 21-22).

Mission and Institutional Decision-Making (Criterion 1d)

Messiah University's foundational educational documents are integrated into the life of the University and into our decision-making. These documents shaped the creation, review, and revision of the undergraduate and graduate learning outcomes and general education program. Since the last self-study, Graduate Learning Outcomes (I.1.Graduate Learning Outcomes) and Undergraduate Learning Outcomes (I.1.UG Learning Outcomes) were revised, the Adult Degree Program General Education 2016-20 (I.1.ADP Gen Ed) was created (COE approval fall 2019), and there is a current review of the traditional undergraduate general education (2020-present). In all four of these examples, the revisions were shaped by the foundational documents, directed by the relevant strategic plan, and processed through the shared-governance model of decision-making. In addition to these examples, when new programs are proposed, the proposals are developed by committees and processed through the appropriate governance paths.

Messiah University's mission and identity statement has proved to be both stable and flexible over the years in addressing these moments of institutional change, enabling us to navigate the rapidly shifting terrain of higher education while maintaining a strong institutional self-concept as a Christian university rooted in a specific theological tradition and existing broadly for the good of the church and the common good of society. This is evidenced by our mission-driven transformation from a residential undergraduate institution that now embraces thriving graduate programs and the strategic and successful move into online programming and course delivery. This infrastructure served us particularly well during the COVID pandemic, as we were able to adapt quickly, leveraging both online and blended course delivery to continue to fulfill our mission and serve students and the community in the context of the unpredictable and disruptive events of the last two years.

As we pursue the future, our strategic plan mandates the development of new external partnerships to help us grow, develop, and sustain ourselves as a University (manifest in the title of our strategic plan, *University Rising*), we must consider how our mission guides the development of new programs and partnerships. Thus, the statement of our line of inquiry: *In what ways do Messiah University policies and processes ensure that new partnerships are aligned with Messiah's mission and goals?*

In general, Messiah University seeks to ensure that its mission is guiding all of its decisions in three fundamental ways: through personnel policies and development, through programming policies, and through a governance protocol by which new programming is vetted and approved.

With regard to personnel policies, the mission of Messiah University is front and center in every personnel decision, from hiring to development to promotion. At the point of hire, all personnel are asked to reflect on the mission of the University and their ability to affirm and/or support the foundational documents of the University that help explicate the meaning of the mission in the life of the institution (I.1.Messiah Employment). Onboarding processes for staff and faculty development sessions such as the Provost Seminar emphasize the mission and its outworking in the foundational documents of the institution. While these policies do not themselves guarantee anything specific about particular external partnerships, they do guarantee that partnerships being pursued at the institution are being imagined, considered, implemented, affirmed, and reviewed by persons fully aware of and dedicated to the mission of the institution.

With regard to general policies, Messiah University has a variety of institutional policies that guarantee missional issues will be considered in the development of new programming, including any programming pursued with external partners. For instance, study abroad sites are thoroughly vetted by the institution to ensure that students will be able to have an educational experience that adequately reflects the goals and mission of the University (I.1.Proposal for Study Abroad Programs).

With regard to governance, external partnerships fall under the purview of the University Council (and eventually the Board of Trustees), part of whose mandate is stated as follows in our governance policies (CoE Handbook 3.2):

1. With regard to governance responsibilities, the University Council recommends official actions to the President, who is charged with making the final decision or final recommendation to the Board.
2. For new non-curricular and non-co-curricular University programs and initiatives that significantly impact the University's basic philosophy and mission and/or significantly impact the allocation of financial and staffing resources, the University Council makes a recommendation to the President only after receiving a recommendation from the Community of Educators.
3. In addition, the University Council is charged with long-term strategic planning, including developing, reviewing, and proposing changes to the University's strategic plan and reviewing all major institutional programmatic and facility initiatives in light of the strategic plan, institutional priorities, and University mission.

Thus, as it looks to new external partnerships, Messiah University can draw on existing practices as well as existing policies to guide its decision-making relative to the impact on mission that these new partnerships could have.

The relationship of our mission to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes is clearly exhibited in our comprehensive prioritization program implemented in 2012-'20 (I.1.Prioritization). While driven to reduce expenses at the University, financial decisions cannot and were not divorced from mission considerations. The rubrics used in our assessment of University units did not only consider financial metrics (see Chapter 6). Contribution to mission and goals was central. For example, while every academic department was assessed by financial contribution to the University, the contribution to mission for each unit was also reviewed and assessed. As this assessment was included in the final assessment of the programming and personnel in each unit, mission and margin cannot be divorced. Mission has been at the center of our prioritization decisions.

Mission Support and Institutional Planning in Support of Scholarly Inquiry and Creative Activity (Criterion 1e)

Messiah plans and supports scholarly inquiry and artistic activity for students, faculty, and co-curricular educators. Undergraduate student research was listed as a standalone priority in *Embracing Change as Opportunity Strategic Plan 2016-2020* (I.1.Embracing Change as Opportunity Strategic Plan 2016-2020). This resulted in the formation and launching of a dedicated committee designed to oversee the University-wide promotion, enhancement, and assessment of undergraduate scholarship, research, and creative inquiry in ways that are supportive of and consistent with the wide variety of forms of undergraduate work in different schools and disciplines across the University.

Scholarship is a requirement for all term-tenure faculty (CoE Handbook 6.IV.C). The need to review our term-tenure policies emerged as a recommendation from our 2013 Middle States Self-Study. A

comprehensive review led to more clarity around the expectation for scholarship – both in what it means and how it is assessed. Our approach to scholarship embraces the range of scholarship as articulated by Ernest Boyer and relevant to what scholarship entails in different disciplines and includes both scholarly inquiry and artistic activity. Messiah's support for faculty scholarship is evidenced by the continuation of institutional support in professional development funds out of the Office of Faculty Development and scholarship programs that support scholarship with released time from teaching. The planning and support for scholarship have continued through planning and allocation of funds in our recent prioritization processes. This includes our Workload Reallocation Program, granting one annual course release for four years for up to 33 percent of the undergraduate faculty and all eligible graduate faculty, six Scholarship Chairs granting six load units of released teaching load annually for two years plus a stipend to fund a scholarship project, and our Distinguished Professor Program granting six load units of released time annually for five years along with an annual stipend to support scholarly work, available to a total of five full professors who demonstrate nationally recognized scholarship.

Mission-Consistent Institutional Goals (Criterion 2)

Messiah University strives to set strategic goals that are realistic, appropriate to higher education, and consistent with our mission. A review of the University's strategic plans covering the past ten years reveals consistent and appropriate emphases on promoting educational excellence through improved programming, technologies, facilities, and pedagogies; enhancing communication of our mission, distinctives, and promotion of the common good; investing resources for financial sustainability; and, most fittingly, recruiting and retaining more diverse student, faculty, and staff populations.

Fulfilling our mission as a Christian university in the twenty-first century calls for comprehensive, institution-wide policies and practices that promote educational excellence through the pursuit of diversity in the learning environment, curriculum, teaching, and campus climate. Such an approach better prepares students, educators, and staff to adapt, engage, work, and learn in diverse communities at home and abroad. The responsibility for inclusive excellence falls on the shoulders of every individual and office on campus, through the responsibility of professional development, training, and faith formation. This commitment to diversity is essential to our long tradition of academic excellence, Christian faithfulness, and commitment to justice and reconciliation.

A key goal of *Embracing Change as Opportunity Strategic Plan 2016-2020* (I.1.Embracing Change as Opportunity Strategic Plan 2016-2020) was to recruit and retain a more diverse student population with no less than 20 percent of the total undergraduate student body being a combination of domestic underrepresented students and international students. Strategies were designed to build relationships with key schools, churches, and community leaders in underrepresented racial/ethnic cultural populations and expand global engagement through strategic recruitment of international students. The chart indicates growth in undergraduate students from underrepresented racial/ethnic cultural populations combined with international students from 17.9 percent in fall 2017 to 20.8 percent in fall 2021.

Figure 1-1. UG Overall Domestic Students of Color and International Students
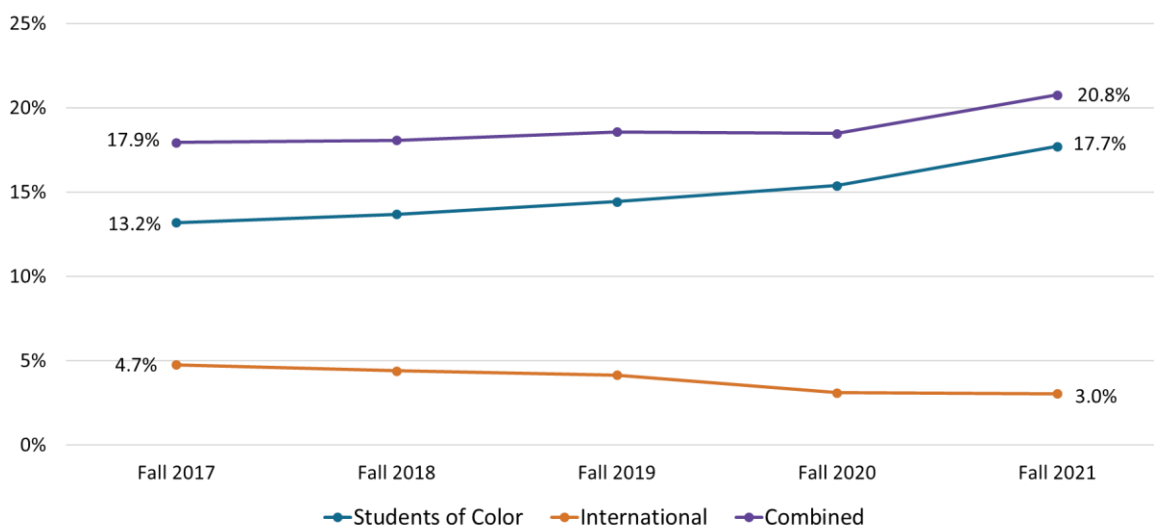
The next chart demonstrates the total undergraduate headcount increase in domestic students of color over the last six years. Even though Messiah has been experiencing declining enrollment as a result of demographic cliff, as are most private universities in the northeast, and the pandemic, we continue to see an increase in the number of underrepresented students choosing Messiah.

Figure 1-2. Domestic Students of Color - Total Enrollment
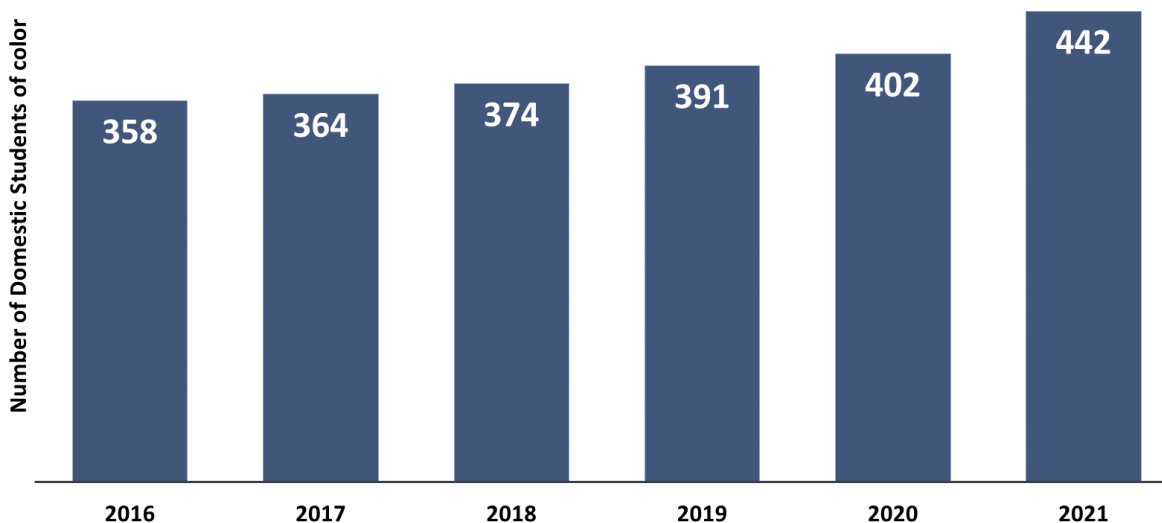
Mission and Student Learning (Criterion 3)

Messiah is committed to improving student learning inside and outside the classroom by continually assessing and improving our student support programs. Significant evidence of the achievement of these goals relates to student success and persistence toward graduation. From 2016-2021, an average of nearly 74 percent of undergraduate students graduate within four years of enrollment, nearly 78 percent graduate within five years, and 78.6 percent within six years. Messiah University has consistently run 20 percentage points ahead of the national graduation average for four-year nonprofit

institutions, according to data maintained by the National Center for Education Statistics (I.3.2021-22 Fact Book).

Despite a strong track record of student success, Messiah University continuously strives to innovate strategies and services to maximize the achievements of an ever-changing student population. In 2017-'18, a Student Success Task Force comprised of both curricular and co-curricular educators was created to review the University's student success strategies and make recommendations for improvement and enhancement. One of the goals of the 2016-'21 strategic plan, "Promoting Educational Excellence for a Changing Student Body," included *providing programs and services that promote student success for a changing student body*. The Task Force convened in summer 2018 through fall 2018 and identified strengths and gaps in efforts to improve student success. It confirmed national higher education trends that point to student retention, engagement, and graduation rates as important markers of student success.

As a result of the work of the Task Force, Messiah University established an organizational structure that promotes collaborative, efficient work and critical partnerships toward promoting student success and engagement (I.3.Student Success Task Force Report). At the start of the 2018-'19 academic year, the Division of Student Affairs was reorganized to reflect three essential components of student success: Academic Engagement, Experiential Learning, and Student Engagement, Care & Support.

Figure 1-3. Student Success Model
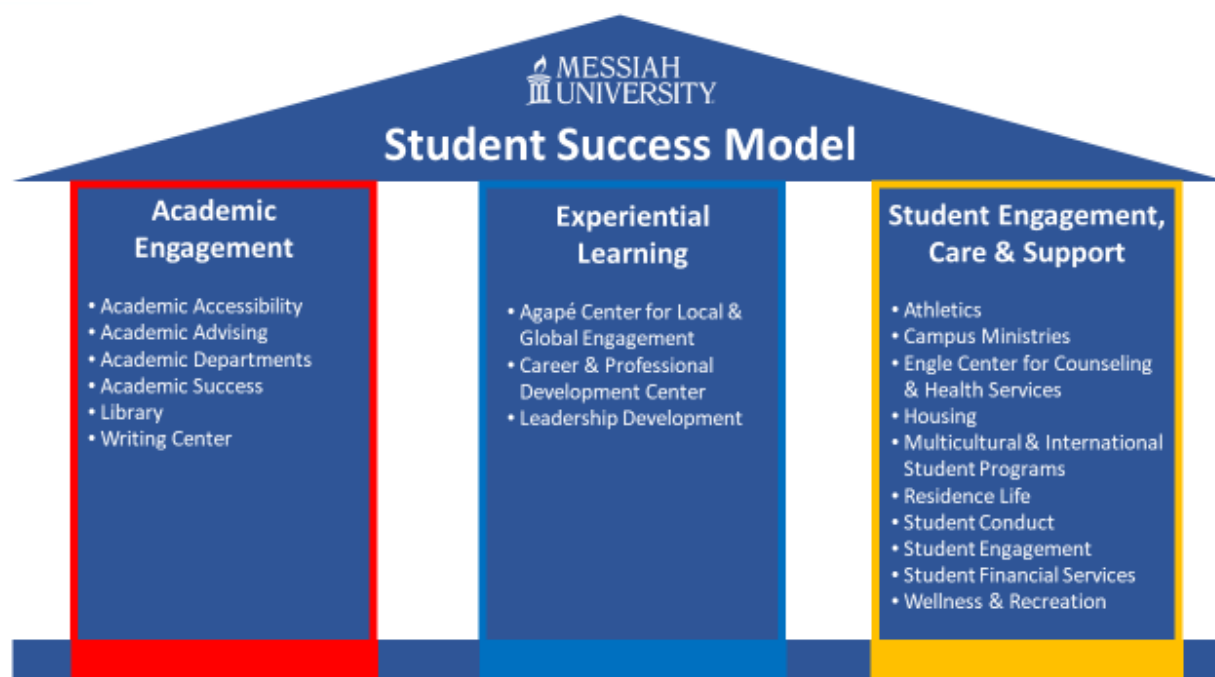
The Task Force also more clearly defined makers and dashboards under the umbrella of student success. Furthering the work of an early alert system (Bridge to Success), the Task Force was able to refine predictors of attrition and enhance communication of these predictors to key stakeholders. For example, as a result of the work of the Task Force, the position of Director of Student Success was established to closely monitor and meet with at-risk students, providing resources and referrals to

campus supports such as the newly established Office of Academic Success. This Office was also reconfigured as a result of recommendations from the Task Force. They have centralized student learning support in a way that helps students know where to go, when to go, and what services are available.

Since the implementation of this model, the Division of Student Success and Engagement (SSE) has better articulated and promoted coordinated care and support, educational programming, and academic support for students. A primary benefit of this model is the connections facilitated by the Office of Student Success with other offices in SSE as well as with faculty. These connections across the Division of SSE and the curricular division have enhanced our ability to respond to and support students academically. One way this is demonstrated is through the collaboration between the Office of Student Success, Advising Office, and the Provost's Office in developing a process (I.3.Academic Updates) in following up with students receiving multiple concerning academic updates. As indicated by the intervention model (I.3.Academic Update Intervention), students identified through this system had a lower retention rate compared to their peers who did not receive an academic update. Timely follow-up with these students promotes their persistence and continued success at the University.

In response to the COVID-19 pandemic, the Division of SSE pivoted services, programs, events, and supports online in order to be accessible to all students. Through this, however, issues of access and equity with technology were observed. In response to the access and equity problem, the Office of Student Success, in partnership with Information Technology Services, formalized a laptop and hotspot loaner program so that students could complete their classes and persist to the next semester. While we have not fully recognized all the benefits of the model, as the pandemic became our priority soon after the model was implemented, we plan to conduct more in-depth assessment of the at-risk student experience during the upcoming academic year.

Periodic Assessment of Goals (Criteria 1g, 4)

The University evaluates its goals every three to four years with the generation of a new strategic plan. Once it is created, Messiah utilizes several complementary approaches to regularly track and evaluate progress toward achieving strategic plan goals and action steps. The Office of Institutional Research maintains a spreadsheet that tracks measures/deliverables, budget needs, and target deadlines for each action's step. In addition, the same Office has created a dashboard (I.1.University Rising Dashboard and Outline) as another way to track completion of strategic plan metrics. The Strategic Plan Implementation (SPI) Oversight Committee is responsible for collecting progress reports each semester on every strategic plan action step. The committee meets each semester to review the action step updates and address challenges to progress. The Office of Institutional Research uses the updates to create *Annual Report Status Updates* for the President, Board of Trustees, and campus community.

Opportunities for Improvement and Innovation

Messiah University has been guided by its ongoing mission and regularly evaluates and updates goals through the strategic planning process.
- We have the opportunity now to continue assessment of the student success model and the ways we can further refine the model, especially through lessons learned in the pandemic, to promote access to technology and effectively support students encountering barriers to persistence and/or student success.

- In addition, our current strategic plan outlines goals related to expanding our mission to new populations through partnerships and programs geared toward a model of learning for life, including pre-college programming, workforce development, and continuing education for alumni.

Chapter 2 - Standard II: Ethics and Integrity

Stemming from our mission and identity and in keeping with its foundational faith tradition, Messiah University is committed to ongoing practices of ethics and integrity both within and outside of the institution. From the governing levels of the Board of Trustees to the structures for the administration of the University to human resources policies, educator governance structures, collaborative strategic planning processes, clear and transparent communication, and practice of seeking feedback from the community, Messiah University demonstrates faithfulness to its mission, adherences to policies, compliance with regulations and honoring of its contracts, and a commitment to clear and truthful representation both internally and externally.

Academic Freedom and Integrity (Criterion 1)

As an institution of higher education, Messiah exists for the pursuit and dissemination of truth, which implies that educators have the freedom to discover, engage, and express ideas. Hence, Messiah protects the freedom of educators to search for knowledge and its expression in their teaching and scholarship, and this freedom is made explicit in the University's Academic Freedom Policy (CoE Handbook 6.VIII.F).

The identity of Messiah University as a confessional school both allows and necessitates some limitations on academic freedom. Hence, academic freedom is not absolute and can be bound by the mission of the institution, in agreement with the 1940 statement of the American Association of University Professors (AAUP). As expressed in the 1940 AAUP statement, the expectations for how institutional identity limits academic freedom must be made clear at the time of appointment. The expectations that flow from the mission and identity of institution are made clear to all candidates in application materials, during the interview process, and at initial hire. In particular, in the interview process, the Provost meets individually with each candidate to review the core beliefs of the institution, where educators should align with the University, as well as the freedom to explore and, in fact, disagree with the University in areas that are merely neutral or merely privileged (not core) in the University mission and identity (II.1.Mission Expectations for Prospective Employees). Moreover, Messiah further articulates the theological identity of the institution and the framework within which faculty are afforded extensive academic freedom in the first-semester Provost's Seminar series (II.1.Provost Seminar Syllabus). Within this context of extensive communication, dialogue, and framing, the University communicates these ongoing expectations for faculty to support institutional identity on each annual contract. The Academic Freedom Policy also includes a mechanism for addressing faculty concerns that employs a peer input and appeals process.

To encourage the generation of original, creative works for teaching and scholarship by its faculty, Messiah has a clear policy that grants ownership of intellectual property to the faculty member when generated in service to the institution. The policy can be found in the CoE Handbook 6.XIV as well as in the PolicyCentral database.

Inclusive Excellence (Criterion 2)

At Messiah University, our efforts toward becoming a more diverse and inclusively excellent campus are grounded in our commitment to Christian faithfulness expressed through service, leadership, and reconciliation. Throughout the life of the institution, this commitment has taken on various organizational forms, most notably in the creation of the Office of Diversity Affairs (ODA) in 2010. Under the direction of a Special Assistant to the President and Provost for Diversity Affairs (SAPPDA), the Office of Diversity Affairs, in consultation with the Diversity Committee, crafted Messiah's first diversity

strategic plan, *Building Pathways: Strategic Plan for Diversity and Inclusive Excellence 2014-17,* which was approved by the Board of Trustees in 2011 (II.2.Building Pathways). This planning document has been consistently updated, includes assessment and goal-setting on an annual basis, and is implemented up to the plan for the current year. In addition, the plan contains a key framing statement that explicitly ties the importance of diversity (of all genres – background, culture, ideas, ethnicity, perspectives, etc.) to our mission and identity as a Christian university actively engaged in educating students toward service, leadership, and reconciliation (II.2.Diversity Statement from Job Posting).

In the fall of 2019, a research team of students from the Master of Arts in Higher Education program was tasked with conducting a needs assessment of the Office of Diversity Affairs, complete with a review of the SAPPDA role. A report of their findings was submitted to the President in spring 2020 and contained the following recommendations (II.2.ODA Needs Assessment):

- Revise the structure of the ODA to better align with changes in the diversity strategic planning cycle and position of the senior diversity officer.
- Addition of personnel in the ODA, including an update in the role/title of the senior diversity officer.
- Increased connection between the ODA and offices engaged directly in the work of diversity and inclusive excellence.
- Revise the diversity strategic planning document to reflect past accomplishments and future direction better.

These recommendations were accepted by the President and implemented. In the 2020-21 academic year, the position of SAPPDA was elevated to Vice President for Diversity Affairs. The Diversity Committee was replaced with the Inclusive Excellence Council, a representative group from areas that have direct connection and impact on our community, including enrollment, student success and engagement, human resources, and faculty development, which serves as a bridge between their respective areas of campus and the ODA. Effective July 1, 2021, student Multicultural and International Programs were moved from the Division of Student Success and Engagement and placed under the supervision of the Office of Diversity Affairs. In 2021, the institutional diversity strategic plan, *Journeying Toward Reconciliation Together* (II.2.Diversity Strategic Plan), was implemented. The diversity strategic plan is an annual/rolling plan with new and/or revised action steps submitted each fall. The diversity strategic plan is evaluated annually through an end-of-year report submitted by each senior leader and/or personnel in their respective areas. This report is reviewed by the Board of Trustees, President's Cabinet, and Provost's Cabinet.

Channels for Grievances, Harassment, and Breaches in Institutional Integrity (Criterion 3)

Messiah University is committed to providing accessible opportunities for students, faculty, and staff to report grievances and complaints regarding policy violations and institutional conduct expectations with the explicit purpose of addressing reports promptly, appropriately, and equitably. As such, Messiah University documents and disseminates policies to address complaints and grievances raised by all community members, including students, faculty, and staff. These grievance policies and procedures are housed by the most relevant division or area as follows:

- For all employees (including faculty): Office of Human Resources & Compliance (II.3.Harassment Policy, II.3.Grievance Policy)
- For faculty appeals within the context of term-tenure, promotion, or willful misconduct: Office of the Provost (CoE Handbook 6)
- For undergraduate students: Student Success and Engagement (Conduct; II.3.Student Conduct Administration)

- For individuals with accessibility accommodations: Academic accessibility (II.3.Academic Accessibility Grievance Procedure)
- For graduate students: Graduate Studies (GR Academic Catalog-Academic Policies and Procedures-Academic Integrity)
- For individuals with concerns related to sexual misconduct and/or interpersonal violence: HR and Compliance, Title IX Office (II.3.Interpersonal Violence Sexual Misconduct Policy)
- For individuals with diversity-related concerns: Office of Diversity Affairs (II.3.Diversity Affairs Harassment Policy)

These policies and procedures address the unique needs of pertinent complaints and work in parallel with each other across campus (i.e., all University grievance procedures utilize the same standard of proof, "preponderance of credible evidence").

The grievance policies at Messiah University are designed to be fair and impartial; the University provides explicit language and education to support the rights of individuals involved, maintain legal compliance, and prioritize due process (II.3.Student Complaint Processes).

All community members receive education on reporting requirements, reporting and response options, and support available through Messiah University and community partners. Education specific to reporting and responding to harassment, harm, and interpersonal violence is disseminated through a variety of mandatory and optional venues, including mandatory new employee orientation, mandatory NCAA compliance, mandatory training for specific departments such as Residence Life and the Safety Department, mandatory first-year and transfer student orientation sessions, and optional programming and professional development sessions throughout the year. This education is published every year (per the Clery Act) in the Annual Security Report (II.3.Annual Safety and Security Information Report, pages 107-112).

The level of responsibility, and so education, for employees to report potential grievances on behalf of students varies according to their role. All students, faculty, and staff receive access to grievance policies and procedures, including how to report and to whom. Messiah University students and employees can report via email, online forms (II.3.I Need to Report), or by contacting the appropriately publicized contact person in each area of grievance (i.e., the Coordinator for Interpersonal Violence Prevention and Education receives reports for student sexual misconduct or interpersonal violence).

Should a Messiah University student, faculty member, or staff member choose to report a grievance or a potential policy violation, the University employee receiving the report fully apprises the complainant of their options for response and support. These options include confidential reporting to receive access to support (through confidential resources on campus), informal resolution including mediation, formal resolution through restorative justice (for student processes only), and formal resolution through an investigation and hearing process. All investigators and hearing Board members receive training according to their respective roles. Outcomes that result in sanctions allow applications to appeal; appeals must be based on required criteria outlined in the appropriate grievance procedure.

All students and employees also have the opportunity to report a grievance anonymously through the University's Silent Witness platform (II.3.Silent Witness). This platform is also in accordance with Pennsylvania state law, which requires access to anonymous reporting for all University students.

Not all processes provided by the University may be appropriate for the complaint or the grievance. Legal compliance also dictates the extent to which the University prioritizes concern for the safety of our community members (i.e., in instances of violence or abuse, mediation may not be an appropriate resolution process and so may not be approved by the University.)

Policies that offer protection and support to those involved in reporting grievances include:
- Amnesty Policy (II.3.Interpersonal Violence Sexual Misconduct Policy, page 8)
- No Retaliation Policy (II.3.Interpersonal Violence Sexual Misconduct Policy, page 14)
- Whistleblower Policy (Posted internally through PolicyCentral; II.3.Whistleblower Policy)

These policies specifically provide guidance for prioritizing safety and care to encourage individuals within our community to report. Additionally, all students, faculty, and staff have the opportunity to access appropriate local resources (such as police, medical resources, advocacy agencies, and legal assistance) outside the Messiah University community should they choose to do so. Messiah University grievance policies assert that students, faculty, and staff have the support of the University in pursuing the resolution that best addresses the harm that occurred.

Conflict of Interest (Criterion 4)

Messiah University is committed to avoiding both actual and perceived conflicts of interest for all employees. An employee is considered to have a conflict of interest if he or she has existing or potential financial or other interests that impair or might reasonably appear to impair the employee's independent judgment in the discharge of duties to the University (II.4.Conflict of Interest-Employees). In addition to providing general guidance to employees, the Conflict of Interest Policy details instructions to employees receiving funding from a federal government agency for research and/or scholastic activities and, specifically, the National Science Foundation and the Public Health Service (II.4.Conflict of Interest-Employees). In addition, numerous other employee policies anticipate and address the potential for conflicts of interest. For example, individuals serving in a grievance investigation should be without a conflict of interest, and anyone with a conflict of interest will be removed from the investigation (II.3.Grievance Policy). A member of the Institutional Research Board shall not participate in the review of any project in which he/she is involved as a researcher or subject, thus avoiding even the appearance of a conflict of interest (CoE Handbook 4.4.13.1). The University prohibits situations where an employee/relative can directly influence another employee/relative's career, pay, or employment status to avoid the possibility of favoritism or conflicts of interest (II.4.Nepotism Policy). The same prohibition pertains to the hiring and supervision of student employees (II.4.Student Employment Supervisor Handbook). Teaching faculty, administrators, or staff may engage in outside employment as long as such employment does not conflict with the interests and/or stated ethical standards of the University (II.4.Outside Employment Policy). Furthermore, all members of the Messiah community are encouraged to report, and protected when they do report, improper activities, including the pursuit of a benefit or advantage in violation of the University's conflict of interest policy (II.3.Whistleblower Policy). Finally, employees must affirm and abide by the University Code of Conduct, which contains the behavioral expectation to avoid conflicts of interest that advance personal gain above the benefit or interest of the University (II.4.Employee Code of Conduct).

Trustees and officers of Messiah University are expected to act in the best interests of the University. They must exercise a high standard of good faith in their decisions, avoiding any appearance of conflict of interest. The Board of Trustees has instituted a policy to govern the circumstances in which trustees, University officers, and their family members must disclose an actual, potential, or appearance of a financial conflict of interest. Each trustee and officer of Messiah University must complete a Disclosure

Statement filed with the Secretary of the Board of Trustees prior to July 1 of each year. Each actual or potential conflict is addressed on a case-by-case basis by the Chairperson in consultation with the Audit Committee. A trustee or officer deemed to have a conflict of interest is disqualified from participating in the portion of any meeting of the Board of Trustees that authorizes the contract or other transaction. The policy also provides guidelines to ensure that compensation or payments to be made under the contract or transaction in question are fair and reasonable (II.4.Conflict of Interest Policy and Disclosure Statement – BoT).

Integrity and Human Resource Practices (Criterion 5)

Messiah University is committed to fair and impartial practices in hiring, evaluation, promotion, discipline, and separation of employees. Information related to hiring is found in the Human Resources Policies (staff and admin) as well as in the Community of Educators Handbook (faculty). The comprehensive processes to hire faculty, staff, and administrators are outlined in the Faculty Recruitment Toolkit and in the Staff and Administrative Recruitment Toolkit (II.5.Faculty Recruitment Toolkit, II.5.Admin and Staff Recruitment Toolkit). The focus of these toolkits is to provide hiring managers and search committee members with clear processes and guidelines for fair and impartial practices relating to posting positions, developing a hiring pool, and selecting and hiring Messiah University employees. These toolkits are designed to facilitate the formation of strong and diverse hiring pools.

DIVERSITY. Messiah University places critical importance on the value of hiring a diverse workforce. Faculty position announcements include the following: Messiah University's commitment to diversity and inclusive excellence draws inspiration from its mission "to educate men and women toward maturity of intellect, character and Christian faith in preparation for lives of service, leadership, and reconciliation in church and society." The University has pursued this vision through a strategic planning process that encourages diversity through employee and student composition, campus climate, and an educational program that enables educators and students to embrace diversity. Candidates are expected to clearly articulate why diversity and cultural intelligence matter to them as persons of faith as well as in their profession. Candidates will speak to how, as a potential employee, they will contribute to the advancement of this vision through their teaching, research, institutional service, and public engagement. The Office of Human Resources & Compliance recruitment site also includes a statement of commitment to diversity, especially with regard to encouraging historically underrepresented populations to apply for employment. A quantitative treatment of diversity in the workforce is covered in Chapter 6.

Messiah University does not unlawfully discriminate on the basis of any status or condition protected by applicable federal and state law in the recruitment and admission of students, the recruitment and employment of faculty and staff, or in the operations of any of its programs. Consistent with our covenant relationship with the Brethren in Christ Church and our religious heritage, we do work to employ people who support the values, goals, and mission of the University. The University does not tolerate the abuse or harassment of students, employees, or other individuals associated with the University, including guests, vendors, and contractors.

JOB DESCRIPTIONS FOR FACULTY, STAFF, AND ADMINISTRATIVE. Messiah's ranked faculty, including term-tenure track, clinical track, and lecturers, have clear job descriptions and responsibilities outlined in CoE Handbook 6.II. Librarian responsibilities are delineated in CoE Handbook 7. Staff and administrative hiring managers prepare position descriptions in cooperation with Human Resources & Compliance when new and replacement positions are initiated to ensure that hidden biases are not included. Each

position description includes information about the position, a summary of the position, the main responsibilities and essential functions of the position (which include working conditions), and any physical requirements, as well as minimum qualifications. The position request is approved by the appropriate Vice President/Provost as well as the Director of Budget and Accounting.

EVALUATION OF FACULTY. In 2015 (in response to recommendations in the 2013 Middle States Self-Study), Messiah conducted a comprehensive review of the term-tenure and promotions process for all ranked faculty, which includes term-tenure track, clinical track, and lecturer track faculty. The policies and protocols for faculty initial appointment and formal evaluations for each rank faculty type are in CoE Handbook 6.V. The key aspects of this process are also accessible to ranked faculty through the Office of the Provost and the Office of Faculty Development websites. All decisions related to term-tenure and promotion are processed through the Term Tenure and Promotion Committee, chaired by a term-tenured member of the ranked faculty and comprised of the Provost and five elected term-tenured ranked faculty. The Committee makes all recommendations related to the granting or denial of term-tenure or promotion. This process can lead to the separation of a term-tenure track faculty member whose performance is not determined to be satisfactory by the standards delineated in policy. All recommendations by the Committee are forwarded to the President and then to the Board of Trustees for final approval. Faculty members have the right to appeal decisions made by the Committee. An extensive appeal processes related to the Committee's or President's recommendations are in place, with the Board of Trustees being the final arbiter.

EVALUATION OF STAFF AND ADMINISTRATORS. Staff and administrative employees are provided an initial 90-day review at the end of their probationary period. This review evaluates the employee in terms of fit with the position and with the University and likewise evaluates the employee's potential for future success in the role. Thereafter reviews are conducted annually. The annual performance appraisal includes a self-evaluation component and supervisor appraisal as well as opportunities to discuss areas of growth, professional development, and goals.

DISCIPLINE AND SEPARATION OF EMPLOYEES. Messiah University's separation policies and procedures for staff and administrative employees are indicated in the Human Resources Policies. To ensure that Messiah employees are treated consistently and with equity, Messiah has a progressive discipline procedure. In the event an employee's behavior or job performance fails to meet with expectations, employees are made aware of the problem and given a reasonable opportunity to take corrective action. All Messiah University employees, including ranked faculty members, are subject to the University's willful misconduct policy as outlined in the Human Resources Policies. In the event that a term-tenure track faculty member is terminated for willful misconduct, a process is in place for an appeal (see CoE Handbook 6.XII.D for details of the appeal process).

Truth in Communications (Criterion 6)

Messiah University maintains a commitment to communicating with integrity with both internal and external constituencies. It is the mission of the Office of Marketing and Communications to "strategically and creatively communicate the mission, stories and brand of Messiah University, advancing the people, programs and priorities of the institution." News releases, The Bridge alumni magazine, and the President's Campus Updates are a sampling of varied communiques that are crafted with care and diligence toward informing the public of Messiah University happenings. The main Messiah.edu website is an extensive hub for a myriad of content. Messiah.edu/news serves as a hub for news, events, and social media.

Academic departments work with the Division of Enrollment Management in accurately promoting Messiah distinctives, majors, programs, and opportunities offered to our students (II.6.At a Glance). Print publications, email communication, social media updates, and the Messiah.edu website are among the communication platforms utilized. The University catalogs, which are updated annually, contain all changes in policy and programming.

Our active Athletics Communications Department maintains the vibrant and often visited goMessiah.com website of exciting athletic competition, player profiles, stats, and numerous offerings for live streaming athletic contests. Other livestreaming events include Messiah's baccalaureate and graduation ceremonies each spring.

Messiah's Department of Safety distributes safety communiques, including Clery Act reporting, weather advisories, and other campus safety announcements (II.6.Policy and Procedures for Timely Warning Notice and Emergency Notification). These are distributed via email and RAVE Text Alerts. The Messiah student community may also access news and events through the *Today At Messiah* internal webpage. Employees also have access to a weekly newsletter entitled "The Intercom." Committee agendas and minutes for educators and staff are regularly posted through the Messiah University Canvas site.

As a response to COVID, in 2020-'21, the *Messiah University Integration and Response Team* developed policies and protocols required to address the COVID-19 pandemic. This involved an ongoing and extensive communication plan that included leveraging of the web-based Messiah University Emergency Blog and creation of the forward-facing Together@Messiah webpage to provide regular updates on Messiah's response to the COVID-19 pandemic. The blog serves as a place of "official information from Messiah University in times of urgent response" and has been used primarily to provide directives, resources, and helpful information required to navigate COVID. This site has been available to both internal student and employee constituents in addition to the external public and includes links to the Centers for Disease Control and Prevention and Messiah COVID-19 Dashboard of case statistics.

Affordability and Accessibility (Criterion 7a)

The University leadership desires to make a Messiah education accessible and affordable for all students and their families, and it is a team effort between the institution and the student and his or her family. The University strives to address educational affordability through managing enrollment growth, increasing student demand, reviewing program resource allocation, and enhancing non-student-generated revenue streams. As an institution where tuition accounts for a significant portion of annual revenue, Messiah University constantly negotiates the tensions between maintaining affordability for students and sustaining the financial strength of the institution. Messiah's tuition, room and board, and total costs over the past years are available in the University Fact Book (II.7.2021-22 Fact Book), including comparison to our benchmark institutions. In 2020-2021, fifteen of twenty benchmark institutions charged higher tuition fees, room and board, and total costs than Messiah University.

During 2020-2021, the University provided $46,278,100 of institutional aid to students and a total of $75,896,191 in aid from all sources (II.7.Financial Aid All UG). During the same period, 100 percent of first-year and transfer students received financial aid from the University. The average financial aid package from institutional resources for first-year students is $23,898 and $34,878 from all sources (II.7.Financial Aid – 1st Year UG). In a typical year, 95 percent to 97 percent of continuing students receive financial aid. An indicator of a college's affordability is the college loan default rate. The FY 2018

national cohort default rate is 7.3 percent compared to Messiah's FY 2018 default rate of 2.3 percent. Messiah graduates are successfully managing the college cost.

In the past several years, Messiah University has invested substantially more financial aid to assist multicultural students and those students most impacted by the COVID-19 pandemic. Funding for the Lloyd and Lois Martin Multicultural Scholarship and the Rachel Helen Flowers Multicultural Scholarship has doubled (II.7.Financial Aid All UG). These partial- to full-tuition scholarships are open to all domestic students of color, as well as any student who confirms commitment to and involvement in the promotion of racial and ethnic diversity and reconciliation (II.7.Multicultural Scholarships). For 2020-2021, the University created the institutional-funded Trustees Grant to support first-year and transfer students in the wake of the COVID-19 pandemic. These awards of up to $5,000 were applied toward demonstrated financial need as determined by the Free Application for Federal Student Aid (FAFSA) or international financial aid documents. The First Year Bridge Grant offered a similar award in 2021-2022. In addition, in April 2020, Messiah University received a federal allocation of $2,106,740 through the federal Coronavirus Aid, Relief, and Economic Security (CARES) Act. The University distributed 100 percent of this funding to directly assist current students facing urgent financial need related to the COVID-19 crisis through one-time cash payments and a CARES Act Student Emergency Fund. Messiah also received funding from the Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (CRRSAA) and the American Rescue Plan (ARP) of $1,053,370 and $2,751,658, respectively, to assist specific student populations with exceptional financial need. With CRRSAA and ARP, Messiah spent only the student portion of these latter provisions on Higher Education Emergency Relief Funds (HEERF) grants to students (II.7.Messiah Cares Initiative).

In 2017-2018, Messiah University began offering Income Shared Agreements (ISA) to help students struggling to pay for school and who were, thus, at risk of not completing their degrees. An ISA offers an alternative to traditional student loans in which Messiah provides education funding in exchange for a fixed percentage of a student's income for a fixed period of time. ISA payments adjust according to a student's income; protect them when their income is low with a minimum income threshold; and are limited overall by a payment cap (II.7.Income Share Agreement). Since their introduction, Messiah has successfully helped approximately 200 students who may not have been able to complete their education without the ISA. In 2020-2021, Messiah began awarding ISAs to prospective students as a recruitment enticement that also communicates our confidence in the abilities and future success of our students.

Student Education about Financial Aid (Criterion 7b)

Messiah University provides financial information in many forms to prospective students and their parents/guardians. The Messiah website (II.7.Financial Aid Info, II.7.Student Consumer Information) provides: current information on the cost of attendance for undergraduate and graduate students; lists of assistance available from federal, state, local, and institutional programs; student loan information for undergraduates; graduate student financial aid information; and other valuable resources for financial information. It also offers comprehensive help to navigate the financial aid process in the form of *Seven Steps to Financial Aid*, Messiah's financial aid policies, the Net Price Calculator, and How to Apply for Graduate Programs Financial Aid. Recently a new brochure, "Investing In Your Future – A Guide for Scholarships and Aid," was developed to assist prospective and incoming students and their families through those helpful steps (II.7.Financial Aid Brochure).

Commitment to Compliance (Criterion 8)

Messiah University takes seriously our responsibility for upholding federal, state, local, and Commission regulations as well as complying with the high ethical, professional, and legal standards of our institution. The University's capacity to meet compliance standards and regulations, including fostering a culture that encourages ethical conduct, is a critical facet of institutional integrity. A formal compliance program that entails a comprehensive compliance plan and a clear assessment of compliance has been in place since 2012. The program creates a solid infrastructure, as demonstrated in a compliance matrix (II.8.Compliance Matrix), which enables the University to meet its many compliance responsibilities.

Under this model, the University identified a Chief Compliance Officer (the Vice President for Human Resources and Compliance) and a Compliance Coordinator, who work with a Compliance Committee to monitor institutional compliance (II.8.Compliance Committee Description). The Compliance Committee comprises administrators from the various divisions of the University responsible for the following major compliance areas: finance, student affairs, information and technology, human resources, operations infrastructure, academic programs, advancement, and enrollment. The primary responsibilities of the Committee are to: audit their areas for area-specific compliance issues; ensure deadlines are being met when applicable; monitor for changes in regulations and standards that affect their area; and help provide continuity as employees change positions or responsibilities. The Committee, working with legal counsel, maintains a three-year cycle of review that touches all the main compliance areas.

In addition to the standards set forth by government agencies and those of the Middle States Commission on Higher Education (MSCHE), the University has significant compliance requirements that include a series of "best practice" expectations from the IRS, insurance providers, auditors, rating agencies, several professional partners, and public health agencies. With the significant increase in federal and other regulations for businesses and organizations, both basic and complex matters of legal, regulatory, and, in the midst of a worldwide pandemic, public health compliance have become routine aspects of our daily operations.

The COVID-19 pandemic added a whole new level of importance and complexity to compliance issues. Throughout the pandemic, Messiah University focused on the health and well-being of our campus community. The University Integration and Response Team (IRT) worked together to develop and communicate the practices, policies, and standards necessary for maintaining a safe educational community (II.8.Pandemic Operational Plan Overview). As such, Messiah University developed a combination of strategies in compliance with directives, regulations, and guidance from the Centers for Disease Control and Prevention, the Governor's Office, Pennsylvania Department of Health, our local health department, and local healthcare systems. In addition, the University was required to produce evidence of plans for agencies such as the Pennsylvania Emergency Management Agency and Federal Emergency Management Agency. Communication to our constituents on the importance of our public health protocols, how best to follow public health protocols, and any additions or changes to health protocols was distributed through mass email, through staff meetings, through the Intercom, and via the Emergency Blog and the Together@Messiah website.

There were also compliance issues specific to subpopulations of students, such as athletes. Our athletic programs are governed by the National Collegiate Athletic Association (NCAA) and the Middle Atlantic Conference (MAC). The NCAA published recommendations for safely managing athletic activities in a COVID-19 world, and the MAC adopted these recommendations as requirements for the spring 2021 semester. The Engle Center received a Clinical Laboratory Improvement Amendments (CLIA) waiver from CMMS that authorized our athletic department to function as an Engle Center satellite for the

purpose of athletics testing. Since this testing occurs under the CLIA waiver, all test results (positive and negative) were reported as required to the PA Department of Health.

Disclosure of Information (Criterion 8a)

With regard to institution-wide assessments, the Office of Institutional Research (OIR) is responsible for creating and implementing an assessment survey schedule (II.8.Assessment Survey Calendar), which it keeps on its website. Assessment results are also available on the OIR website. Information about graduation rates, retention rates, graduate placement, financial aid, enrollment, and other consumer data is available in the Messiah University Fact Book, the University website, and Student Consumer Information (II.7.Student Consumer Information). Professional licensure and certification programs, as well as licensure exam pass rates, are disclosed through the appropriate departmental websites. In addition, the University maintains a searchable database on its website for state-specific information on licensure and certification requirements (II.8.Professional Licensure and Certification). See the Institutional Federal Compliance Report that accompanies this self-study for additional information.

Compliance with the Commission's Policies (Criteria 8b, 8d)

Compliance with the Requirements of Affiliation is demonstrated through the Self-Study and the Institutional Federal Compliance Report (II.8.Federal Compliance Report). The latter report and the MSCHE Statement of Accreditation Status (II.8.Statement of Accreditation Status) attest to the University's compliance with the Commission's policies in general and specifically regarding the submission of Periodic Review Reports, Annual Institutional Updates, Substantive Changes, and the Mid-Point Peer Reviews.

Substantive Changes (Criterion 8c)

As Messiah University has expanded its programs, it has been diligent in submitting substantive change requests to the Commission in a timely manner and refraining from executing such changes until receiving Commission approval. In January 2015, Messiah submitted a substantive change request to include the Doctor of Nursing Practice – Family Nurse Practitioner Program (DNP-FNP) within the scope of the institution's accreditation, effective upon state approval. The Commission acknowledged receipt of documentation of approval from the Pennsylvania State Board of Nursing for the DNP-FNP program July 2015. In August 2017, the University requested a substantive change to include the second Doctoral – Professional Practice program (Doctor of Physical Therapy) within the scope of the institution's accreditation. More recently, in September 2019, two substantive changes were requested to include the first undergraduate Postsecondary Certificates (both less than one year) in Teaching English to Speakers of Other Languages (TESOL) and in Digital Marketing.

Two substantive change requests have involved additional locations. In April 2015, Messiah University sought approval to close its additional location at 2026 North Broad Street, Philadelphia, PA, 19129, and remove the location from the institution's accreditation. In August 2016, the institution sought to add the location at 401 East Winding Hill Road, Mechanicsburg, PA, 17055, within the scope of its accreditation pending a site visit within six months of the commencement of operations. This site was affirmed in November 2017, shortly after opening, with a visit by the Commission's representative. The change to University Status did not require a substantive change request, although Commission approval was sought and obtained (II.8.Statement of Accreditation Status).

Periodic Assessment of Ethics and Integrity (Criterion 9)

Messiah University continues to be committed to regularly reviewing policies as we consider them to be living documents that are edited/updated to reflect best practices, revisions to laws, and assessment/feedback from University stakeholders.

The Office of Human Resources & Compliance extensively reviewed the University's employment and compliance policies and procedures in 2018. Additionally, the University incorporated Policy Central Software (PolicyStat) to house HR and Information Technology policies. This software houses a history of each policy's changes or updates. This program became active in the spring of 2019. Human Resources also reviews policies, practices, and procedures, and they are edited, modified, or added.

In terms of assessing ethics and integrity in the realm of a campus that engenders respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives, the University included in its *Building Pathways: Strategic Plan for Diversity and Inclusive Excellence 2014-17* (II.2.Building Pathways) a specific goal identified under the theme of Campus Climate. This goal was for the institution to collect, analyze, and interpret data related to diversity and inclusive excellence that would contribute to the future strategic plan. The institution administered a Campus Climate survey in March of 2017 that included responses from undergraduate students, graduate students, administrators, staff, and faculty. The results of the survey were presented to the campus in the spring of 2018 and can be summarized under two general outcomes (II.9.Campus Climate Survey Results):

> First, the general community outlook was affirmative with both undergraduate students and employee populations responding with contentment in areas of well-being and safety, noting interactions are largely positive and respectful within a welcoming community.

> Second, areas of discrepancy that require further attention, programming, and education were noted particularly for specific student as well as employee populations.

In response to these discrepancies, the President's Cabinet commissioned a Campus Climate Action Team (CCAT) to address the challenges and, in the spring of 2019, the CCAT partnered with colleagues from the Graduate Program in Higher Education at The Pennsylvania State University to glean additional insight and determine action items. The resulting report, *Parsing the Priorities: A Qualitative Exploration of Campus Climate at Messiah College*, is being utilized by the President's Cabinet in further developing campus-wide programming tied directly to the strategic plan (II.9.Parsing the Priorities). Among the specific actions taken are:

1. A top priority identified by the Cabinet was educating departments on the campus's commitment to inclusive excellence. This is being accomplished by sharing relevant reports and plans (e.g., diversity strategic plan, campus climate reports) within all divisions, as well as the development and implementation of educational programming that emphasizes the expectations for shared commitments to diversity and inclusive excellence for employees and members of the Board of Trustees.
2. The creation of *Moving the Needle, Working Together to Enhance our Campus Climate,* a webpage designed to keep the campus updated as to progress related to inclusive excellence priorities. All members of the campus community can send inquiries and/or concerns to a dedicated email address on the page.
3. In 2021-2022, the University is recognizing a year of reconciliation through a series of lectures, performances, and discussions guided by the theme *Reconciliation: God's Language to Heal a Broken World.*

The transparency of the process and action-oriented follow-up to the Campus Climate Survey are a University-wide example that demonstrates the institutional commitment to ethics and integrity and the ongoing connection between these standards and the University goals and strategic plan.

Opportunities for Improvement and Innovation

Given the fluctuations in the national and global economy and challenges such as inflation and wage stagnation, affordability and accessibility will continue to be ongoing challenges for our students. While our institutional efforts toward affordability and accessibility have been extensive to date, the challenges will require ongoing attention. Potential opportunities include:

- Leveraging technology for outreach efforts geared toward accessibility, such as expanding our virtual and multilingual admissions programming and building on the prototype virtual campus tour developed during COVID to promote the accessibility of campus to those unable to visit in person.
- Exploring the potential to raise funds through grants, donations, and new revenue sources to continue to increase the affordability and accessibility of higher education. Initial partnerships are underway with new initiatives slated for fall 2022.

Chapter 3 - Standard III: The Design and Delivery of the Student Learning Experience

This chapter will demonstrate how Messiah University provides students with learning experiences, both within the major and in general education, that are characterized by academic rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. Informed by strategic planning and institutional priorities, academic programs are designed by a strong Community of Educators who are supported in their teaching, curriculum and program development, and their own professional development by University programming and resources. Student learning is supported by a variety of offices on campus that work to both promote and enrich student academic success. Portions of the curriculum administered in collaboration with off-campus personnel are thoroughly vetted and evaluated. Each academic program is required to assess progress on learning outcomes each year and to complete an annual program evaluation that includes an evaluation of student learning, use of resources, efficiency, marketing, and enrollment. In addition to the criteria of Standard III, this chapter will address the Requirements of Affiliation #8, #9, #10, and #15.

Academic Programs (Criterion 1, RoA #10)

Messiah University uses a holistic approach to undergraduate student learning and development, defined as a coordinated effort across divisions to further the development of students' intellect, character, and Christian faith (CoE Handbook 1.4.4). This is the overarching concept behind our Community of Educator model and our Guiding Educational Assumptions (GEAs). The GEAs are enduring principles about how students learn and develop that inform the undergraduate curriculum and co-curriculum design and pedagogy, and include: 1) the value of prior knowledge, 2) the value of inclusive excellence, 3) the value of connecting faith and learning, 4) the value of student responsibility and involvement, 5) the value of assessing student learning, 6) the value of common learning, 7) the value of experiential learning, and 8) the value of disciplinary expertise and interdisciplinary inquiry (CoE Handbook 1.4.4.1).

At Messiah University, undergraduate degrees include two general forms of educational programming. The curricular program is defined as the academic educational program and is typically credit-bearing. The co-curricular program provides education that is not academic credit-bearing and includes a variety of other activities and learning modalities designed to educate and develop the whole person. The general education curriculum, major curriculum, and student success and engagement connect to provide a holistic learning experience for undergraduate students (CoE Handbook 1.4.3). Undergraduate curriculum is designed to meet six undergraduate categories of Undergraduate Learning Objectives (ULOs): foundations for learning, breadth and depth of knowledge, faith knowledge and application, specialized skills and scholarship, self-awareness, and social responsibility (CoE Handbook 1.4.3).

The Adult Degree Program (ADP) curriculum (both general education and the major program) are also mapped to the ULOs and align with the undergraduate Guiding Educational Assumptions (GEAs). Whenever possible, these programs have been designed to primarily include asynchronous online learning to accommodate students enrolled in these programs better (CoE Handbook 1.14).

The graduate programs at Messiah University extend the University's identity as a Christian university of the liberal and applied arts and sciences. The mission of the School of Graduate and Professional Studies (SGPS) is accomplished through a variety of graduate-level programs designed to prepare students to enter professions, advance within their profession, and/or enhance their knowledge or skills. The SGPS uses Graduate Learning Outcomes (GLOs) to structure the curriculum, all learning outcomes, and the assessment of student learning in a clear and concise manner. The six Graduate Learning Outcomes indicate that graduates will: 1) exhibit mastery of specialized knowledge, 2) perform scholarly activities informed by professional standards, 3) demonstrate mastery of competencies required in their field of study, 4) articulate how Christian faith and principles inform their vocation, 5) apply ethical principles relevant to their profession, and 6) demonstrate intercultural competence (CoE Handbook 1.15).

As of Fall 2021, the University offers over eighty undergraduate degree programs (UG Academic Catalog-Programs of Study) and over twenty graduate degrees and certificates (GR Academic Catalog-Programs of Study). The undergraduate degree programs reside in nineteen departments organized into two schools. In addition, there are seventy-five undergraduate minors and several certificate programs. Graduate programming resides in nine different organizational units within the School of Graduate and Professional Studies (GR Academic Catalog-Academic Programs). Our adult degree programming includes majors in nursing and business, with the latter connected to several concentrations (ADP Academic Catalog-Programs of Study). Numerous programs across the University are approved, certified, or maintain external professional accreditation. Bachelor's degree credit totals meet or exceed state standards; undergraduate and ADP programs require the completion of a minimum of 123 and 120 credits, respectively, and graduate degrees require a minimum of thirty credits.

Program development is supervised by qualified faculty and program directors. Curriculum proposals must address the ULOs or GLOs to demonstrate coherence of the student learning experience and must contain a plan to assess student learning outcomes (III.1.New Major Template). Proposals for new undergraduate programs are reviewed and approved by the Academic Council for financial feasibility and alignment with institutional goals and initiatives, and the Curriculum Committee approves the program's curriculum and requirements. Upon approval by both groups, the new program proposal is presented to and voted on by the CoE Senate, followed by a vote by University Council for those programs that significantly impact the University's basic philosophy and mission and/or significantly impact the allocation of financial and staffing resources. Additions to graduate programs are processed through the same path, except they are processed through Graduate Council rather than Academic Council and Curriculum Committee. This multi-step approval process is designed to ensure opportunities for questions regarding the length, rigor, and coherence of program proposals to be addressed.

Co-curricular proposals for educational programs are submitted, reviewed, and approved by the co-curricular education council and, in some cases, approved by the CoE Senate. In addition to these governing bodies, the Division of Student Success and Engagement monitors and assesses the efficacy of the educational programs and includes the Assessment of Student Learning Committee (ASLC), where appropriate.

Curriculum proposals for major (III.1.Revision to Major Template) and minor revisions and course additions/deletions (III.1.New Course Template) are submitted, reviewed, and approved by the appropriate body (Curriculum Committee for undergraduate, Graduate Council for graduate, and ADP Council for ADP). Upon approval, these changes are sent to the full CoE for information purposes, and

the next edition of the Academic Catalog reflects the revisions, as appropriate. In addition to these governing bodies, other committees are involved in the monitoring and assessment of efficacy and rigor of academic programs and include the Assessment of Student Learning Committee and the General Education Committee (GEC), where appropriate.

To support synthesis of learning, all undergraduate and graduate programs include a capstone requirement. For ADP programs, the learning outcomes of our current UG capstone course are embedded in a course or multiple courses. Undergraduate and ADP capstone courses are designed for students to synthesize knowledge and skills between general education and the major and must specifically address two of the ULOs, faith knowledge and application, and self-awareness.

Recent strategic plans have called for the development of new programs designed to serve a diverse student body. The *Embracing Change as Opportunity Strategic Plan 2016-2020* called for the expansion of graduate programming and other programs for non-traditional adult students. The 2021-2024 *University Rising* plan also suggests that Messiah University will successfully expand and support new academic programs designed to increase net revenue through increased student enrollment. Programs developed under these initiatives have included cybersecurity, a certificate in healthcare management, graduate and ADP programs in nursing, a master's degree in athletic training, a master's degree in occupational therapy, and a doctorate in physical therapy. Each of these programs is supported by institutional strategic plans that focus on coherent academic programs of appropriate rigor, which will all enable students to meet their academic goals and succeed in their chosen vocation.

Faculty and Educators (Criterion 2, RoA #15)

Messiah University is committed to quality teaching, inclusive excellence, student engagement, and integration of faith and learning throughout the curriculum. Section 6 of the Community of Educators Handbook (CoE Handbook 6) outlines the criteria and standards for evaluating faculty in the areas of teaching, institutional service, and scholarship. These standards are first upheld in annual reviews of performance through the Professional Development and Performance Reports (III.2.PDPR Template) written by each faculty member and then reviewed by department chairs and academic deans, who must address any areas of concern and return the analysis to the faculty member. These same standards are then followed through the term-tenure and promotion process review, which is performed by the elected Term Tenure and Promotion Committee (TTPC). Since the time of our last Middle States Self-Study, the Ranked Faculty reviewed and approved changes to our standards for faculty review. These changes include the creation of a rubric to articulate expectations for teaching across six specific areas, clarified expectations for institutional service, and revised and more measurable standards for scholarship. Through the inclusion of criteria such as inclusive excellence and faith and learning, the teaching rubric defines teaching in ways that align with institutional mission and identity. Institutional service prioritizes strong academic advising. Our broad definition of scholarship aligns with our institutional commitments and includes scholarship of teaching, application, discovery, and integration.

All full-time faculty undergo scheduled periodic performance reviews as outlined in Section 6 of the CoE Handbook. The initial review typically occurs in the fifth semester of full-time teaching and is conducted by the respective school dean. The term-tenure review typically occurs in the faculty member's sixth year of full-time teaching at Messiah University. Term-tenure renewals are then conducted every five years. Promotion reviews are also conducted by the TTPC, with a typical timeline for review being during the sixth year of full-time service at the Assistant or Associate Professor level. All reviews are based on

multiple data points, including the faculty member's self-assessment of their teaching, institutional service and scholarship, teaching observations by trained peers and/or department chair and/or school dean, standardized student evaluations of teaching and advising, curriculum vitae, colleague feedback, and any additional materials the faculty member chooses to include in the evaluation file. The Term Tenure and Promotion Committee makes term-tenure and promotion recommendations to the President, with final approval by the Board of Trustees.

The Faculty Recruitment Toolkit provides guidance for faculty recruitment to assure an effective process for attracting a pool of qualified and diverse faculty candidates (III.2.Faculty Recruitment Toolkit). Messiah University employs 369 faculty members as of fall 2021. The Common Data Set reports 172 full-time (FT) and 197 part-time (PT) faculty members in fall 2021. Faculty are qualified for the areas in which they teach, both experientially and academically. For academic units held to accreditation standards that require additional licensing and certification, such as Nursing, Engineering, and Physical Therapy, all are in compliance with external standards for faculty qualifications. Among the FT faculty, 167 (85.6 percent) possess a doctorate or other terminal degree.

Of our current Graduate and Undergraduate adjunct faculty (part-time faculty), 28 percent have a terminal degree, 66 percent have a master's degree, and 6 percent do not have a master's degree (most of these are in the applied music area).

Librarians must have at least an MLS degree. A second master's degree or a doctorate in a subject area is a desirable qualification and is relevant for initial placement in and subsequent promotion in librarian rank but is not required for initial appointment or reappointment to the contract under which librarians serve.

The Messiah University model of holistic education and learning assigns many others as co-curricular educators. These employees include, among others, Student Success and engagement staff, coaches, and resident directors. All persons in the Community of Educators must have at least a master's degree; those without the degree are designated as associate members of the CoE.

All of the faculty and their respective degrees are listed in the Academic Catalog, which is updated every summer prior to the start of the new academic year (UG/GR/ADP Academic Catalog-Community of Educators).

The UG student-to-faculty ratio of 12:1 is consistent with the three-year trend demonstrated in Table 3-1. The sudden drop in FT faculty for fall 2021 is a result of the two-year prioritization efforts that resulted in a more efficient offering of academic programs. In fall 2021, of 577 undergraduate class sections, only two had more than forty-nine students. Most classes have fewer than twenty students. In our graduate courses, the course cap is set at fifteen for online courses. Class sizes have been consistent over many years, indicating that the prioritization efforts have dovetailed well with the decrease in the size of the undergraduate student population.

Table 3-1. UG and GR Student-to-Faculty Ratio

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
FT Faculty	195	201	195	172
PT Faculty	162	163	147	197

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Undergraduate (UG)				
FTE Undergraduate Student to FTE Faculty ratio	12:1	12:1	13:1	12:1
FTE Undergraduate Faculty	213	212	197	190
FTE Undergraduate Students	2,643	2,600	2,487	2,368
Part-time degree-seeking students	38	36	50	45
% undergraduate course sections taught by FT faculty	71%	72%	73%	73%
Graduate (GR)				
Full-time degree-seeking students	437	469	566	586
Part-time degree-seeking students	201	195	187	186

Faculty are oriented to the University and supported during their tenure at Messiah University in a number of important ways.

Initiation to the University

NEW EDUCATOR ORIENTATION. New Educator Orientation (NEO) is a three-day orientation held in mid-August. Designed as an orientation to the campus, students, programming, and policies, NEO is an opportunity to connect with other colleagues in your incoming cohort and meet leaders from across campus while being equipped toward a confident and successful first semester on campus.

PROVOST'S SEMINAR. Provost's Seminar is a series of lectures and discussions for first-year full-time educators held on Wednesday afternoons throughout the fall semester. Covering topics that range from University mission to academic freedom, the Provost's Seminar serves to introduce educators to the identity of Messiah University and its place within Christian Higher Education, as well as lay the foundation for functioning as successful educators within this context (III.2.Provost Seminar Schedule Fall 2021). All new full-time faculty receive a one course load reduction (three load units) in order to facilitate full participation in this program.

Ongoing Learning Opportunities

PROFESSIONAL LEARNING COMMUNITIES (PLCs). PLCs provide an opportunity for a group of educators to engage in sustained and purposeful study of a topic relevant to teaching and learning. The community aspect offers the accountability and camaraderie necessary for meaningful learning. PLCs will generally consist of six to ten educators with a clear facilitator or co-facilitators who are particularly invested in the success of the group. Topics can vary broadly but will typically require four to eight hour-long discussions over the course of a semester (III.2.Professional Learning Communities).

TEACHING & LEARNING WORKSHOPS. Teaching workshops, coordinated by the Office of Faculty Development, centered on a monthly theme, provide opportunities for faculty to hear from respected peers on topics of mutual interest and to share their ideas for improving classroom teaching in support of student learning. Over the course of each academic year, specific attention is given to the six term-tenure and promotion teaching criteria. Teaching and learning workshops are devoted to advancing a larger culture of teaching excellence by celebrating good teaching and/or fostering teaching-related dialogue (III.2.Faculty Development Programming 2021-2022).

INTERNAL GRANTS. The Office of Faculty Development administrates a robust faculty grants program that supports all ranked faculty in areas of teaching, student-faculty engagement, cross-cultural and service opportunities, and faculty scholarship. Grants are supported in part by an endowment for Faculty Development, and over $50,000 in funding is distributed each year across graduate and undergraduate faculty for internal support of teaching and scholarship initiatives. Additionally, all ranked faculty receive $700 annually for use toward their professional development, which can include supports such as books, computer software and other resources, professional memberships, and conference attendance costs. (III.2.Internal Grant Program Guide).

Additional Scholarship Opportunities

CONFERENCE PARTICIPATION. The Office of Faculty Development administers an annual Conference Participation Fund to support further the full-time teaching ranked faculty who assume active roles in professional conferences.

WORKLOAD REALLOCATION. Faculty scholarship is essential to creating a learning environment that nurtures intellectual challenge, open inquiry, collaborative scholarship, innovative problem solving, and artistic creativity. This specific program provides a one-course teaching reduction for faculty members who must be actively involved in scholarship and apply for the teaching release. The majority of graduate faculty and 33 percent of undergraduate faculty participate in this program.

SABBATICAL OPPORTUNITIES. The primary purpose of a sabbatical leave is to provide an opportunity for a ranked faculty member to devote concentrated effort to professional activities designed to bring future benefit to both the faculty member and to the University. Sabbatical leaves typically are used to pursue a significant project related to a ranked faculty member's teaching, scholarship, or institutional service.

SCHOLARSHIP CHAIRS. During any given year, up to four ranked faculty may hold one of the Scholarship Chairs. Each receives a six-load unit reduction for two consecutive years and up to a total of $3,000 for direct expenses related to their project(s). After the two-year period, the chair passes on to another recipient.

DISTINGUISHED PROFESSOR. Distinguished Professors are senior faculty members whose ongoing scholarly work is of exceptional significance. The position is competitively awarded to those who have made exemplary contributions to the classroom and to campus life and whose work is esteemed nationally. Each receives a six-load unit reduction for five consecutive years and up to a total of $7,500 across the five-year term for direct expenses related to their project(s). Up to five ranked faculty may hold this position in any given year.

In summary, the process of faculty hiring, annual professional development reviews, robust faculty development opportunities, and programming, as well as a strong term-tenure and promotion review

process, have ensured that the academic programs at Messiah University are led and administered by well-qualified faculty with a strong and vested interested in the academic success of our students.

Publications of Academic Programs (Criterion 3)

Undergraduate, graduate, and adult degree seeking-students access information about and requirements of academic programs of study as well as paths to degree completion through a variety of official publications, most of which are online. There, students can obtain program overviews and distinctives, lists of courses and curriculum, student learning outcomes, alumni outcomes, facilities overviews, and faculty introductions.

For undergraduate students, the University website organizes information by major, academic schools, and departments. Specific details on course descriptions and sequencing (UG Academic Catalog-Undergraduate Course Offerings), as well as academic policies (UG Academic Catalog-Academic Policies and Procedures), are available online through the University catalog and the Advising Handbook (III.3.Advising Handbook 2021-2022). Incoming students receive specific communication from the Registrar's Office in regard to their first-semester courses. Curriculum plans, eight-semester plans, first-semester blueprints, and the University catalog are reviewed every spring for accuracy by department chairs, school deans, and curricular administrators. Students and academic advisors can track progress toward degree completion via the Degree Works Audit through Ellucian (III.3.Sample Degree Works Audit).

Information for Adult Degree Program students is also available through the University Catalog and is organized by degree (ADP Academic Catalog-Programs of Study). The website gives an overview of the program, lists of courses required and their sequencing (ADP Academic Catalog-Courses), and distinctives of Messiah's programs. Students and academic advisors track progress toward degree completion via the Degree Works Audit through Ellucian.

Graduate students can also find information on the University website organized by field of study and by degree and certification (GR Academic Catalog-Programs of Study). Specific details on course descriptions and sequencing (GR Academic Catalog-Academic Programs), as well as academic policies (GR Academic Catalog-Academic Policies and Procedures), are available online through the University catalog. Students and academic advisors track progress toward degree completion via the Degree Works Audit through Ellucian.

Academic Learning Resources (Criterion 4)

A variety of offices, programs, and resources are available to Messiah University students to enable their academic success.

Academic Support

Throughout 2018, a Student Success Task Force convened to review Messiah's current strategies and available resources contributing to student success. One outcome of this review was the creation of the Office of Student Success in 2019. Embedded within the Division of Student Success and Engagement, this Office centralizes resources and referrals to empower students to succeed at Messiah. Academic Support at Messiah University incorporates several offices and programs that enhance student success; these are described in Chapter 4.

University Honors Program
The University Honors Program is designed for students who demonstrate high scholarly activity early in their academic career. Admission to the program is highly selective and almost always includes an on-campus visit and interview. The program themes of the program include: 1) exploring fundamental questions, 2) facing disputed questions, 3) cultivating a Christian worldview, 4) growing and applying talents, 5) engaging in conversation, and 6) enjoying community. Students in the program take specific QuEST (Qualities Essential for Student Transformation) courses as honors sections and engage in a variety of on-campus honors events each semester. Currently, there are 440 honors students across the undergraduate student body.

Murray Library
Murray Library provides a variety of services and resources to students, faculty, and staff. The library provides access to both physical items and online resources, through more than 100 databases that include books, journals, videos, music, and other resource types. Use statistics for electronic resources top more than half a million uses within the recent academic year. Reference librarians are available throughout the week and provide assistance through in-person appointments, chat, email, and online conference software. Reciprocal borrowing privileges at many area libraries offer additional resources. There is one library director, four librarians, and eight paraprofessional staff (III.4.Library Statistics from Fact Book).

The library resources budget is centralized, and total funds have increased with the addition of graduate programs. Many e-books in the library collection have unlimited access, and faculty may assign these books as required textbooks, potentially lowering textbook costs for students.

During COVID, library space was modified to provide as many socially distanced study spaces as possible. During COVID, the library pivoted to online asynchronous modules for first-year information literacy sessions. This method of delivery will continue to develop for emerging online academic programs.

Career and Professional Development Center
The Career and Professional Development Center (CPDC) serves the career exploration and planning needs of undergraduate and graduate students as well as alumni. Through individual appointments, educational programs, presentations and trainings, and virtual resources, students receive support in the following areas: identifying strengths and interest areas; exploring majors and career options; developing a plan to test out possibilities and gain practical experience, specifically through internships; and providing resources for the transition to post-graduate professional life (III.4.CPDC Services). Since 2010, individual career coaching appointments have more than doubled to just over 2,000 annually (III.4.CPDC Coaching Report).

Students can earn anywhere from one to twelve academic credits for internships supervised by a professional at host sites as well as professional staff in the CPDC. Geographical limits do not bind the experiences since the internship course is taught virtually. A significant number of academic departments require internships. Credit-bearing internships also satisfy the undergraduate experiential learning requirement. Over the past four years, an average of 235 credit-bearing internships were supervised by CPDC staff. This does not account for practica, clinicals, and field experiences supervised through academic departments, totaling over 1,000 experiences annually. The CPDC and internship program have adapted to challenges from the pandemic and shifting workplace trends through increased virtual opportunities and connections.

Agapé Center for Local & Global Engagement
As of the 2021-2022 academic year, the office of Off-Campus Programs and the Office of Service & Learning merged to create what is now called the Agapé Center for Local & Global Engagement. The office comprises four professional staff and two graduate students who support, train, and advise students. The Agapé Center seeks to educate and empower students to serve and learn through a variety of opportunities in the greater Harrisburg community and around the world. Students, faculty, and staff work with approved partners to help address the growing need for educated, service-minded global citizens. We do this in four distinct areas, which include outreach, service trips, credit bearing off-campus programs, and our annual service day. With the ever-changing times due to COVID, the Agapé Center has adapted by offering virtual options for local service and credit-bearing experiences.

In combination, this robust set of academic resources available to students and as an aid to faculty enables Messiah University to offer academic programs marked by rigor and supported by programming specific to the needs of each student.

Undergraduate General Education (QuEST, Criterion 5)

QuEST, Messiah University's general education program, serves as a curricular progression through which students develop skills, abilities, and perspectives necessary to become collaborative agents in the contemporary workforce and society. This progression is intended to complement and parallel the academic majors, allowing students to respond with maturity to the world's complexities by raising important questions and exposing students to multiple perspectives and ways of knowing (i.e., arts, humanities, natural sciences, social sciences). In doing so, our curriculum encourages critical thinking, the development of well-reasoned judgments, and the application of knowledge from diverse disciplines, all informed by faith and a sense of purpose. The curriculum is designed to fulfill four outcomes that reflect Messiah's educational objectives and is sequenced to progress through all years of undergraduate studies (III.5.QuEST Sequencing Chart).

Abilities of the Liberal Arts
As part of developing abilities in the liberal arts, students foster the abilities to think, read, write, and speak effectively. These three foundational courses, First Year Seminar, Oral Communication, and Created and Called for Community, provide students with the basis upon which to enhance these skills in thinking, reading and listening, and writing and speaking. First Year Seminar focuses on reading, writing, critical thinking, and information literacy skills as it introduces first-year students to academic life. Oral Communication helps students build critical communication and presentation skills. Created and Called for Community, a core course required of all undergraduate students, explores Biblical themes of personhood and vocation while continuing to develop reading, writing, and critical thinking skills. Students build upon these foundational skills in courses throughout QuEST and their major.

Knowledge of the Liberal Arts
Students at Messiah University must take a total of thirty-three credit hours in courses related to Knowledge of the Liberal Arts, which focus on Mathematical and Natural Sciences, Social Sciences and History, Humanities and the Arts, and Languages and Culture. This segment of the QuEST curriculum promotes awareness and insight into how people with different perspectives, beliefs, and disciplines interpret reality and make meaning. Students develop a breadth of knowledge in these areas to understand how each contributes to the interdisciplinary nature of human society.

Students must complete a course each in Mathematical Sciences, Laboratory Sciences, and Science, Technology, and the World. Students completing these courses will have a deeper knowledge of quantitative reasoning, scientific methodologies, and the relationship of science and technology to the culture around them.

Students must complete six credit hours in courses identified as Social Sciences and History. Through these courses, students analyze societal issues through social science research methods and explain historical events through the lens of basic historical analysis of primary and secondary sources.

Students complete nine credit hours of Humanities and the Arts through courses in Literature, Philosophy or Religion, and the Arts. Through these courses, students analyze works of literature through literary research methods, demonstrate basic knowledge or philosophical or religious inquiry as a way to understand the world, and reflect on the nature and creation of art.

Students complete nine hours of courses in Languages and Culture through a variety of courses. Students may choose to meet this requirement through three semesters of one foreign language or through two semesters of one foreign language and a QuEST-approved Messiah University cross-cultural course.

Christian Faith
The Bible and theology courses within our curriculum (of which a student must take two) encourage students to articulate and evaluate one's faith by gaining knowledge of the Bible's content and themes, including the biblical witness of service, leadership, and reconciliation, and by understanding how different Christian faith traditions may shape beliefs. Students develop deeper commitments in service to God and to others as they explore connections between faith, learning, and living.

Social Responsibility
Students deepen self-awareness as they discern and develop identity, gifts, vocation, and Christian character. These academic experiences empower students to act upon their knowledge and judgment through meaningful careers and lives. These learning outcomes encourage students to live healthy lives, both individually and socially. The courses in QuEST that focus on characteristics that encourage social responsibility are in the areas of Wellness, Non-Western Studies, and Pluralism.

Wellness courses are one-credit courses that encourage students to not only understand the relationship of health and behavior but also to act upon that understanding through regular exercise and physical activity. Non-Western studies offer two- to three-credit courses for students to engage with multiple aspects of a culture outside of western tradition. Pluralism courses focus on ethics and world views in contemporary society and are designed to serve as a capstone in the QuEST progression and help students prepare to engage in a pluralistic society. Building on study based in specific academic disciplines in the earlier part of QuEST, these courses focus attention on understanding the world ethically, intellectually, and socially through greater cultural and global awareness.

Specific learning outcomes and course objectives for the QuEST program have been reviewed and revised between 2013 and 2016, under the Assistant Dean of General Education and Common Learning, the General Education Committee, and then, ultimately, approved by the CoE Senate. Each specific area of the QuEST curriculum covers four learning outcomes, and the student learning in each of these is evaluated on a four-year schedule through specific assignments in our learning management system,

Canvas, that are then linked to AEFIS (Academic Evaluation, Feedback and Intervention System). Aggregate data is collected and reviewed by the Assistant Dean and General Education Committee. As this report is being written, Messiah University is in the process of carefully examining and revising our QuEST curriculum to serve students better in today's world.

Scholarship in Graduate Education (Criterion 6)

In the School of Graduate and Professional Studies, Messiah University offers 20 distinct graduate degrees or certificates in the applied health sciences, education, counseling, music, and business and leadership. The modality of coursework for graduate programs varies, with some programs being conducted fully or primarily online and others being fully residential.

All programs articulate program learning objectives that align with the Graduate Learning Objectives #2: *Perform Scholarly Activities Informed by Professional Standards* (CoE Handbook 1.15). Programs are required to assess program learning objectives annually. All graduate degrees require the successful completion of a scholarly capstone project. These projects are advised by faculty and/or other professionals with credentials appropriate to graduate-level curricula. In addition, Messiah University provides course release through the Workload Reallocation Program for all graduate-level faculty members who are pursuing their own scholarship. Additional grants, some specific to graduate faculty, are available through faculty development. In order to facilitate the dissemination of student and faculty scholarship, completed student capstone projects and papers are stored in our open-access digital repository, MOSAIC. In some programs, students are required to present or otherwise disseminate their scholarship.

Institutional funding is available to support graduate student scholarship, and these funds are managed and distributed by individual program directors. Improved communication and processes for students to access those funds is a current priority. Program directors need clear parameters for the use of departmental funds.

Third-Party Educational Providers (Criterion 7, RoA #9)

Messiah University offers a number of programs in which specific learning opportunities are provided by and directed by third-party providers. In all cases, full-time faculty, co-curricular educators, and curricular administrators evaluate these programs initially and on an ongoing basis. As off-site programs provide some critical aspects of our curriculum, the careful review of these programs ensures that these portions of our programming are also marked by academic excellence. Internship programs, student teacher placements, and our study abroad programming will be specifically addressed.

In a Messiah University definition informed by the National Association of Colleges and Employers, internships are a form of "experiential learning that integrates knowledge and theory learned in the classroom with practical application and skill development in a professional setting." Some departments require internships for their majors, while in other cases, internship opportunities are used as professional enrichment for students. All internships at the University are first vetted by educators working in the Career and Professional Development Center (III.7.Internship site MOU). At the outset, it is explained to the employer that the internship is primarily an educational opportunity for the student and that the benefit of the relationship to the employer comes second to that. During the student's participation in the internship, they are supervised by both a Messiah University educator and an on-site, designated employee of the organization with expertise and the appropriate educational

background. While enrolled in internship credit, students are provided with an overarching course structure that requires them to develop deliberate learning objectives and reflect on their progress at the end of the term.

Classroom field experiences and student teaching are another significant part of our educational program that require significant interaction and influence from educators outside of the Messiah University system. These placements are initially vetted by the Assistant Dean of Teacher Education, and participating school districts sign an affiliation agreement that describes the duties of the school district, Messiah University, and specific terms of the agreement (III.7.School District Affiliation Agreement). During a student's field experience or student teaching experience, they are supervised and mentored by a classroom teacher and a qualified Messiah University faculty member, who provide oversight and assessment of student learning.

Semester-long study abroad learning experiences are required of our foreign language majors and can be chosen as a part of one's educational experience by other students. The programs particular to the Spanish and Chinese studies majors are vetted and designated by full-time faculty of the University. The study abroad program required by international business majors is currently managed and taught by Messiah University faculty through the International Business Institute, a thirteen-credit program that runs each summer, travels to multiple countries, and includes students from both Messiah University and other participating institutions. For those study-abroad programs not directly associated with specific majors, the Agapé Center for Local & Global Engagement provides oversight for all academic credited study opportunities available to students. Currently, Messiah University has nearly twenty-one semester-long study abroad opportunities as well as seven domestic study programs. Each of these is vetted by co-curricular educators and curricular administrators according to best practices. New programs are vetted by a team who visits the program in-country before approving it for Messiah University students (III.7.Site visit report template).

In recent years, Messiah University has sought to expand its educational impact through the development of adult degree programs. As these programs are initiated, it is sometimes the case that there are not yet enough students enrolled to justify offering of Messiah University courses to complete some portions of the curriculum. To that end, Messiah University has joined an online course-sharing consortium called Acadeum. Through this tool, Messiah University connects to courses offered by other schools either in the Council of Independent Colleges (CIC) or the Council for Christian Colleges and Universities (CCCU). The institutions providing these courses are vetted first by their membership in the two organizations. Then, whenever a student must take one of these courses toward their Messiah University graduation requirements, the courses are vetted carefully by multiple people, who include the University Registrar, the Director of the ADP program that requires the course, the Chair of the department that covers the relevant content, or the Assistant Dean of General Education. This careful oversight is required as courses through this program are taken as consortial courses rather than following a typical course transfer model.

In these, and other parts of our curriculum provided by third parties, strong oversight by Messiah educators ensures that these learning programs and opportunities are coherent and characterized by rigor and that student achievement is appropriately assessed.

Assessment of Academic Programs (Criterion 8, RoA #8)

All academic programs, as well as general education, are required to maintain curriculum maps and assessment plans that link course objectives to program learning outcomes and then to the Undergraduate or Graduate Learning Objectives (ULOs and GLOs). Presently, specific assignments recorded in Canvas are linked to the assessment plan in AEFIS for each course offering, with specific learning goals set. At the end of each spring semester, departments are given time to review the aggregated data and reflect on the student learning that has occurred. Departments are asked to discuss any action plans that might be needed to improve outcomes, such as an adjustment to the curriculum, assessment tool, or instructional strategies. Departments are also asked to determine the effectiveness of any action plans executed during the past academic year. These reflections are recorded and reviewed by each academic dean and the Director of Assessment. See Chapter V for extensive detail related to institutional assessment practices.

Since 2003, Messiah has followed an established calendar and standard process for program reviews. However, the process we were following was not able to address the rapid changes in higher education. It became obvious that a more comprehensive review process was needed to match the size of our academic programming to our available institutional resources and the size of our student body. The new review process, developed during a season of institution-wide prioritization from 2019-2020, and the resulting annual program efficiency analysis are described carefully in Chapter 6. Shortly after we completed this new and complex process for the first time, COVID disrupted our work, and the implementation of the new review system, including annual program and efficiency analysis, was delayed until 2022.

The prioritization process of 2019-2020 led to a comprehensive, data-driven review of all our academic programs, including the curricula and faculty staffing for this programming. These results can immediately be used for institutional financial planning. The process has provided mechanisms for assessing academic program financial contributions (III.8.Example Program Data Sheet for Biochemistry), and departmental efficiencies (III.8.Efficiency Data Sheet for Chemistry/Biochemistry) that we can continue to use in assessing and reviewing our programs and departments. Most importantly, we have a process for aligning our academic curricula and staffing with the size of the student body, in general, and with the students in each individual major or program, specifically.

Meanwhile, the Provost's Cabinet has developed a strategy for annual program reviews that leverages the program and departmental efficiency data sheets and will also be much more manageable than that used previously while still producing valuable information as departments and programs seek to improve their educational offerings. This annual review includes an analysis of the academic quality of the programs, the use of allocated resources, co-curricular programming that enhances student learning, marketing and recruitment efforts, and the departmental culture that supports faculty and student success (III.8.Academic Program Review Template). This new process was implemented beginning in the spring of 2022, with annual reports due to the Office of the Provost by June 15th of each year.

In combination, these three analyses – the annual departmental review of student learning, the annual prioritization and efficiency analysis, and full program reviews – provide evidence that Messiah University systematically evaluates its educational programs in order to accomplish its mission.

Opportunities for Improvement and Innovation

As demonstrated throughout this chapter, Messiah University provides students with learning experiences characterized by rigor and coherence at all program, certificate, and degree levels and that align with higher education expectations. Part of this alignment is the ongoing assessment and revision of programming, as referenced earlier in this chapter.

- We are currently engaged in a review of our general education program. This review will enable us to align our student learning experiences with the educational and societal needs identified by our current strategic plan, including emphasis on areas such as digital competence, civic engagement, and reconciliation, as well as pragmatic considerations, including the increased mobility of students across institutions and importance of integrating experiential learning and other high-impact practices.

Chapter 4 - Standard IV: Support of the Student Experience

Messiah University takes much pride in supporting the student experience to assure that students grow in intellect, character, and Christian faith in preparation for lives of service, leadership, and reconciliation. In addition to recruiting and admitting students with the aptitude and background to experience success, the University provides resources as part of an enriching community of opportunities for students to experience academic, spiritual, and professional growth. This holistic educational model was the bold vision of our founder, S. R. Smith, more than 100 years ago and remains a cornerstone of our identity today. Our Community of Educators (CoE) is committed to fulfilling educational objectives for undergraduate and graduate students and supports student development through a robust offering of support services.

Admissions and Enrollment (RoA #2, Criterion 1a)

Undergraduate Admissions

Admission into the traditional undergraduate student body occurs on a rolling basis, with incoming undergraduate students matriculating at the start of the fall or spring semester. Applicants must graduate from an accredited senior high school or the equivalent prior to matriculation. Course units from grades nine through twelve should include the following: four units of English; three units each of mathematics, natural science, and social studies; and two units in foreign language (recommended). Students applying for admission to Messiah University are encouraged to enroll in as many academic and college preparatory courses as their high school schedule will allow. Most students who apply exceed the recommendations as listed. The undergraduate application process includes an application form (via the Messiah University website or Common Application), official high school transcript, personal statement, application fee of $50, and standardized test results (optional).

TEST-OPTIONAL POLICY. During the COVID-19 pandemic, it became necessary to have more flexibility around application processing when testing agencies closed. Many students applying for admission were unable to complete a standardized test to supply for admissions consideration. Additionally, the undergraduate admissions Assess Counsel Empower (ACE) review completed in March 2020 (discussed more in Chapter 6) recommended the institution explore the benefits of a test-optional admissions process (IV.1.Messiah TUG ACE Report). Representatives from Enrollment Management and the Office of Institutional Research (OIR) met to assess how to evaluate a test-optional applicant. The results of the 2019 College Board Admitted Class Evaluation Service (ACES) Admission Validity Study and a confirmatory analysis demonstrated the standardized test score did not add substantive explanatory value to students' academic success over and above high school GPA (IV.1.ACES Admission Validity Study). By July 2020, Messiah University introduced a new test-optional policy that enables first-year students to receive admission, secure scholarships, and compete for the Messiah University Honors Program without submitting standardized tests. Admissions counselors evaluated students for admission based on high school academic performance and strength of curriculum. Each test-optional admit was also reviewed by the Test Optional Committee. Nearly half of all applicants selected the test-optional pathway to admission for fall 2021, and the trend continued as we recruited for fall 2022. The test-optional strategy has been evaluated throughout the first academic year through the assessment of grades in key courses already known to be predictive of retention and the submission of Academic Updates where faculty alert students of any concerning indicators (e.g., low exam scores, absences,

unsubmitted assignments, etc.) in a course. The University will continue to assess the test-optional strategy based on first-year college GPA and first- to second-year retention.

UNDERGRADUATE ENROLLMENT TRENDS. The decline in the number of high school graduates in our region and beyond, combined with the recent challenges of the COVID-19 pandemic, have brought some volatility in undergraduate enrollment. See Figure 4-1 for five-year funnel data.

Figure 4-1. Undergraduate Admissions Funnel Trends
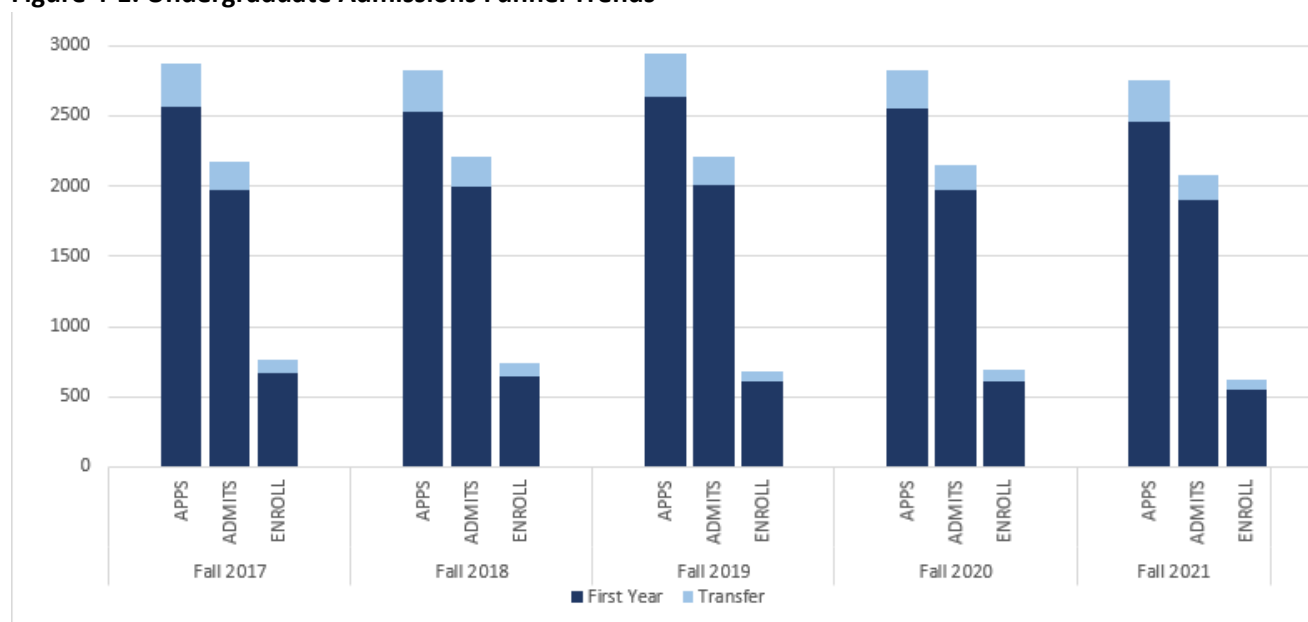
Graduate Enrollment

Graduate programs were introduced in 2009, with thirty-five students in the M.A. in Counseling. Year-after-year growth, prompted by the addition of multiple programs, has been celebrated over the last decade. Graduate Admissions is housed in the School of Graduate and Professional Studies. Enrollment counselors are assigned by academic program interest and work closely with program directors to admit students into intended degree programs. Today, Messiah offers ten graduate programs with more than twenty degrees and graduate and post-master's certificates (GR Academic Catalog-Programs of Study).

Specific admission requirements are clearly defined by program on the graduate admissions website (IV.1.Admissions Requirements). See Figure 4-2 for recent enrollment trends in graduate programs by fiscal year.

Table 4-1. Graduate Program Enrollment by Fiscal Year

Program	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Business and Leadership	54	65	81	80	69
Counseling	304	324	327	344	359
Dietetic Internship	10	10	12	12	12
Education	101	94	85	94	114
Higher Education	45	38	43	54	53

Program	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Music	119	127	144	156	161
Nursing	56	54	61	59	44
Occupational Therapy	---	60	92	91	95
Physical Therapy	---	---	---	36	72
Total	689	772	845	926	979

Adult Degree Programs

In line with theme two, goal four of the *Embracing Change as Opportunity Strategic Plan 2016-2020*, Messiah added adult degree programs (ADP) in 2019 (IV.1.Strategic Plan 2016-2020 FINAL). Although the pandemic thwarted recruitment efforts, the first graduates of ADP completed the program in May 2022. See the Adult Degree Program academic catalog for program offerings (ADP Academic Catalog-Program of Study). Admissions requirements are specific by program and can be found on the ADP admissions website (IV.1.ADP Admissions Requirements).

Overall Enrollment Summary

While traditional undergraduate enrollment has declined because of demographic challenges, overall enrollment has been steady as a result of developing and adding new graduate programs. Figure 4-3 shows overall full-time equivalent (FTE) enrollment over the last several fall terms.

Figure 4-2. Fall Full-Time Equivalent Enrollment Trends
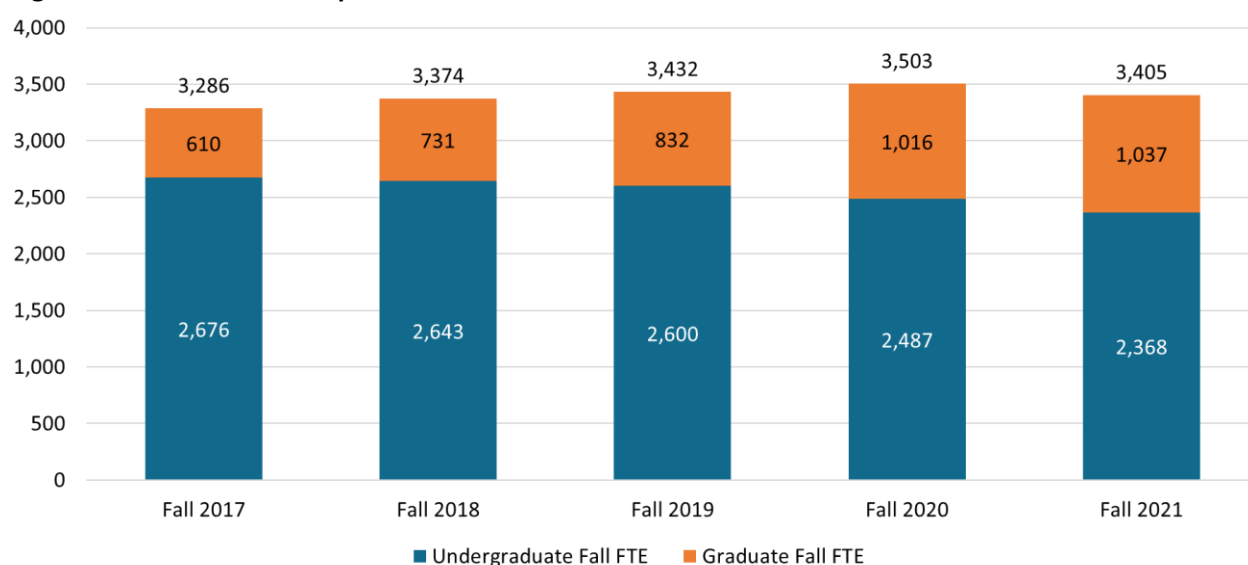
ENROLLMENT INITIATIVES. The adoption of SLATE in 2016 as the University's constituent relationship management (CRM) system serves both undergraduate and graduate admissions. Additionally, Messiah joined the Common Application in 2019 (for the fall 2020 recruitment cycle) to make our undergraduate application more accessible. Through the development and adoption of *University Rising: The Strategic Plan for 2021-2024* comes a commitment to helping increase enrollment (IV.1.Strategic Plan 2021-2024 FINAL). In fact, each of the four major themes contributes. Some examples of strategic theme initiatives to increase enrollment include:

- Expansion of dual enrollment offerings via online undergraduate courses.
- Emphasis on undergraduate pipeline program marketing and recruitment initiatives for our top three to five programs capable of achieving enrollment growth.
- Commitment to next-level excellence in recruiting and retaining students of color.
- Development of multimedia campaigns in our region and into new geographic markets where research and strategic partnerships indicate there are prospective target audiences who reflect Messiah's consumer profiles and synergy with our Christian educational mission.
- Identifying opportunities for select current traditional undergraduate degree programs and courses via online or hybrid delivery methods.
- Developing a workforce professional development program.
- Partnering with gap-year programs for high school students that lead to enrollment at Messiah.

Financial Resources and Financial Services (Criterion 1a)

Comprehensive Financial Aid Resources

UNDERGRADUATE FINANCIAL AID. The Financial Aid Office manages all programs and processes related to undergraduate financial aid. The Office provides a comprehensive set of webpages detailing all eligibility requirements and application procedures for all forms of financial aid for which Messiah undergraduate students may be eligible, including institutional, state, federal, and private providers (IV.1.Financial Aid for UG programs). In addition to this, webpages for both financial aid policies and forms for all aid programs are created each year (IV.1.Financial Aid policies, IV.1.Financial Aid forms).

GRADUATE FINANCIAL AID. Personnel in the Office of Student Financial Services have responsibility for creating and adjusting financial aid packages for students in Messiah University graduate programs. Information on eligibility requirements and application procedures for all forms of graduate financial aid is available on the graduate programs financial aid webpage (IV.1.Graduate Programs Financial Aid).

FINANCIAL AID PROCESS. At the start of each application cycle, and as new students apply for admission throughout the year, each student is sent an email directing them to the website locations mentioned above to find the information they need to begin the application process. The email also includes contact information for personnel working with both undergraduate and graduate financial aid programs. Students are encouraged to contact these offices if they need assistance.

Communication with students does not end at this point. As the application cycle progresses, students who have outstanding requirements (preventing the completion of their financial aid package) are contacted by email every two weeks until all requirements are satisfied, and the student's financial aid package has been completed.

When the financial aid package is completed, the student is notified by email to access their aid package in the Messiah University portal. The financial aid award notice is presented in a multi-tabbed format that provides a very comprehensive view of the student's financial aid and payment status. The award notice is in line with the U.S. Department of Education's recommendations (IV.1.Financial Aid offers) for presentation of award notices and covers the following topics:
- General Information: This tab includes the steps to follow in reviewing the award.

- Award Overview: This tab summarizes the forms of aid awarded to the student and gives a detailed explanation of the student's specific cost of attendance calculation.
- Resources/Additional Information: This tab provides the student with information on important choices they must make about how they want the institution to handle their financial aid and gives them electronic capability to respond to those choices.
- Terms and Conditions: As an additional step to ensure that all students are aware of rules, regulations and policies they need to know as a financial aid recipient, each student is asked to review financial aid policies (IV.1.Financial Aid policies) and respond on this tab that they have done so. This provides active confirmation that students have been made aware of all this information.
- Accept Award Offer: This tab allows the student to decline forms of aid they do not wish to receive (e.g., loans, work assignments) and/or to request a reduction in the amount of awarded loans.
- Special Messages: At the very top of this tab, we present the student with the **What Will I Owe** calculation, which answers one of the most common questions we receive from students and parents: "What will it cost me to attend Messiah after my financial aid?" The rest of this tab provides the student with a wealth of information about other funding sources for their education, including other loan programs and payment plan options.

As can be seen in the resources cited above, Messiah University provides students with comprehensive financial aid information from the start of the application process through the search for other resources to pay the final bill. See Chapter 2 for a discussion on affordability.

Comprehensive Financial Services

REPAYMENT OPTIONS AND REFUNDS. There are many ways students and families can choose to pay tuition at Messiah University (IV.1.Student Financial Services). Student Financial Services Counselors help students and families to navigate and choose which payment options and methods are best for each student. The Office of Student Financial Services provides flexible payment options by offering three- to six-month payment plans to make financing education easier to afford for students and families. Students can choose whether they would like to make payments toward their student account balances by the semester due date or set up a Monthly Payment Plan. Additional payment options include electronic check (ACH), credit card, mail-in-check, and 529 College Savings Plans. International families and students can pay internationally by using a third-party source that partners with Messiah University called Flywire. With Flywire, international families and students can pay online from accounts in their home country and currency for most of the world.

Student Financial Services works collaboratively with the Registrar's Office each semester to create a University refund/withdraw calendar. In addition, Student Financial Services works closely with the Financial Aid Office to ensure federal guidelines are followed when refunding students any federal Title IV aid (IV.1.Understanding Refunds and Credit Balances).

Pathways to Academic Success (Criteria 1b and 1c)

Messiah University is committed to promoting the academic success of admitted and then enrolled students. To come alongside students on their collegiate journey, the University has developed various

pathway programs to help students grow in necessary skills and competencies to attain their academic and educational goals while at Messiah.

STUDENT SUCCESS PATHWAY. The Student Success Pathway was designed to support conditionally admitted students in their first semester at Messiah (IV.1.Pathway Programs). Through the Admissions process, these students, once accepted, are identified as conditionally admitted based on the following criteria: combination of low grades and test scores, strength of curriculum, and strength of high school (IV.1.Reading Process 2021-2022).

During the summer prior to their first fall semester, students identified for the Student Pathway receive communication related to requirements of being in the program in a collaboration of Admissions and the Registrar's Office (IV.1.Conditional Admit page 2). A key structural support to Student Success Pathway students is taking the Academic Strategies GEST 041 course (IV.1.GEST 041 syllabus). This course assists students in making a smooth and successful transition in all classes; provides growth experiences both in the educational and personal realms; and introduces a variety of college survival skills (e.g., note taking, test taking) as well as personal survival skills (e.g., goal setting, time management, self-awareness, effective communication skills). The emphasis of the course is on exploring how to learn more efficiently and effectively and on developing and practicing skills necessary to be academically successful.

PATHWAYS TO NURSING AND ENGINEERING. Other support pathways available to incoming first-year students are the Pathway to Nursing and Engineering programs. Both programs are designed to better yield students who applied and were accepted to Messiah and desired to major in Engineering or Nursing but did not receive acceptance into either of the two academic programs. To assist these students in entering their desired academic programs in future years, they are directed to have the major of Undeclared with specified supports and an identified advisor to best support them during their initial semester and invitations to their desired major-specific welcome activities to build connections to faculty and students within the major (IV.1.Conditional Admit ANU, IV.1.Conditional Admit AEN).

ACADEMIC SUPPORT SERVICES. Messiah University offers various academic support services and programs to promote student learning and success. The services offered reside in academic departments or offices on campus within the curricular and co-curricular divisions. Both supplementary and complementary academic support services are available to undergraduate and graduate students. For undergraduate students, a substantial portion of these services can be found in the University's Academic Success Center in the Murray Library. This center houses the Office of Academic Accessibility, Peer Tutoring, and the Writing Center.

The Office of Academic Accessibility (OAA, formerly the Office of Disability Services) provides direction and oversight to student learning accommodations, academic coaching, peer tutors, and supplemental instruction. OAA supports over 10 percent of the Messiah University student population with needs related to learning accommodations, exam proctoring, and academic coaching (IV.1.ASC student accommodations data). The OAA ensures that Messiah University remains faithful to its commitments to providing for the needs of enrolled and admitted students who have disabilities under section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended by the ADA

Amendments Act of 2008. Common accommodation provided through this Office includes note taking, extended time on exams, quiet testing environments, interpreters, captioning, and large-print materials. For test proctoring, the OAA has professional office staff oversee students taking exams in a space located adjacent to the OAA office. In academic year 2018-2019, the OAA yielded the most proctored exams at 2,029 (IV.1.ASC Test Proctoring Statistics). The Director of Graduate and Adult Student Services and Compliance coordinates with the Director of Academic Accessibility for students enrolled in the Master of Occupational Therapy and Doctor of Physical Therapy programs for exam proctoring at the Winding Hill location.

Academic coaching is a service primarily focused on developing and equipping students with essential college skills such as organization, time management, prioritization, and study strategies. Students schedule a meeting with a trained professional staff member from the OAA through an internal webpage, known as FalconLink. Students can meet with their academic coach in person or through Zoom. In the academic year 2020-2021, there were 1,438 academic coaching sessions (IV.1.ACS Academic Coaching Statistics). The Director of Graduate and Adult Student Services and Compliance is available to mentor graduate students through academic success strategies, including note-taking skills, exam strategies, and prioritizing goals.

Students can schedule a peer tutoring session by logging into FalconLink and finding a tutor in the subject matter in which they need assistance. Tutors aid in several subjects, such as: Biology, Chemistry, Spanish, Nursing, Calculus, and Philosophy. In fall 2020, 115 students met with a peer tutor for a total number of sessions attended equating to 628. In spring 2021, 81 students met with a peer tutor for an end-of-semester total of 455 sessions attended (IV.1.b. ASC Learning Center Statistics).

Students can schedule an appointment with the Writing Center by logging into FalconLink. Trained peer tutors work in one-on-one sessions tailored to each student's needs. Graduate and ADP students have access to the Heartful Editor, a remote service offering help with writing, editing, and coaching (including formatting).

Supplemental instruction (SI) focuses on "high-risk course" as opposed to "high-risk students." SI Leaders are students trained and paid to provide review sessions and mock exams that are engaging and implement a variety of learning techniques. These review sessions are offered throughout the week and built to be delivered to a group. Supplemental instruction focuses on the courses that are the most challenging to students.

Departmentally, there are supplemental opportunities undergraduate students can take advantage of to reinforce their learning and receive additional support. Since the fall of 2011, the Chemistry department has offered Chemistry Help (CHELP) to students who would be taking their first college chemistry course. This support service is structured as an open tutoring session specifically focused on end-of-chapter, cumulative problem solving for General Chemistry I and Introductory College Chemistry.

The Computing, Mathematics, and Physics Lab (CMP Lab) is overseen by the Department of Computing, Mathematics, and Physics. This supplemental support is an informal lab setting where students can work on homework, study, and review homework solutions. This lab is specifically designed to support

learning happening in MATH101, MATH102, MATH107, MATH108, MATH111, MATH112, MATH211, MATH261, MATH271, and MATH308. CMP lab is staffed by teaching assistants.

Physics Course Review is housed within the Computing, Mathematics, and Physics department and is structured to primarily review assigned homework and concepts covered in Physics lectures such as PHYS201, PHYS202, PHYS211, and PHYS212. A teaching assistant is available to answer questions and review assigned problem sets with students.

Orientation, Academic Advising, and Counseling (Criterion 1c)

Orientation

Messiah University hosts a robust Welcome Week orientation event and includes special sessions for multiple student affinity groups, including first-year, transfer, commuter, residential, international, and multicultural students. Orientation spans more than five days and is designed to help students become fully immersed in the Messiah culture (IV.1.Welcome Week).

The Director of Graduate and Adult Student Services and Compliance oversees orientation and resource modules in the institution's learning management system, Canvas, for newly admitted graduate and ADP students at the time of their deposit. The following topics are presented in the Orientation sites: Academic Accessibility, Academic Integrity, Career Services, Financial Services, Educational Technology Services (and Canvas assistance), Library Resources, Registration, and Writing Help. Students are encouraged to begin working on the orientation and resource modules as early as possible but are required to have them completed prior to the end of their first enrolled semester.

Academic Advising

Academic advising is an important part of the learning process at Messiah University; it functions as a partnership between students and academic advisors, who support them in discerning and achieving their academic goals and making steady progress toward degree completion. All faculty undergo formal training in academic advising prior to being assigned undergraduate advisees. Students who have declared a major or field of study will be assigned by the department chair or program director to a ranked faculty member within the department or program. Undeclared students are assigned specially trained academic advisors; these educators have undergone additional training and are equipped to assist the student in meeting their academic goals, discerning their academic pathway while at Messiah, and making steady progress toward degree completion during the exploration phase. Once the student declares a major, a new advisor within the academic discipline will be assigned. Although students are personally responsible for planning their academic program to meet all graduation requirements, faculty advisors help students make effective academic choices compatible with their life goals.

The Office of Academic Advising provides extensive resources for both academic advisors and students, including clear expectations for academic advisors and their advisees, a philosophy of advising at Messiah University, an Advising Handbook, and a Qualities Essential for Student Transformation(general education), or QuEST, guide (IV.1.Philosophy of Advising, IV.1.Advising Handbook, IV.1.QuEST guide). In addition, this Office partners closely with the Office of the Registrar to provide support and communication to students throughout the year.

Strong retention and graduation rates at Messiah indicate that academic advising is effectively fulfilling its purpose. In addition, student feedback is solicited each fall. The results of the Academic Advising Instrument are useful for informing academic advisors of the student experience and are also included in the formal evaluation of faculty. Faculty must be deemed satisfactory in academic advising in order to be satisfactory (or higher) overall in the term-tenure and promotion process (see Chapter 3).

Health and Wellness

Undergraduate students have access to high-quality medical and mental healthcare offered through the on-campus Engle Center for Counseling and Health Services. Medical health services include sick visits and urgent care, suturing, EKGs, physical exams, diagnosis and treatment of acute and chronic health conditions, travel medicine consultation and immunizations, vaccines, Registered Dietician consultations, physical therapy evaluation and treatment, allergy shot services, laboratory services, TB testing, and prescription and over-the-counter medicine. Mental health services are provided by clinical counselors offering in-person mental health counseling and screening for mental health conditions such as depression, anxiety, bipolar disorder, alcohol abuse, eating disorders, and post-traumatic stress disorder. In addition, all undergraduate students and select residential graduate students have year-round, 24/7 access to telehealth medical and mental healthcare through TimelyCare. Employees have limited access to the medical and mental health services offered by the Engle Center.

Access to the on-campus Falcon Fitness Center is free for all Messiah University students, employees, spouses of employees, and dependents of employees between the ages of 16-18. The center offers more than 14,000 square feet of fitness space filled with state-of-the-art cardiovascular, strength, and group exercise equipment. Group exercise classes are offered for a nominal fee throughout the academic year to both students and employees.

Pathways to Educational Goals (Criterion 1d)

Career Services, Internships, Experiential Learning

The Career and Professional Development Center (CPDC) offers career coaching to undergraduate students, graduate students, and alumni. One-on-one career coaching sessions cover a wide range of topics, including major exploration, resume writing, interviewing, and the job search. Students schedule appointments through Handshake, the CPDC's online job, internship, and event portal. The CPDC hosts events that connect students with alumni and employers, including career and graduate school fairs, lunches with industry professionals, and "Into the City," a multi-day career immersion and networking program.

The CPDC manages the centralized Internship Program. Students can register their internship experience for one to twelve credits, and they are required to complete an online course during the internship (IV.1.INTE 391 Syllabus). Students are supervised by an Internship Faculty Advisor (in the CPDC) and their site supervisor. All internships completed through the CPDC may fulfill the student's Experiential Learning Initiative (ELI) requirement.

ELI is a graduation requirement for Messiah University students (IV.1.Experiential Learning Initiative). Every student must complete at least one ELI experience in the areas of internship/practicum, service learning, off-campus programs, on-campus leadership, and research. Students work with an ELI advisor

to craft professional development and community engagement objectives, reflect on their experience, and create a career application to contextualize the experience for an external audience (employer, graduate school, etc.).

Retention and Graduation
Many factors impact a student's persistence toward their degree. The University monitors retention and graduation rates to inform our institutional practices and initiatives (IV.1.UGFirst_Year Cohort Retention Rates, IV.1.Transfer Retention Rates, IV.1.UG First_Year Cohort Retention Rates Disaggregated). Retention initiatives occur throughout the year (IV.1.Retention Timeline). The institution identifies barriers to a student's success through a student's responses to a survey, known as the Bridge to Success (BTS) survey, and via Academic Updates for students regarding their progress in courses submitted by professors (IV.1.Overview of Student Retention Efforts at Messiah).

BRIDGE TO SUCCESS SURVEY. The Bridge to Success (BTS) survey is a biannual survey given to new first-year students, new first-time transfers, and sophomores in the third week of classes in both the fall and spring semester. This survey is a requirement within new, first-year students' First Year Seminar (FYS) and Created and Called for Community (CCC) courses (IV.1.IDFY102_02 Syllabus, IV.1.2022 CCC Syllabus). Participating in this survey for sophomore students is optional.

Primarily, BTS is a student success and retention effort to assess how students are transitioning to the University and provide timely intervention when survey responses identify potential reasons for concern (IV.1.Student Success at Messiah Fall 2021). The survey questions are crafted and connected to ten primary themes: homesickness, stressed over finances, expected academic outcomes, satisfaction with roommate, social fit, satisfaction with major, emotional well-being, academic resilience, spiritual fit, and overall Messiah experience. Each theme question is calculated and categorized by highest priority of concern, concerning but less of an immediate need, and low concern. Historically, the themes most predictive of first-year retention in the fall include expected academic outcomes, overall Messiah experience, and social fit.

Based on how a student responds to the questions in the ten themes, they may receive follow up from a Messiah professional within their community of connections. This is completed by "tasking" the best individual to follow up on the student's concern that has been deemed a high priority. Dependent upon the concern, students can receive intervention from professionals within the Division of Student Success and Engagement (SSE), Student Financial Services, advisor, or an educator.

ACADEMIC UPDATES. An Academic Update is a Messiah-specific tool that provides instructors a formal and uniform method to provide feedback to students on their academic progress in a course. This tool is used in both undergraduate and graduate programs. Students are rated on a scale of "Very Good," "Good," "Fair," "Poor," "Very Poor," and "N/A," with the following criteria in a rubric: class attendance, participation, and preparedness; overall academic performance; performance on exams; quality of assignments; and seeks assistance. There is also a checkbox for if the student is estimated to receive a grade of C or lower.

The student is directly notified via email when an instructor submits this method of feedback. This email communication is sent to the student and copied to members of the campus community who have a connection with the student (e.g., academic advisor, athletic coach, residence director).

Academic Updates may be used to both warn a student of unsatisfactory progress as well as to affirm good student performance. Instructors are asked at a minimum to utilize this feedback mechanism when a student is in danger of receiving a final grade of a C or lower, is repeatedly displaying poor academic progress, or has missed more than two weeks of classes.

Academic Updates have not only served as a reporting tool to inform students and community members about individual student academic performance but have also been useful in predictive analysis for retention (IV.1.Academic Update Analysis_November 2019). The logic behind this analysis is based on the variables mentioned above that are reported on the Academic Update rubric. Typically, students who receive multiple "flagged" variables of concern run the risk of not persisting compared to peers who have not received flags by Academic Updates. Students can demonstrate this risk of concern in individual or multiple courses. Recognizing that a student's academic progress and retention are at stake, this model of predictive analysis has been critical in informing intervention methods to respond to students identified by Academic Updates. As mentioned, members of the Messiah community who have some level of connection are alerted to the concerns taking place in the classroom. Initially, advisors attempt to connect with the student to address these concerns. If the advisor is unable to get ahold of a student, then a collaborative effort is made by the Office of Student Success and Residence Life to get in contact with the student as soon as possible.

Transfer Credits (Criterion 2)

Messiah University welcomes transfer students from other accredited universities and colleges (IV.2.Transfer Connection, IV.2.ADP Transfer Connection, IV.2.Grad Transfer Connection). Specific policies are in place to ensure students are in good academic standing and meet admission criteria. All graduate courses with a grade of 3.00 (B) or better and undergraduate courses with a grade of 2.00 (C) or better, are comparable to those in the curriculum at Messiah, and are from recognized, accredited institutions will be accepted for transfer. There are program-specific policies and procedures for students interested in transferring into the undergraduate Nursing program and several graduate programs. The transfer section of the Admissions page of the Messiah website includes important information for prospective transfer students, including how to apply, transfer scholarship opportunities, course transferability, and transfer admissions counseling services. The University has special transfer agreements with Harrisburg Area Community College, Carroll Community College, Hesston College, Montgomery County Community College, Cecil College, and Methodist College Kuala Lumpur. Courses that do not have pre-existing equivalency status are considered on an individual basis. Students can find information about transferability of specific courses on the Transfer Equivalency Database.

Several opportunities to demonstrate competencies beyond those normally associated with graduation from high school are open to qualified high school juniors and seniors, as well as adults returning to school after an interval of work or military experience (IV.2.Transfer AP CLEP courses). Academic credit may be granted for such demonstrated competencies through a variety of channels, including: Advanced

Placement (AP) tests, military education and training programs, challenge examinations, the College-Level Examination Program (CLEP), Excelsior College Exams, and Defense Activity for Non-Traditional Education Support (DANTES) Subject Standardized Tests (DSST).

Security of Student Records (Criterion 3)

The security of student records and information is an important priority for Messiah. Messiah University complies with the Family Education Rights and Privacy Act (FERPA). FERPA guidelines are published in the Student Handbook and online through the University's website (IV.3.UG FERPA, IV.3.FERPA UG catalog, IV.3.GRAD FERPA, IV.3.FERPA GRAD catalog, IV.3.FERPA ADP catalog). The University has developed a Records Retention and Data Destruction (R2D2) Policy (IV.3.Record Retention Data Destruction, IV.3.Records Management Policy). The purpose of this policy is to identify records retention requirements and responsibilities, provide proper management of University records and compliance with retention requirements, and define penalties for violation.

This policy applies to all records generated in the course of the University's operations, regardless of whether they are maintained in hard (paper) copy, electronically, or in some other fashion (including, but not limited to, campus voicemail). All University personnel, including student workers and temporary workers, who have access to or use records are responsible for ensuring that records are generated, used, maintained, stored, and retained as defined in the R2D2 policy. The policy details the records assigned to data custodians of each office and the timelines related to the retention and disposal of those records.

Administrative Technology Services (ATS) hosts the Banner system in our Oracle online environment, where our CRM data is stored. Specific policies related to the maintenance of data, emergency protocols related to technical difficulties (e.g., damage to the server), and security protocols for transferring and backing up data can be found in the Data Security Policy (IV.3.Data Security Policy).

Challenge Response System was created by Messiah's Information Technology Services (ITS). Campus offices utilize the Challenge Response System to validate the identity of a caller requesting non-directory educational record information. Students create a privacy word that is accessed when a caller requests education record information. Students are instructed to share their privacy word with only the individual(s) listed on their Family Educational Rights and Privacy Act of 1974 (FERPA) release. Educational record information may be released only to those individual(s) who are listed on the student's FERPA release and correctly provide the student's privacy word.

Co-Curricular Programming (Criterion 4)

Messiah University operates with a holistic Community of Educators model (IV.4.Community of Educators), which involves a governance structure wherein faculty, curricular administrators, and co-curricular educators share responsibility for curricular and co-curricular programming. Within this structure at the undergraduate level, a Cocurricular Education Council comprised of a variety of curricular and co-curricular educators, administrators, and student representatives gives broad oversight to educational programming in the undergraduate co-curriculum (IV.4.Community of Educators fall 2021). This programming is informed by the University's Undergraduate Learning Objectives (ULOs) and Guiding Educational Assumptions (GEAs).

The Division of Student Success and Engagement oversees the vast majority of co-curricular programming, which is delivered primarily through the Agapé Center for Local & Global Engagement, Athletics, Campus Ministries, Campus Wellness and Recreation, the Career and Professional Development Center, Residence Life and Housing, the Sexuality and Gender Education program, and the Office of Student Engagement (IV.4.Student Success and Engagement). Areas outside of the Division of Student Success and Engagement that provide curricular and co-curricular programming include Multicultural and International Student Programs and the Office of Sustainability. A more focused Student Engagement Team comprised of select educators from key areas meets regularly to respond to campus needs and to collaborate and plan educational programs throughout the academic year. The Office of Student Engagement advises Messiah's Student Government Association (SGA), which includes the SGA Executive Cabinet, Student Senate, Diplomatic Corps, Student Review Council, and all student-run, student-funded clubs and organizations as governed by the Student Governance Manual (IV.4.Student Government Association).

Athletics

Messiah University offers a comprehensive intercollegiate athletics program that adheres to NCAA Division III and the Middle Atlantic Conference's mission, priorities, and guidelines (IV.4.Division III Priorities, IV.4.Mid Atlantic Conference Mission Statement). This opportunity includes an official E-sports team that employs a head coach and has a dedicated technology space on campus. The mission in Athletics supports the University's educational mission: *The Department of Athletics at Messiah University seeks to develop Christian character while pursuing athletic excellence. In doing so, the Department fulfills Messiah University's mission to educate men and women toward maturity of intellect, character, and Christian faith* (IV.4.Messiah Athletic Mission).

Athletics is part of the co-curriculum and an integral part of the educational mission as it is housed in the Student Success and Engagement division at Messiah University. Head coaches are members of the Community of Educators and have a voice in the educational mission. The intercollegiate athletics program operates within the same academic eligibility guidelines and framework as the University (IV.4.Messiah Athletic Policies and Procedures). The intercollegiate athletics operating budget provides the resources necessary to support twenty-two varsity athletics programs at Messiah University. The budget for each athletic program is managed by the respective head coach and monitored by the Director and Associate Director of Athletics and the Finance Office. During the 2020-2021 academic year, 459 students participated on University athletic teams. Over 470 athletes participated in the 2021-2022 academic year.

Compliance with the NCAA Division III regulations is a high priority for Messiah University Athletics. A new position supporting compliance is the Assistant Director of Athletics for Compliance and Internal Operations. The Office of Compliance seeks to build an atmosphere for understanding that promotes knowledge of NCAA Compliance to members of the Athletics Department, student-athletes, recruits, and members of the community who support Messiah University.

The Student Athlete Advisory Committee (SAAC), which is mandated by the NCAA and the MAC, serves another important role in the University's Athletics Department. The purpose of SAAC is to enhance the total student-athlete experience by fostering a positive student-athlete image within the teams, the campus community, and the surrounding Messiah community. This committee supports the principles, mission, and philosophy of NCAA Division III, Messiah University, and Athletics. It encourages open

communication and discussion between coaches, administration, and student-athletes. SAAC serves as the voice of student-athletes on campus and provides valuable insight into how the University and NCAA policies may impact them.

Third-Party Providers (Criterion 5)

Messiah University contracts with third-party providers to provide some student support services. These student services include mental healthcare services and writing support for graduate and ADP students.

During fall 2020, at the height of the COVID-19 pandemic, an institution-wide decision was made to contract with a telehealth service provider in support of student success. TimelyCare is a year-round, 24/7 medical care consultation and mental healthcare service for Messiah students (IV.5.TimelyCare). All undergraduate students are provided access to TimelyCare as well as a specified population of graduate students: Master of Occupational Therapy, Doctor of Physical Therapy, Dietetic Interns, and graduate students who hold athletic eligibility. The Engle Center tracks student usage through a monthly report provided by TimelyCare (IV.5.TimelyCare Registration Report Apr22, IV.5.TimelyCare Visits Report Apr22). The institutional goal is for 90 percent of the Messiah-eligible students to enroll in TimelyCare and for the usage to grow over the three-year time of subscription. In addition, students are invited to share their experiences using TimelyCare with professionals in the Engle Center. Any negative or troubling feedback is discussed and remedied with TimelyCare leadership. The Engle Center department's annual reports (health and counseling) include information on quality of service and can be used by the Dean of Students' office to determine whether to continue the contract with Timely Care as appropriate.

During the implementation of the residential graduate programs (i.e., Occupational Therapy, Physical Therapy, and the Dietetic Internship), an agreement was made with the Heartful Editor, a third-party, remote writing coach and editing service (IV.5.Heartful Editor). While the administration realized the residential graduate students would need writing support at the master's and doctoral levels, a determination was made for all students enrolled in graduate programs to have access to the Heartful Editor at no additional cost, including the online programs. Due to the use of the Heartful Editor and informal feedback received from faculty and program directors, access to the Heartful Editor was then expanded to ADP students.

Assessment of Student Support Services and Programs (Criterion 6)

The Division of Student Success and Engagement assesses student learning in the co-curriculum. The division measures six student learning outcomes, all of which tie back to the University Undergraduate Learning Outcomes (IV.6.SSE Assessment Guidelines). Each area within the division (e.g., Campus Ministries, Residence Life) defines the student learning outcomes through the lens of the work they do. Each year, directors develop strategies and measures to achieve these learning outcomes. At the end of the year, directors review the results from various assessment instruments to measure the extent to which the strategies helped accomplish the student learning outcomes. If the student learning outcomes were not met, adjustments are made to the strategies, and student learning outcomes are assessed again the following year.

One common method of assessing student learning in the co-curriculum is the use of national survey results that the Office of Institutional Research collects. The University uses several instruments to assess student learning, including the National Survey of Student Engagement (NSSE), Cooperative Institutional Research Program (CIRP), First-Year Student Survey, and College Senior Survey (CSS). Each assessment provides useful comparative data to national norms, private religious colleges, and other groups. The assessment instruments used each year vary, typically on a three-year cycle (IV.6.Assessment Calendar).

SSE has worked with OIR to link each pertinent survey question to one of its six student learning outcomes. Once the assessment is administered and the data are received from the contracted company, the Office of Institutional Research distributes the results of the assessment instrument, taking exceptional care to provide each area or department with what it has requested. If the area has linked the assessments directly to its outcomes, the results are separated and provided by outcome.

Departments within the Division of Student Success and Engagement also conduct institutional effectiveness reviews once every five to eight years. Each department has completed one of these reviews in the past ten years, and recommendations from those reviews have been implemented (see Chapter 6).

In addition, other departments (e.g., Registrar, Student Financial Services) supporting the student experience are assessed for effectiveness and satisfaction. For instance, graduate student services are assessed using a student survey on a biennial basis (IV.6.Graduate Student Survey). The main goal of the survey is to assess both the accessibility and timeliness of the student services. As discussed in Chapter 6, departments supporting the student experience follow the administrative unit annual review process where they define goals at the start of each academic year, assess their achievement of those goals, and refine their goals for the following year.

Student Success Task Force

In 2018, the President created a task force led by the Vice President for Enrollment Management and the Vice Provost for Student Affairs to review current institutional student success and retention practices. As a result of that task force, the Academic Success Center joined Student Affairs and the entire division was renamed the Division of Student Success and Engagement, with an intentional focus on student success through three distinct areas: academic success, co-curricular/curricular connections, and student care, support, and engagement. There were twelve recommendations from the task force aimed at increasing student success and retention at Messiah overall, as well as specifically within subpopulations such as conditional admits (IV.6.Student Success Task Force Recommendations). With only one year of implementation before COVID, the recommendations and their impact on student success continue to be reviewed.

Strategic Enrollment Plan

Each summer, the Division of Enrollment Management establishes goals informed by the institutional strategic plan and the diversity strategic plan (IV.6.Strategic Enrollment Plan). Accountability for goals is assigned to various enrollment personnel through our strategic enrollment planning process. Goals are assessed the following summer, at which time the next cycle's recruiting goals and strategies are established.

Additionally, various analyses are conducted to refine and focus planning. Admitted student and cancellation data are collected annually to note student perceptions, compare performance against competitors, and confirm reasons students choose to attend elsewhere (IV.6.ASQ Presentation Fall 2021). Key indicators from competitor institutions are utilized to understand Messiah's standing on key data points (e.g., enrollment, retention, cost, financial aid).

Finally, our annual historical analysis is presented to the Financial Aid Strategy Team each spring as we consider ongoing strategies related to our financial aid and net revenue model (IV.6.Financial Aid Historical thru 2022-23). This process speaks to financial aid strategies related to discount rates, scholarships, and income share agreements.

Opportunities for Improvement and Innovation

- The University will continue to assess and refine the test-optional strategy for undergraduate admissions.
- Given the number of new strategies and the more recent reorganization of our Division of Student Success and Engagement, we will continue to assess the impact of our interventions with conditionally admitted students and students of color who are not engaged with our multicultural scholarship programs.

Chapter 5 - Standard V: Educational Effectiveness Assessment

This chapter demonstrates Messiah University's commitment to and investment in student learning assessment. The chapter addresses learning goals, organized and systematic assessments, use of assessment results, review and approval of third-party assessment services, and meta-assessment processes. The chapter also illustrates Messiah's approach to systematic evaluation of educational programs and strategies for public dissemination of assessment data (Requirement of Affiliation #8).

Clearly Stated, Well-Aligned Learning Goals (Criterion 1)

Undergraduate and Graduate Learning Objectives (ULOs/GLOs) represent institution-level learning goals for each major/graduate program at the University. The ULOs/GLOs are found on the Assessment of Student Learning website (V.1.Assessment of Student Learning, Learning Outcomes Website). Out of Messiah's mission to educate men and women toward maturity of intellect, character, and Christian faith in preparation for lives of service, leadership, and reconciliation in church and society, undergraduate students:

1. Develop skills common to the liberal arts and sciences: research, analysis, reflection, and communication.
2. Develop knowledge common to the liberal arts and sciences in the fields of arts, humanities, natural sciences, and social sciences. Students will also develop specialized knowledge and disciplinary expertise.
3. Develop informed and mature convictions about Christian faith and practice.
4. Become proficient in the scholarship of their discipline and demonstrate specialized skills needed to pursue a career and/or graduate school.
5. Gain awareness of identity, character, and vocational calling.
6. Demonstrate a commitment to service, reconciliation, and justice, and respond effectively and ethically to the complexities of an increasingly diverse and interdependent world.

Graduate students:

1. Exhibit mastery of specialized knowledge.
2. Perform scholarly activities informed by professional standards.
3. Demonstrate mastery of competencies required in their field of study.
4. Articulate how Christian faith and principles inform their vocation.
5. Apply ethical principles relevant to their profession.
6. Demonstrate intercultural competence.

The Undergraduate Learning Objectives were proposed by the Assessment of Student Learning Committee (ASLC) and based on a content analysis of the 53 former institutional learning outcomes, called the College-Wide Educational Objectives (CWEOs). We created the ULOs to improve our ability to communicate and report learning data clearly. The Community of Educators Senate approved the ULOs on April 3, 2017 (V.1.Proposal to create Undergraduate Learning Outcomes). Similarly, at their inception, graduate-level courses were guided by a set of College-Wide Graduate Educational Objectives (CWGEOs), approved in 2008 (V.1.COE Senate Agenda 10-13-2008). Subsequently, the revised graduate learning outcomes (GLOs) were proposed by a task force and approved by the Community of Educators

Senate on February 13, 2017 (V.1.Proposal to create Graduate Learning Outcomes). Program-level learning objectives for every undergraduate major/graduate program, in addition to our Division of Student Success and Engagement outcomes, map to these institutional learning outcomes. Departments, deans, and various committees review program-level outcome statements (PLOs) annually, and we publish them in our University Catalog and on department webpages (V.1.PLOs on dept webpages, UG Academic Catalog-Programs of Study, V.1.Example PLO listed in UG Catalog). Over the past three years, undergraduate academic departments reviewed and updated all course learning objectives to ensure the learning objectives state specific and measurable learning. They also mapped course objectives to their program outcomes (and ultimately to the ULOs or GLOs). Approved course learning objectives appear on all syllabi, and our assessment software (Academic Evaluation, Feedback and Intervention System, or AEFIS) stores course learning objective (CLO)-level assessment curriculum mapping so that it is visible to educators, chairs, and deans when selecting assignments used for assessment collection and running assessment reports (V.1.Biology curriculum map showing CLO PLO alignment).

The alignment from ULOs/GLOs to program learning objectives to course objectives to course assignments is demonstrated by our program assessment plans. Each program (academic, student success and engagement, general education) maintains assessment plans and keeps track of assessment data scheduled for reporting each year based on these records (V.1.QuEST Guide 2021-2022_Final, V.1.QuEST Website, V.1.QuEST Assessment Plan 20-21, V.1.SSE Assessment Plan Flowchart, V.1.SSE Student Learning Outcome Grids, V.1.COUN (MA) Assessment Plan 21-22, V.1.DPT Assessment Plan 21-22, V.1.Nursing Assessment Plan 21-22).

Assessment measures provide representative, authentic samples of student learning aligned with the program learning objective and undergraduate/graduate learning objective. Program administrators (chairs, program directors) are equipped by the Office of Assessment (trainings, 1:1 meetings, web resources) to create well-aligned assessment plans that will yield effective evidence of student learning on the PLOs. For example, in 2020-'21, the Office of Assessment held seventy-five group and 1:1 training sessions for program administrators and educators and also developed robust print and video resources related to assessment collection and reporting (V.1.AEFIS_manual_deanchair (2.21), V.1.AEFIS_manual_faculty, V.1.AEFIS_manual_quest, V.1.Assessment_Resources_Handouts).

Organized and Systematic Assessment Processes and Data (Criterion 2, RoA #8)

Each educational unit of the University (academic majors/programs, general education, and student success and engagement) maintains and annually reviews and updates assessment plans. Assessment plans include:
1. Program Learning Objectives aligned with ULOs/GLOs;
2. The names of direct, authentic measures of student learning identified by educators contributing to each program, most of which are collected from our learning management system (LMS) by our assessment software (AEFIS);
3. Meaningful targets (goals) for student performance, and
4. A timeline for data collection and analysis, with all data reported at least once within a three-year cycle.

Messiah University engages in a planned cycle of assessment activities, posting the dates for important assessment events/deadlines on the assessment website and in the annual department chairs'/program directors' calendars (V.2.CurrentAssessmentActivities_website, V.2.2021-2022 Chair. Director Due Dates). Institutionally, our annual May Development Week provides specified time for departments to complete assessment tasks. During this time, each academic department, all units of general education, and each student success and engagement office meet to reflect on assessment results, develop action plans to improve student learning for the following academic year, and document action plans completed during that academic year, i.e., closing the loop (V.2.May Development Week, V.2.Chairs and Program Directors Inservice program, V.2.May Development Discussion Guide, V.2.2020-21 Executive Summary of the Assessment of Student Learning).

In our academic programs, educators contributing to each program analyze evidence of student learning, develop action plans to improve learning, and report how they have closed the loop on prior-year action plans. All assessment records are entered into the data collection forms housed in our assessment management software (AEFIS). The assessment records are approved by the respective school dean in June (V.2.EDUC (PreK-4) Assessment Plan 19-20 (Final), V.2.Occupational Therapy (MOT), V.2.COUN (MA) Assessment Plan 19-20 (Final)).

In general education, the Assistant Dean of General Education meets with faculty and adjuncts teaching in Qualities Essential for Student Transformation (QuEST), our general education program, each academic year. Additionally, she communicates about assessment tasks throughout each semester, ensuring all instructors understand the assessment data reporting requirements and timeline. Educators report assessment results in AEFIS by linking key assignments that evaluate student performance on each general education course learning objective in our LMS. Assignment selections and rubrics are managed within each academic unit/requirement area. AEFIS pulls the student score from the LMS and aggregates the data, and the assistant dean presents the findings to the General Education Committee on an annual basis. The assistant dean also reviews the findings with faculty teaching the general education courses. Collaboratively, they discuss and determine what actions may be necessary to improve student learning (V.2.InfographResults2020-21, V.2.MDW_FYS_Discussion).

Aggregate, institution-level learning performance data is published in the Annual Executive Summary of Assessment and on the assessment website. We display results in accordance with level of student achievement (advanced, proficient, basic, below basic):

Figure 5-1. Direct Assessment Results: Undergraduate Institutional Level

ULO #1	ULO #2	ULO #3	ULO #4	ULO #5	ULO #6
Foundations of Learning	**Breadth and Depth of Knowledge**	**Faith Knowledge and Application**	**Specialized Skills and Scholarship**	**Self-Awareness**	**Social Responsibility**
90% scored Proficient or Above	78% scored Proficient or Above	91% scored Proficient or Above	85% scored Proficient or Above	94% scored Proficient or Above	93% scored Proficient or Above

Figure 5-2. Direct Assessment Results: School of Graduate Studies
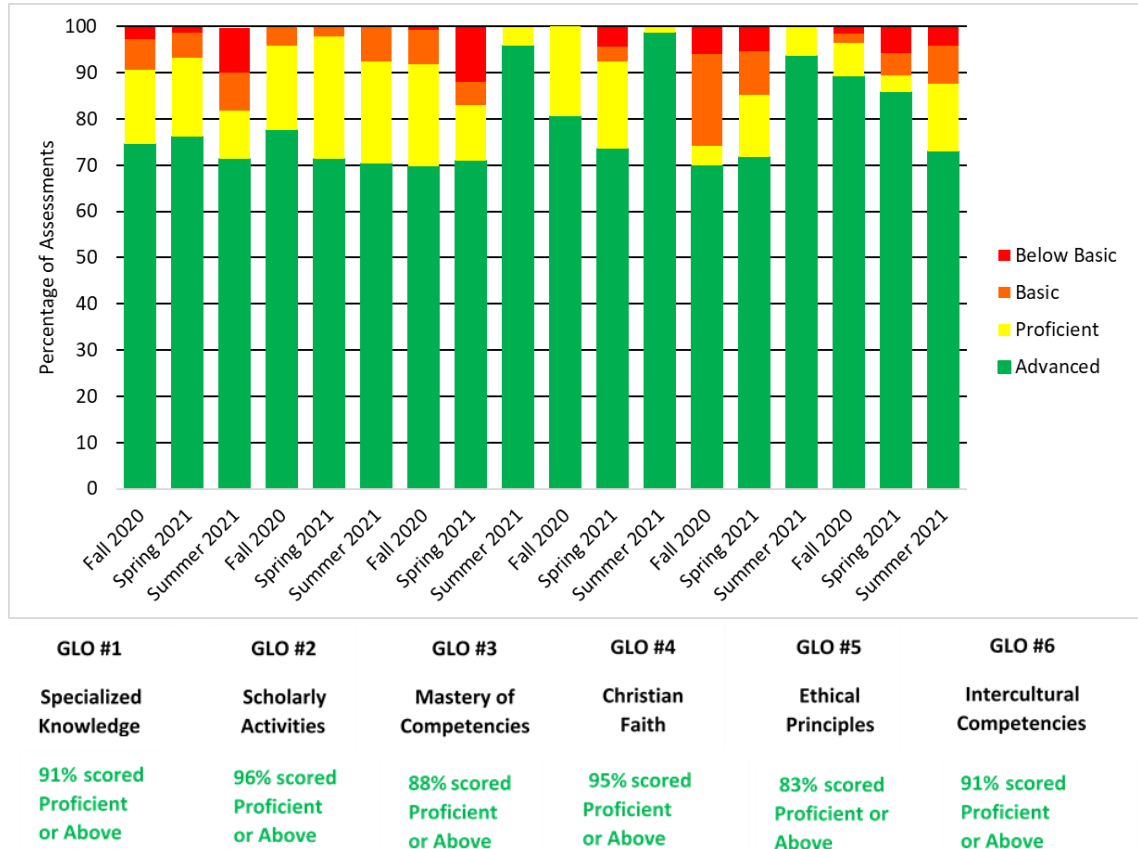
GLO #1	GLO #2	GLO #3	GLO #4	GLO #5	GLO #6
Specialized Knowledge	**Scholarly Activities**	**Mastery of Competencies**	**Christian Faith**	**Ethical Principles**	**Intercultural Competencies**
91% scored Proficient or Above	96% scored Proficient or Above	88% scored Proficient or Above	95% scored Proficient or Above	83% scored Proficient or Above	91% scored Proficient or Above

The Division of Student Success and Engagement also maintains assessment plans and collects assessment data on one program-level learning outcome per year. Directors of all student success and engagement areas (residence life, athletics, career and professional development, etc.) meet three times a year for planning and professional development related to assessment. They collaboratively review findings on an annual basis (V.2.SSE Educational Plans_Examples, V.2.Student Success Annual Report 20-21).

In addition to direct learning assessment data, the University monitors retention rates and collects survey response data from undergraduate seniors and alumni about the extent to which Messiah prepared them in ways consistent with the mission for successful careers and meaningful lives.
- Our first- to second-year undergraduate retention rate in fall 2020 was 85.3 percent, with a previous three-year average of 87.4 percent (V.2.Key Indicators for BOT - January 2022), and our six-year graduation rate has remained above 76 percent since the 2009 first-year cohort. We consistently benchmark these rates against our competitor institutions (V.2.Key Indicators for BOT Detailed Graphs - January 2022).
- Seventy-three percent of respondents to the 2018 alumni survey answered "agree" or "strongly agree" to the statement that Messiah prepared them well for the demands of the twenty-first-century workforce; 69 percent said Messiah contributed significantly to their spiritual growth; 74 percent said they are thriving in their professional lives; 85 percent said their life outside of work is fulfilling; and 96 percent of respondents answered "adequately," "more than adequately," or "very well" to the question "how well did this institution prepare you for your career?" (V.2.CCCU Alumni Survey Report).
- Three years of data from the College Senior Survey indicate that an average of 90 percent of respondents agreed or strongly agreed with the statement "this institution has contributed to my preparedness for graduate or advanced education," and a three-year average of 86 percent of respondents were satisfied or very satisfied with the relevance of their coursework to their everyday life and future plans (V.2.2019 College Senior Survey Data).
- The 2020 Career and Professional Development Center six- to nine-month post-graduation survey demonstrates that, of the 74 percent of graduates for whom we have verifiable data, 100 percent report being employed or in a graduate or professional program within six to nine months after graduation. Of those, 76 percent of the respondents secured employment while 24 percent indicated graduate or professional school as their primary activity (V.2.CPDC 2020 Executive Summary & Full Report, V.2.Career Outcomes by Dept_webpages).

Support for assessment work is provided through the Office of Assessment, staffed by a director, assistant director, graduate assistant, undergraduate student office assistant, and administrative assistant. The Office of Assessment maintains an assessment manual and assessment resources to provide consistent training materials to help educators understand assessment processes, policies, and best practices. The assessment manual explains the "why" and the "how" of our approaches to assessment, and the resources are designed as easy-to-use guides to help educators create assessment plans, write effective and aligned learning outcomes, select appropriate measures to use as evidence of learning, set meaningful targets, engage relevant stakeholders in assessment processes, and disseminate results to stakeholders. Posted on the assessment website, these resources are

disseminated to deans, department chairs, and educators involved in departmental assessment. We discuss assessment processes and equip educators to improve pedagogy through professional development days, targeted training for schools and departments (often determined by rubric performance the previous academic year), Teaching & Learning sessions on assessment topics, and periodic assessment newsletters (V.2.Assessment Manual 2020-2021, V.2.Assessment Resources found on website).

To ensure individual educators develop competence in learning assessment, Messiah embeds assessment in term-tenure review processes in two specific ways. First, a category of the teaching evaluation rubric for course observations focuses on educators' methods for evaluating student performance in a course, posting clear and aligned learning outcomes on the syllabus, etc. Second, faculty contributions to department/program assessment processes are a component of institutional service, one of the three areas of responsibility for full-time faculty (CoE Handbook 6.V).

Use of Assessment Results for the Improvement of Educational Effectiveness (Criterion 3, RoA #8)

Messiah University has created practices that encourage the use of evidence to inform decision-making at various levels, and we regularly share assessment results with relevant stakeholders.

At the course and educator level, we maintain a variety of policies and offer professional development resources to ensure our faculty effectively assess and improve student learning. A specific component of faculty evaluation for term-tenure and promotion at the University includes educators' ability to assess and improve student learning in their courses (CoE Handbook 6.IV.A.1, CoE Handbook 6.V.H, V.3.PDPR_form_Term_Tenure_Track__2021_22). Faculty mentoring and Provost's Seminar help new educators understand these expectations, and the 2021 Faculty Development report demonstrates that we review our processes in order to make continuous improvements (V.3.Teach_Learn_Executive Summary - Orientation Review, V.3.Needs Assessment Faculty Orientation Action Summary). The Teaching and Learning program offers at least one assessment-related workshop per semester in order to equip educators to base improvement efforts on evidence of student learning. Many educators on campus decide which teaching and learning sessions to attend on the basis of improvement needs indicated in their annual professional development goals forms (V.3.Teaching and Learning Schedule 2021FALL, V.3.Teaching and Learning 2 Year Plan Final, V.3.Messiah PD Grant Final Report).

At the academic program level (majors/graduate programs, general education, student success), departments/graduate programs annually collect evidence of student learning, analyze it, and develop action plans for improvement. These records are entered in their AEFIS assessment plan forms and approved by school deans at the end of each academic year. Action plans entered at the end of one academic year automatically populate in the following year's form under "closing the loop" to remind departments of prior-year action plans to which they must respond at the end of the next year. An aggregate analysis of action plans is provided in the annual assessment executive summary.

Figure 5-3. Assessment Action Plans May 2021
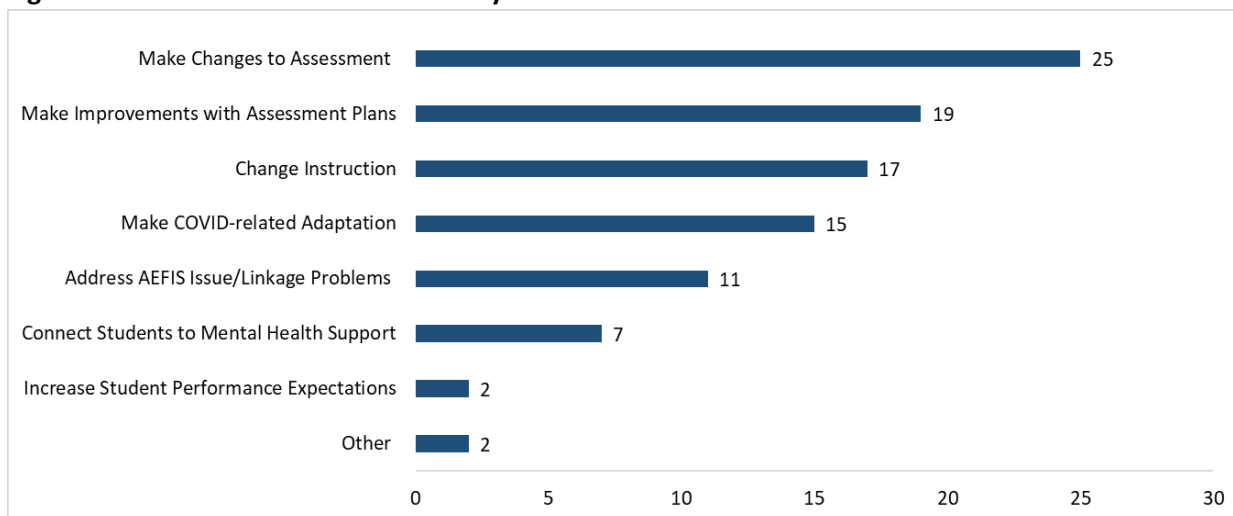
We offer several specific examples of assessment evidence reported and changes made to improve learning:

1. Program: Human Development and Family Science BA (V.3.HDFS BA Assessment Plan)
   a. Assessment data referenced: HDFS 442: Strategies FLE Project.
   b. Actions taken: Add readings and instruction on risk and protective factors in HDFS 253. Faculty are working to scaffold the learning through the curriculum, helping students know how to translate risk and protective factors into evidence-based FLE curriculum through HDFS 211, 311, 345, and 355.
   c. Closing the loop: Department ensured addition of readings and instruction on risk and protective factors in HDFS 253; now covered through 1) class PowerPoints and supporting references to textbook readings on these topics, 2) worksheets designed to enhance class discussion, 3) class projects, and 4) exam items specifically assessing risk and protective content. Additionally, the department discussed and ensured scaffolding of risk and protective factors in HDFS 211, 345, and 355.
2. Program: Public Relations BA (V.3.Public Relations Assessment Plan)
   a. Assessment data referenced: Ethics statement in senior portfolios. Target was not met because a number of the portfolios lacked evidence.
   b. Actions taken: Require the PR ethics statement in the portfolio since this is an essential component of the Public Relations major at Messiah.
   c. Closing the loop: Analysis of the assessment results suggested that students considered ethics in their work and prepared explicit ethical statements in other courses. But because the instructions for the assessed assignment were more product-oriented than process-oriented, the students' ethical positions were not clearly evident in the portfolio. The assignment instructions were revised to specify that a general statement of ethics in Public Relations be included in the portfolio. Students use materials from other classes as well as ethics training in the assessed course itself to prepare the statement.

3. Program: Doctor of Nursing Practice (V.3.Family Nurse Practitioner Assessment Plan 19-20 (Final))
    a. Assessment data referenced: NURS 632 project prep assignment. Target of 80 percent of students achieving 80 percent or higher was not met. One student received a score of 0 for a plagiarized assignment, one failed the final paper and defense, and one student needed a COVID-19-related incomplete
    b. Actions taken: Change measure to include all project prep assignments for better consideration of other factors. Also likely due to small cohort and COVID-related stress factors. Reevaluate next year when COVID is not as impactful.
    c. Closing the loop: When results were reviewed the following year, student performance did not rebound. As a result of being below the benchmark despite changes, we have instituted changes in the curriculum to better prepare students to complete the project prep assignments. An early spring semester mandatory meeting was initiated to help students prepare in advance by identifying a topic, project, and project implementation site before beginning all DNP project courses. This will allow students to proceed in courses without problems identifying a project site, which was one reason that scores were low in the 2021 semester. When students change projects mid-semester, they get behind quickly and are not able to apply feedback on past assignments to the current, which ultimately lowers their scores. In addition, changes to the NURS 632 course will be implemented in the following year to ensure completion of several components of the project prep assignments earlier to get multiple iterations of feedback to improve the project prep assignments.

The Office of General Education (QuEST) collects data on one course objective per year for every QuEST course. Assessment results and action plans are discussed with QuEST educators during May development meetings, and action plans are similarly recorded in the AEFIS assessment plan annually. To share student performance publicly, aggregate results appear on the QuEST website using infographics and also in an appendix to the institution's annual executive summary of assessment (V.3.QuEST Guide 2021-2022_Final, V.3.MDW_FYS_Discussion, V.3.First Year Seminar Assessment Infographic).

In Student Success and Engagement, each division reports assessment outcomes and action plans through its educational plan forms. SSE leaders meet regularly throughout the academic year to discuss assessment processes, data, and action plans in "synchronicity" meetings. They compile the results and action plans in an annual report, which is shared internally and externally via the student success and engagement annual report and posted on the website (V.3.Student Success Annual Report 20-21, V.3.SSE Educational Plans_Examples).

Institutionally, Messiah collects and analyzes a variety of data to ensure students are accomplishing the mission of the University and to ensure we are effectively communicating these outcomes to key stakeholders. The Director of Assessment compiles direct learning data in an annual executive summary of assessment (V.3.2020-21 Executive Summary of the Assessment of Student Learning). This report is presented to campus leaders and posted on our public website. We also monitor and report retention

and graduation rates, career placement data, and survey data as summarized in the Criterion 2 section. The Office of Marketing and Communications conducts ongoing market research to evaluate how effectively we advertise our institution and programs to our stakeholders (V.3.Institutional Marketing).

We also maintain robust processes for ensuring the quality of support resources we provide for our students. For instance, specific protocols identify at-risk students that lead to student-centered intervention, as demonstrated by the Bridge to Success survey and the process outlined in the Retention Efforts report (V.3.Overview of Student Retention Efforts at Messiah, V.3.Retention Communication from Retention Committee, V.3.Fall 2021 BTS Results, V.3.OAS End of Year Report 2019-20, V.3.DEC18 Student Success Task Force Report FINAL, V.3.Academic Update Analysis_Fall 2021). As a result, improvements to support resources focus on student groups that demonstrate lower retention rates (V.3.New First Time Undergraduate Retention and Graduation Rates). Finally, we use an annual advisor evaluation to monitor the effectiveness of our academic advising for all students and provide targeted training for advisors based on areas of need (V.3.Advising Eval Criteria_Instrument, V.3.Advising Workshop - Example of Advising Office Development Opportunities).

Institutional Review and Approval of Third-Party Assessment Services (Criterion 4)

Messiah maintains approval and review processes for all assessment services designed, delivered, or assessed by third-party providers. Third-party providers include off-campus programs, institutional research instruments, nationally normed program assessments, our course evaluation tool, and a student internship evaluation tool.

First, we routinely evaluate our relationship with off-campus programs. Semester-long off-campus programs go through a vetting process, which includes an in-person site visit, a program write-up, and a supporting department or committee, before the proposed program is sent to the Off-Campus Programs Advisory Committee for consideration (V.4.Site Visit Report Template for Semester-Long Off-Campus Programs, V.4.Template for New semester-Long Off-Campus Program Proposal). The Vice Provost for Student Success and Engagement and Provost provide final approval. After the program is implemented, individual student feedback is gathered during mid-semester and re-entry retreat interviews. Additionally, we conduct in-person site visits every seven years and ensure our Memos of Understanding are reviewed every three years for compliance with our requirements (V.4.BUS-LLI MOU 23 Feb 22).

Second, Messiah administers a number of institutional research instruments to collect data about the student experience, such as the College Senior Survey and the National Survey of Student Engagement (NSSE). We maintain a distribution and analysis plan for the results of all surveys administered. At a minimum, this includes preparing customized summary reports of relevant questions for many offices on campus (e.g., Student Success and Engagement, General Education, Admissions, Marketing and Communications). Every year, we also present the prior year's results to Student Success and Engagement at the beginning of its January retreat in order to discuss how the results might shape upcoming programming. When a survey no longer provides useful data, we remove the survey from our assessment calendar. For example, we administered the Student Satisfaction Inventory every three years. When we analyzed the results, we did not find actionable insights. As a result, everyone who

reviewed the results was consulted, and the feedback confirmed that the survey did not provide helpful information to the institution. Therefore, we discontinued the survey.

Third, a number of our academic programs use nationally normed exams as a key measure of student achievement. For instance, Nursing uses the National Council Licensure Examination (NCLEX) exam, Teacher Education uses the Praxis, Finance uses the Chartered Financial Analyst (CFA) exam, Accounting uses the Uniform Certified Public Accountant (CPA) exam, Biology, Chemistry, Mathematics, and several other disciplines use the Educational Testing Service (ETS) exams, and Chemistry uses the American Chemical Society (ACS) exams. These exams are selected by departments for program assessment or are required for program accreditation.

Fourth, Messiah uses a third-party assessment for course evaluations (IDEA). IDEA provides nationally normed results to help us evaluate the effectiveness of our courses. In 2018-'19, we considered alternative providers to IDEA for course evaluations. Other providers required that we write our own instrument, whereas IDEA provides an instrument and related nationally normed data. IDEA also provides notes about the statistics of its systems, which it makes publicly available. The transition from the IDEA Legacy Platform to the IDEA Campus Labs platform in 2019 enhanced faculty access to formative and summative feedback on teaching. Based on that review, we determined to continue with IDEA as our course evaluation instrument.

Finally, a co-curricular office using a third-party assessment is our Career and Professional Development Center (CPDC). CPDC recently began using a Skills Survey based on the National Association of Colleges and Employers (NACE) indicators of career readiness. This tool provides our student interns with self-evaluation, supervisor evaluation, and nationally normed comparison data on our students' career readiness. We are currently exploring ways to use this feedback to better inform our curricular and co-curricular offerings (V.4.MessiahU_Career_Readiness_Project_Aggregate_Deck_Spr-Sum2).

Periodic Assessment of the Effectiveness of Assessment Processes (Criterion 5)

The University maintains robust annual processes to ensure ongoing improvements in academic program-level assessment plans and processes. In June, our school deans evaluate undergraduate major/graduate program assessment plans on our meta-assessment evaluation rubric (V.5. Assessment Rubric). Areas of concern are noted on an annual department program review document. Deans help their departments/programs prioritize assessment work for the following year based on rubric evaluation. The Office of Assessment also uses rubric performance data to provide training and targeted resources for departments/programs the following year, and annual assessment goals align with need areas (V.5. Assessment improvements over time). This graph from the 2018-19 Executive Summary of the Assessment of Student Learning displays average rubric scores over time (*due to COVID, rubric scoring did not occur in the '19-'20 and '20-'21 academic years). This report is presented to the Provost's Cabinet annually and posted publicly on the assessment website.

Figure 5-4. Criteria Averages for All Departments
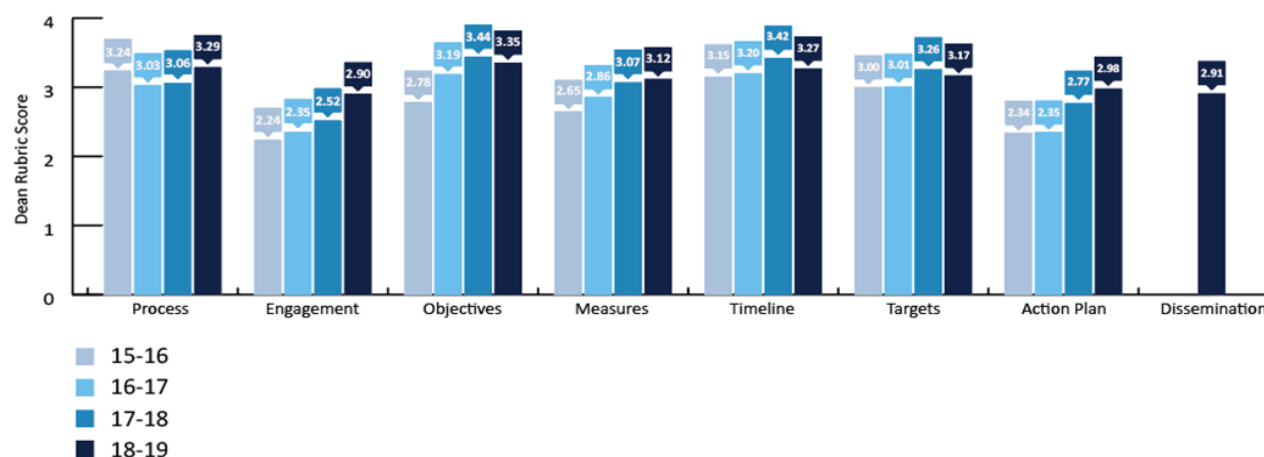
In addition to this annual meta-review of assessment plans and processes, revisions to program curricula and new curricula must have an assessment plan that scores a "3" on the plan-related elements of the assessment rubric by the Assessment of Student Learning Committee (ASLC) in order for consideration by the Curriculum Committee (Assessment Manual, p. 12). These elements include program learning objectives, measures, targets, and timeline. Institutional policy requires all curricular proposals to demonstrate course alignment with program learning objectives and institutional outcomes (V.5.Assessment Manual_ASLC approval_portion). The Curriculum Committee also looks for evidence of assessment results in the rationale statement for curricular change (V.5.Curriculum Change_Revision to Major Template). The Director of Curriculum maintains a list of approved revisions citing assessment findings, which is reported to the Board of Trustees.

Directors of all Student Success and Engagement areas (Residence Life, Athletics, Career and Professional Development Center, etc.) meet three times a year for planning and professional development related to assessment. They collaboratively review findings on an annual basis, compiling the results and action plans in an annual report shared internally and externally via the Student Success and Engagement annual report (V.5.Student Success Annual Report 20-21).

Opportunities for Improvement and Innovation

In summary, Messiah University has worked to create a culture of authentic assessment on campus. In 2020, the National Institute for Learning Outcomes Assessment (NILOA) named Messiah as an Excellence in Assessment (EIA) designee. The EIA designation letter provides support for our institutional commitment to assessment and our demonstrated ability to evaluate and communicate our performance on institutional goals (V.5.EIA Letter). The processes and policies described in this chapter summarize Messiah's approach to effective assessment, and we continue to identify ongoing opportunities for further improvement.

- Continue to equip educators and administrators through ongoing training offered by the Office of Assessment to use our assessment software effectively, maximizing use of the software to analyze assessment results and improve student learning.

- Messiah University will week to build on our existing collaborative educator model—classroom teaching and co-curricular initiatives aimed at student success—to assist students in meeting their educational and vocational goals advancing the missions and outcomes of the University.

Chapter 6 - Standard VI: Planning, Resources, and Institutional Improvement

This chapter demonstrates how the University's planning processes, resources, and structures align with each other and are sufficient to fulfill the University's mission and goals. The chapter addresses how the University continuously assesses and improves its programs and services to respond effectively to opportunities and challenges. The chapter illustrates the University has the financial stability to support its educational purposes and programs adequately.

Institutional Planning (Criteria 1, 2, 3, 5, 8, 9)

Strategic Planning

The institution develops a University-wide strategic plan every three to four years (VI.1.Strategic Plan 2012-2016, VI.1.Strategic Plan 2016-2020, VI.1.Strategic Plan 2021-2024). The planning process incorporates assessment results in the development of goals, action steps, metrics, and targets. This process is a well-defined planning improvement process with clear assignment of accountability for each action step and for budget implications for appropriate resource allocation (VI.3.SP 21-24 Metrics and Action Steps). At the end of the strategic plan development process, the institution develops metrics with targets for each plan year (VI.2.2021-2024 Strategic Plan Dashboard, VI.2.2016-2020 Strategic Plan Dashboard). Metrics measure the success of each action step. Accountability for meeting the targets of each metric is lodged with the action step owner. The Office of Institutional Research updates the metrics annually and provides them to the Strategic Plan Implementation (SPI) Oversight Committee, President's Cabinet, and Board of Trustees. For each year of the plan, the institution develops an annual plan with specific action steps that link to the strategic plan goals. At the conclusion of each year, the institution publishes an annual plan status update, which evaluates the extent to which we are meeting our strategic plan goals (VI.5.Annual Plan 2019-2020 Status Update).

The development of *University Rising: The Strategic Plan for 2021-2024* (VI.1.Strategic Plan 2021-2024), the connection to the institutional mission, vision, and the four themes of the plan are discussed in Chapter 1. The plan was developed in collaboration with the educational consulting firm Credo and a presidentially led strategy planning leadership team, as well as with broad campus representation. Credo assisted the institution in completing a full-campus audit in 2019-2020, evaluated how Messiah performs on each of the nine attributes of a thriving university through the study of Joanne Soliday's and Rick Mann's book *Surviving to Thriving: A Planning Framework for Leaders of Private Colleges and Universities*, and led brainstorming sessions with the larger campus community to solicit feedback and recommendations on potential strategic initiatives. The Strategic Planning Leadership and Theme Teams then utilized these various assessments to develop the goals and actions steps of the plan (VI.2.SPI Framework for Planning Meeting). For instance, one recommendation from the undergraduate admissions Credo Assess Counsel Empower (ACE) review was to identify pipeline programs and develop recruitment and marketing initiatives (VI.8.Messiah TUG ACE Report). A team from the Provost, Enrollment, Marketing, and Institutional Research areas identified pipeline programs based on national and internal demand trends, marketing demand, and demonstrable program quality, as well as program capacity, efficiency, and faculty leadership. This institutional priority is found in the current strategic plan in Theme 2, Goal 1, Action Step 2, "Establish and formalize an annual comprehensive UG pipeline program multi-year strategy for our top 3-5 programs capable of achieving enrollment growth." Targets

for incoming student enrollment are identified for each plan year, and $50,000 was allocated in the budget.

DIVISIONAL PLANNING. In line with Institutional Strategic Plans as described above, administrative unit-level planning provides an additional framework supporting overall institutional planning. The self-study addresses the strategic planning of three divisional units – Diversity Affairs (Chapter 2), Enrollment Management (Chapter 4), and Information Technology Services (ITS) – outlined below.

Information Technology Services (ITS) strategic plans from 2014-2017 (VI.2.IT Plan 2014-2017) and 2017-2021 (VI.2.IT Plan 2017-2021) align with the institution's strategic plans. The ITS Strategic Planning process diagram (VI.2.IT Strategic Planning Process) highlights specific resources, stakeholders, and governing bodies that are a part of the planning process. Messiah's well-established governance structure, as described in Chapter 7, facilitates this process. The cycle begins with assessing resources such as the Institutional Strategic Plan and assessments, ITS replacement calculations, and EDUCAUSE benchmarking data. The key stakeholders in the Educational and Administrative Technology Committees (ETC and ATC) draft initiatives to include in an ITS Strategic Plan. This work passes through the Community of Educator (CoE) Senate and Information and Web Technology Committee (IWTC) for revisions before passing to University Council for final revisions and approval. Themes and goals within ITS strategic plans clearly define context, connection to the Institutional Strategic Plan, a timeline, budget, and responsible individuals for accountability.

Annual plans support the ITS Strategic Plans. Goals within ITS Annual Plans define context and connection to the Institution's and ITS's strategic plans. These annual assessments are included in and utilized for future ITS planning along with other documentation referenced at the end of this chapter under Technology Infrastructure.

Program Reviews
In 2017-'18, the institution revised the program review process to increase the utility of the reviews by more directly connecting them to institutional priorities and the budget cycle. Programs conducted reviews using the prior process from 2004 to 2017, and various formats were used for prioritization reviews from 2017-2020 (VI.2.Program Review Completion Calendar). In 2017, the Provost Cabinet's assessment of the reviews found them to be complicated and tedious, with outcomes that were not commensurate with the invested amount of work. An increasing number of academic programs are subject to extensive reviews from external professional organizations, making the institutional program reviews redundant for these programs (VI.2.Accredited programs and review cycles completed). Resultant recommendations from the reviews (often from external reviewers) were not fully helpful, given the financial reality of the institution. It became clear that periodic review of departments over five to seven years was not nimble enough to meet institutional priorities in an increasingly steady-state financial context. Although the prior program review process was not optimally effective, the process did reveal important and needed adjustments, including lab fee adjustments (increased from $50 to $65 per course in response to a Biology program review in 2016), and space allocation (for Physics research in response to that department's 2019 program review), as well as many other recommendations (VI.2.Program Review Institutionally-Managed Recommendations Status).

Other factors also contributed to our shift in focus, including a formal and focused prioritization process in 2017-2018 (VI.2.Prioritization Forums Communique May 2017, VI.2.January 2018 Prioritization Communique), a formal and comprehensive prioritization process in 2019-2020 (VI.2.Credo Overview for Website, VI.2.SPP Employee Communique), and the COVID disruption of spring 2020 to the present.

However, the prioritization processes led to a comprehensive, data-driven review of all of our administrative and educational units, including the curricula and faculty staffing for academic programming (VI.8.Administrative - Educational - Criteria and Inputs, VI.8.Administrative Units and Departments Criteria and Inputs, VI.8.Academic Program - UG - Criteria and Inputs Outline, VI.8.Academic Program -Graduate Studies - Criteria and Inputs Outline). Prioritization included assessment results useful to meet institutional financial planning goals. The institution created a baseline understanding of our academic programming, with data sources and mechanisms for assessing academic program financial contributions as well as program and departmental efficiencies. There is now a process to align our academic curricula and staffing with the size of the student body, in general, and the number of students flowing through individual majors/programs. In summary, the Provost's Cabinet assessment as well as the prioritization processes allowed us to revise our program review process into a more successful model.

University governance, including the Board of Trustees, approved the revised annual program review process for administrative units, academic units and programming, and Student Success and Engagement units and programming (VI.9.Annual Program Review Proposal) in spring 2022, with planned implementation in fall 2022. The annual review process ensures each unit's alignment with institutional goals and resources and provides an opportunity for units to reflect on how they have and can continue to improve. The annual review is targeted and manageable while providing key indicators as to the alignment and health of each unit. The institution may request additional information from all units during the annual review process in the event of internal or external pressures (e.g., prioritization). Additionally, the institution may request a more comprehensive unit review (e.g., response to additional questions, external peer review) at the discretion of the President, Provost, or unit Vice President.

The revised annual program review process for all units and programs involves the assessment of the prior year's goals, identification of measurable goals for the next twelve months linked to the institutional strategic plan goals, and how those goals will be resourced for planning and resource allocation purposes. Figure 6-1 provides a timeline of the annual review process for administrative units, designed to coincide with key institutional planning and budget cycles.

Figure 6-1. Timeline for Administrative Unit Annual Review Process

September to November
Directors fill out annual review sheet and submit to Vice President

January to March
Adjust planning and resources when developing the budget, as needed and as appropriate

December
VPs respond and review submitted annual review sheets, then submit to the Vice President for Finance & Planning

Annually, the Office of Institutional Research provides Deans and the Provost program data sheets demonstrating where each program aligns on various criteria compared to the distribution of all programs. The Deans review the data/supporting material and academics and identify whether each criterion is an area of concern and/or strength of the program. Schools' Deans work with department chairs/program directors to review the data, discuss opportunities or areas of concern, and then submit the annual review to the Provost for budget discussions. The quantitative criteria evaluated are outlined in Table 6-1 below.

Table 6-1. Quantitative Items Evaluated on the Academic Department Program Review Template

Criteria	Data Input
Enrollment in major(s)	Overall program enrollment (primary major)
	Overall program enrollment (primary and secondary major)
	New first-time and transfer students by program (headcount average over five years)
	Students enrolled in program by student full-time equivalent (FTE) (four-year average)
Retention in the major	Five-year average fall-to-fall retention within the University
	Five-year average fall-to-fall retention within the major
	Five-year average fall-to-fall retention within the University (departmental)
	Five-year average fall-to-fall retention within the department
Course efficiencies	Margin of program (all courses: major, QuEST, elective) (four-year average)
	Percent margin (all courses: major, QuEST, elective) (four-year average)
	Margin of program (major courses only) (four-year average)
	Percent margin (major courses only) (four-year average)
	Margin generated by non-departmental students enrolled in non-QuEST courses offered by the department (four-year average)
	Margin generated by students fulfilling QuEST through courses offered by the department (four-year average)
Budget and capital needs	Annual review for allocation/reallocation of the existing operating and capital budget for the department or academic unit
Assessment plan and annual process	Assessment of student learning, including any changes or updates to the assessment plan or rubric
Academic unit baselines	Total non-instructional FTE from timeline baseline
	Total non-instructional FTE from timeless baseline divided by total curricular FTE expectations

Criteria	Data Input
	Independent study (IDS) curricular FTE expectations
	IDS curricular FTE expectations divided by total curricular FTE expectations
	Distinguished Professor and workload reallocation FTE
	Scholarship allocation FTE divided by total curricular FTE expectations
Adjunct need and usage by academic unit	Total curricular FTE expectations minus department instructional FTE from timeline baseline
	Final shortfall divided by total curricular FTE expectations

Campus Master Plan
A campus master planning process occurs approximately every ten years. This process takes into account strategic planning at the institutional and division levels as well as administrative and educational unit program reviews. In 2015-2016, the University completed a campus master plan process (VI.6.Messiah Master Plan) that incorporated the Campus Enhancement Plan and Athletic/Wellness Plans that were completed in 2014. Key guiding principles of the plan included:
1. This plan should align with the College's mission and set forth principles that can be used to guide future decisions. This working document should maintain its relevance in the ever-changing environment of higher education.
2. Develop a plan that is equally sensitive to the environment of the College's financial, personnel, and physical resources.
3. Continue the practice of green design with our facilities and use it as an opportunity for education of our students.
4. Plan for facilities that can accommodate growth in new or expanded academic programs such as the finance major/lab, undergrad applied health programs (based on the anticipated ripple effect from the added masters/graduate programs), addition of a cybersecurity lab, and renovation and addition of the Engle Center, our campus health center.
5. The graduate programs of OT/PT will be accommodated at the Winding Hill campus, with the possibility of adding Athletic Training in the future.
6. Continue the policy of required residency for all undergraduate students utilizing the current exception policies.
7. Continue to move parking to the edge of campus and improve the pedestrian circulation within the heart of campus.

The plan was divided into four phases and projects, with identified levels of funding (fundraising, financed, operational-deferred maintenance). Projects were also divided by area of impact (Athletic, Student Life, Academic, and Enrollment/Recruitment). Since the approval of the plan, nine projects have been completed with over $20 million invested in the work, impacting athletics, residence halls, academic teaching areas, and recruitment (VI.6.Master Plan Update).

Long-Range Forecasting
The University maintains a three- to five-year long-range forecast (LRF). The LRF is updated throughout the year by the Vice President for Finance and Planning (VPFP), Associate Vice President for Institutional

Research and Administrative Technology, Director of Budget and Accounting, and the Director of Operations and Finance. The President's Cabinet reviews and speaks into the projections and assumptions of the LRF (VI.8.Long Range Forecast Assumptions). The LRF assists the institution in maintaining a balanced budget year-over-year, which ensures we have adequate and efficient institutional resources to fulfill our mission and goals.

President's Cabinet members critically analyze the LRF, making sure resources are allocated for their areas as identified via the program review/prioritization processes. For instance, the 2019-2020 prioritization process identified savings and reallocation of resources for each unit. These savings expectations are incorporated into the long-range financial projections of the institution. President's Cabinet members are accountable for achieving the expectations outlined for their area (VI.2.SPP Employee Communique).

The Office of Institutional Research monitors the performance of the institution against benchmark and competitor institutions. Key Indicators are updated annually and provided to President's Cabinet and the Board of Trustees. Key Indicators assess Messiah compared to competitors on metrics related to admissions, student demographics, retention, graduation, student-faculty ratio, cost of attendance, net price, net tuition revenue, discount rate, and student debt (VI.9.Key Indicators). Comparisons with benchmark institutions on enrollment, outcomes, costs, financial aid, and finances are provided annually in the Fact Book (VI.9.2021-22 Fact Book). Offices across campus submit external surveys for comparison purposes to use in decision-making. One example is faculty salary benchmarking. The Office of the Provost and faculty leadership use the faculty salary benchmarking process to evaluate whether the institution's faculty salary rank and step schedule are in alignment with market rates (VI.8.Faculty Salary Benchmarking Process). President's Cabinet members bring the information they learn from benchmarking to the LRF discussion and when developing the budget (as discussed later in this chapter).

Enrollment Planning
The Office of Institutional Research develops projections for incoming and continuing student enrollment based on historical trends in new student enrollment, retention, graduation, and new educational program goals, in consultation with President's Cabinet members. Processes and projection methodology differ for graduate and undergraduate students.

The institution projects graduate student enrollment and credit hours by fiscal year. Institutional Research sends yield reports to the leadership of graduate enrollment and marketing on a daily basis. Weekly, graduate leadership receives a five-year admission funnel comparison, and graduate program directors receive an admission yield report for their program. Since the institution tracks against fiscal-year goals for graduate students, a snapshot occurs six times a year (at the beginning and end of each term) to track actuals versus budget goals by program. These various reports, along with other ad hoc reports, assist in decisions for recruitment and marketing throughout the fiscal year. Marginal revenue projections for graduate programs are updated and integrated into the long-range forecast at least twice a year.

The Financial Aid Strategy Team (FAST) projects the undergraduate admissions funnel for the following year and builds financial aid predictive models. In May, Institutional Research develops a historical presentation highlighting the academic profile, ability to pay indicators, student financial need, yield by characteristic (e.g., in-state/out-of-state, international, students of color, premier scholarship recipients, visits, website pings, test option, common app), reasons for cancellation, and competitor net

comprehensive fee comparisons (VI.9.Financial Aid Historical thru 2021-2022). This assessment of admission and financial aid then drives discussions in June and July while the FAST group builds predictive models and financial aid matrices for the following recruitment cycle. In July, after the financial aid models are built, a subset of the historical analysis assessment and model decisions are presented to the President's Cabinet. The work of the FAST group then ties into the LRF and budget processes.

Financial, Physical, and Human Resources (Criteria 3, 4, 6, 7, 9, RoA #11)

Financial Resources

The initiatives specified under Theme 3: Sustainable Future and Theme 4: Transformative Connections of *University Rising: The Strategic Plan for 2021-2024* are designed to steward institutional assets and increase revenue derived from non-tuition sources and to establish a new initiative focused on identifying and developing new strategic partnerships. Financial resources available for operations and institutional improvement of the University are monitored and managed by the administration, with oversight from the Board of Trustees (BoT). New strategic partnerships are assessed based upon enrollment, number of new programs/partners, effectiveness, and the impact on institutional resources. For instance, the recent evaluation of a partnership the institution had with a limited-scope online program management company demonstrated that, based on student recruitment goals versus realized enrollment, it was not in the University's strategic interests to continue the relationship. The institution exercised our right to opt out early (VI.9.Termination Agreement).

The Committee on Advancement of the BoT plays a critical role in efforts to raise funds in support of the University through gifts and external grant funding. The advancement team has a history of successful fundraising as shown in Table 6-2 and works in partnership with the President and the BoT to secure funding for critical campus scholarship and capital initiatives. The University recently launched the public and final phase of the current $75 million comprehensive campaign – *Learning for Life, Transforming the World: The Campaign for Messiah University* – that will be completed in December 2022. The University has raised more than the $75 million goal.

Table 6-2. History of Fundraising[1]

($000s)	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
Value	$6,071	$8,659	$7,090	$8,233	$7,377	$8,367	$6,282	$6,616	$7,225

The Investment Subcommittee of the BoT is responsible for the stewardship of the University's endowment investments (VI.3.Investment Policy). The endowment includes both donor-restricted and board-designated funds, and spending from the endowment is used to support: 1) scholarships and awards; 2) academic, research, and student programs; and 3) capital projects. The BoT annually adopts investment and spending policies for endowment assets that attempt to provide a predictable stream of funding to programs supported by its endowment while seeking to maintain the purchasing power of the endowment assets. The spending rate on donor-restricted assets is 5.0 percent of the 12-quarter average fair market value on June 30, and the spending rate on board-designated funds uses a modified Yale approach (80 percent of prior year spending plus 20 percent of June market value times 5.0 percent). Table 6-3 shows the historical endowment market value.

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[1] Cash receipts and pledge payments.

Table 6-3. Endowment Market Value

($000s)	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
Value	$123,525	$136,765	$131,124	$126,050	$134,388	$138,195	$137,947	$129,929	$140,198
Change	$3,251	$13,240	($5,641)	($5,074)	$8,338	$3,807	($248)	($8,018)	$10,269

University operations are externally audited on an annual basis (VI.7.Messiah University Audit). From FY17 to FY21, the University reported cash flow operating surpluses as shown in Table 6-4, allowing the University to work toward its strategic plan goals. The overall financial stability of the University is also reflected in its Standard & Poor's (S&P) bond rating of A-/Stable. This rating was recently upgraded from a negative outlook to stable. S&P assessed the University's enterprise profile as strong, characterized by growing enrollment at the graduate level, a stable and long-tenured management team, a balance sheet that consists of over 75 percent unrestricted net assets, and solid matriculation and retention rates, all in a highly competitive state (VI.9.Ratings Direct Financial Ratios).

Table 6-4. Non-Accrual Cash Flow Surpluses

($000s)	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
Value	$1,708	$2,720	$1,960	$1,637	$753	$208	$137	$771	$1,486

BUDGET PROCESS. The University's annual budgeting process links resource allocation with our institutional mission and strategic plan. The budgeting process begins in September for the following year. Initial budget parameters are developed by the Budget Office and the Vice President for Finance & Planning and are informed by the President's and Provost's Cabinets and other campus leaders. The parameters are based on historical data and projections that incorporate the goals and planned initiatives of educational and administrative units. The University Council (UC) is co-chaired by the University President and VPFP and comprised of members from the ranked faculty (RFM), Community of Educators, administration, staff, and students. Cost of attendance (tuition, fees, room, and board) assumptions for the following academic year are reviewed by campus governance groups (RFM and CoE), and these assumptions are forwarded to the UC for review.

In considering funding requests, the UC aligns budget priorities with the goals of the strategic plan. The UC meets in October to review the enrollment projections for the current fiscal year and approves a balanced budget, including final salary and benefits parameters. The UC also reviews the cost of attendance for the following academic year in October. All of this is then forwarded to the BoT for final approval at its October meeting (VI.9.Board Action Items). Salary and benefit parameters are affirmed with an effective date of November 1.

Final budget recommendations for the upcoming fiscal year are sent to the Division of Finance and Planning so a comprehensive budget can be presented to the BoT in May for conditional approval. Prior to the start of the new fiscal year, operating budgets are delivered to University Vice Presidents and School Deans for dissemination to the appropriate budget managers. The institution's annual budget calendar shows the process, timeline, and areas involved in the budget development and approval processes (VI.3.Budget Planning Calendar for Fiscal Year 2022-2023).

Capital Planning
Annually, the Capital Coordination Committee, with representation from the Provost, operations, and finance and planning areas, reviews the funds available for capital planning (VI.6.Capital funding plan). The capital process focuses on several areas: academic equipment, athletic equipment, library books, computer hardware/software, deferred maintenance, and new requests. Approximately 90 percent to

95 percent of funds are allocated to standing capital obsolescence accounts. Annual commitments to fund the replacement of equipment carry over year-to-year to allow academic areas, Information Technology Services, and operations to plan for this replacement strategically. Operations has the largest allocation dedicated to deferred maintenance and equipment to ensure building and mechanical systems remain in excellent operating condition. The remaining balance of capital funds and potential surpluses fund new initiatives and compliance/regulatory items.

Human Resources

As illustrated in Table 6-5 below, Messiah University has reduced its total number of employees through a careful prioritization process that intentionally allocated resources in concert with the strategic plan. As is clear below, the University reduced the number of full-time administrative employees and increased its number of part-time employees. This reflects an intentional response to Theme 4, Goal 3 of the 2016-2020 strategic plan in which we prioritized our programming with a focus on efficiency, productivity, and flexibility. Additionally, every academic program was audited and revised to achieve an appropriate ratio of full-time faculty to enrolled majors essential to delivering core programming with consistent strength, whereas the increase in part-time employees is the direct result of hiring for specific programming as needed. Changes in administrative employees are due to shifting infrastructure to effectively support graduate programs as well as increases in staffing for student health and Title IX. Messiah University has carefully allocated its human resources to meet its needs and manage expenses effectively.

Table 6-5. Employee Summary Metrics – Snapshot History

Year	FT Admin	FT Faculty	FT Staff	PT Admin	PT Faculty	PT Staff	Graduate Assistant	Temps	Total
Fall 2016	237	189	196	8	172	115	[2]	46	963
Fall 2017	242	197	201	11	171	135	[2]	24	981
Fall 2018	246	195	199	11	162	127	16	31	987
Fall 2019	233	201	201	10	163	124	17	40	989
Fall 2020	216	195	174	5	147	126	16	25	904
Fall 2021	217	172	177	5	197	119	18	22	927

Table 6-6 reflects employee recruiting and retention efforts in support of Messiah University's current strategic plan Theme 2, Goal 1; the 2016-2020 strategic plan Theme 3, Goal 4; and the strategic plan for diversity and inclusive excellence Theme 2, Goal 1 (launched in 2017 and annually thereafter) whereby the University has intentionally hired employees who reflect the ethnic and racial diversity of our student community.

Table 6-6. Diverse Employee and Student Community (Fall 2013 & Fall 2021)

	Fall 2013		Fall 2021	
	Employees	Undergrad and Grad Students	Employees	Undergrad and Grad Students
Grand Total	819	3,084	927	3,276
# Diverse	53	306	98	590
% Diverse	6.5%	9.9%	10.6%	18.0%

For employee recruiting and retention efforts, the University applies a compensation model aligned to 85 percent to 120 percent of the market median combined with better-than-market benefits. We use an analytical process incorporating data from various compensation surveys to determine the current market value of a position based on the skills, knowledge, and behaviors required of a fully competent job incumbent. The process is objective and non-discriminatory as well as flexible enough to ensure that the University is able to recruit and retain a highly qualified workforce.

Physical Plant

Messiah University consistently invests in the physical plant. There are committed capital funds to deferred maintenance, academic equipment, IT replacement, and general equipment replacement. Since 2014, the University has spent $11.7 million on deferred maintenance projects for buildings. While facilities are aging, this dedicated funding has allowed the University to maintain quality facilities and grounds (VI.6.Middle States Report 10 year History, VI.6.Deferred Maintenance Projections).

RECENT PROJECTS. Outside of deferred maintenance projects, the University added spaces to meet the needs of student recruitment, retention, and new academic majors. Since 2014, Messiah University added 135,474 square feet of new construction. The largest projects included an addition to the residential dining area, an addition to Frey Hall for the Visual Arts and Engineering programs, a new fitness center and gymnasium, a combined heat and power plant, and the Kim S. Phipps Admissions and Welcome Center. In addition to larger construction, the University completed numerous renovation projects to support student learning and the residential experience. Examples of these renovation projects are the Ralph S. Larsen Finance Lab, new film study studios, a commuter lounge, and a first-year residence hall renovation.

SUSTAINABILITY INITIATIVES. As the University plans for projects, new construction, or renovations, green design is an important part of the plan aiming to have a positive impact on greenhouse gas emissions. One large completed sustainability project was to bring natural gas to campus. With the construction of the combined heat and power plant, building systems for heating could convert to more efficient natural gas systems. In addition, the plant provided much-needed emergency power to the Eisenhower Campus Center and Sollenberger Sports Center, which now provides space for students to stay safely in a power outage. As deferred-maintenance projects are completed, energy-efficient systems are used, and LED lighting is a campus standard. As part of outdoor sustainability, we have converted 3.5 acres to pollinator habitat and planted 500 trees.

Technology Infrastructure

Since 2014, the centralized Information Technology Services was divided into Administrative Technology Services (ATS) and Educational Technology Services (ETS). ATS has a mainly administrative focus and is comprised of Networking, Cybersecurity, and Information Services teams, while ETS consists of education-centric services, including Instructional Design, Technology Support/Help Desk, and Media Services. ATS reports to the VP for Finance and Planning through the Associate Vice President for Institutional Research and Administrative Technology, and ETS is led by the Senior Director of Educational Technology Services (ETS), who reports to the Provost through the Associate Provost.

Some of the key updates since the last Middle States Commission on Higher Education review include:
- Development and rollout of a new campus portal system, including improved search ability.
- Updating classroom displays and audio/video systems and shifting to Extron control systems.
- Implementation of a central authentication sign-on system (CAS).
- Moving to Oracle cloud services and reducing reliance on in-house servers.

- Moving from on-premises library database tools to ExLibris Alma cloud application.
- Increasing wireless access points across campus.
- Implementation of cybersecurity measures, such as requiring Multifactor Authentication (MFA) across all campus populations and enhanced screening for phishing email attacks.

These projects improved access, streamlined services, and improved data loss prevention and business continuity. Changes related to technical infrastructure are summarized in Table 6-7.

Table 6-7. Technical Infrastructure Trends

	FY18	FY22	% Change
No. of computers available to students (lab and class)	429	474	13%
No. of computers available to faculty and staff	1,006	912	-9%
No. of standard classrooms (lavalier mic. and webcam)	64	36	-44%
No. of enhanced classrooms (mic. array and networked PTZ camera)	0	28	n/a
No. of servers (virtual servers on premises and cloud based)	200	215	8%
Storage (in terabytes)	50	55	10%
No. of wireless access points	855	1,038	21%
No. of IT staff	33	30	-9%

Many software applications are now available as web applications for students. However, the total number of computers available to students in labs and classrooms has increased due to increases in specialty labs like the finance lab. Increasing the number of enhanced classrooms with microphone arrays and pan-tilt-zoom (PTZ) cameras has enhanced the face-to-face and remote learning experience. In addition, updates made to audiovisual control systems in these spaces improved classroom efficiencies. Finally, a 21 percent increase in wireless access points meets the increased need for broader Wi-Fi access across campus.

Supporting documentation for continual assessment and planning efforts include ITS's Deferred Maintenance/Replacement Calculations (VI.4.FY22 IT Deferred Maintenance Replacement Calculations) reconciled with ITS's inventory systems and updated by the ITS Directors. In addition, ITS annually participates in EDUCAUSE's Core Data and EDUCAUSE Center for Analysis and Research (ECAR) Surveys and uses aggregate results from these surveys for benchmarking. ITS Directors and Administrators are responsible for initiating and completing these surveys. The 2019 ECAR survey results (VI.4.2019 Educause ECAR Infographic) and the ITS Deferred Maintenance/Replacement Calculations are reported to stakeholders, informing strategic and financial planning efforts.

Opportunities for Improvement and Innovation

Two rounds of comprehensive prioritization and the global pandemic created both a challenge and an opportunity for the formal program review process at the University. Out of this challenge emerged a revised and more systematic process for assessing our programming.

- Ensure the revised program review process is fully implemented, beneficial to individual units, demonstrates institutional improvement, and effectively accounted for during the budgeting process.
- Continue to adjust the capital funding process, which funds obsolescence and new purchases, for sustainability in a time of decreasing undergraduate enrollment.

Chapter 7 - Standard VII: Governance, Leadership, and Administration

This chapter addresses the governance, leadership, and administration of the University. This chapter demonstrates how the structures in place enable the institution to fulfill its mission and goals.

University Shared Governance Structure (Criterion 1)

A sound and effective system of shared governance addresses the four necessary components of governance: 1) <u>what</u> institutional decisions need to be made, 2) <u>who</u> participates in each decision, 3) <u>how</u> do specific constituents participate in the decision-making, and 4) <u>when</u> does this participation take place. Messiah's shared governance system addresses all four of these components in a systematic and comprehensive way. Messiah's governance system is available online in Section 3 in the Community of Educators Handbook (CoE Handbook 3). The governance system is introduced annually to all new educators and at the initial meetings of the main governance bodies.

Messiah's governance structure is composed of three distinct but related dimensions of decision-making: Educational Governance, Institutional Governance, and Personnel Governance.

EDUCATIONAL. Educational Governance deals primarily with decisions tied to programs and policies related to the formation and delivery of our graduate and undergraduate educational outcomes. The Community of Educators is the main governance body in Educational Governance. The CoE is composed of and led by individuals with the status of *educator*, which include ranked faculty, librarians, curricular administrators, and co-curricular educators. The CoE is organized as a representative CoE Senate, with each constituent group electing one senator for every seven educators. There are currently twenty-two standing committees that report to the CoE. The CoE Senate possesses "legislative" authority over specific decisions related to curriculum and co-curriculum, decisions that are final unless vetoed by the President. Other decisions are "recommendations" to the Provost, President, or another governance body. All decisions of the CoE are forwarded to the Provost, to the President, and then, if designated, to the Board (CoE Handbook 3.1).

INSTITUTIONAL. Institutional Governance deals primarily with broad decisions that relate to the entire University community, which include mission and identity, strategic planning, the annual budget, capital expenditures, salary and benefits, and University-wide personnel policies. The University Council is the main governance body within Institutional Governance. Chaired by the President or her designee, the University Council is made up of higher-level administrators from all divisions and representatives from the educators, staff employees, administrative employees, and undergraduate students. The Council has a personnel subcommittee and five standing committees. Some University Council decisions are directly implemented by the President, while others go on to the Board for final approval (CoE Handbook 3.2).

PERSONNEL. Personnel Governance deals with employee personnel decisions such as terms of employment, workload, compensation levels, professional development, and performance evaluation. Personnel Governance is organized by three distinct governance bodies that mirror the University's three employee groups: full-time teaching faculty, administrative (exempt) employees, and staff (nonexempt) employees.

Personnel Governance involves three governance bodies: 1) the <u>Administrative Council</u> is an elected representative body for the administrative (exempt) employees, led by an elected chair; 2) the <u>Staff</u>

Council is an elected representative body for the staff (nonexempt) employees, led by an elected chair; 3) the Ranked Faculty Meeting is a meeting of the whole for all ranked faculty and is led by a ranked faculty chair. The Ranked Faculty Meeting has three active standing committees: the Ranked Faculty Affairs Committee, the Scholarship and Development Committee, and the Term-Tenure and Promotion Committee. The Ranked Faculty Meeting makes recommendations to the Provost and President and, in some instances, responds to issues under the purview of the University Council (CoE Handbook 3.4).

As implied above, all standing committees of the University are structurally related to CoE, the University Council, or the Ranked Faculty Meeting. Some standing committees are connected to both CoE and the University Council, which captures the shared nature of some governance responsibilities. Each standing committee has both *recommending* functions, which are areas of recommendation to its related body, and *action* functions, which the committee simply performs on its own. The CoE Handbook describes the committee system in detail (CoE Handbook 3 and 4).

One area of challenge in our current governance system relates to administrative and staff employees. Leaders in these areas are elected, and they consistently serve on University Council, so staff and administrative representation is present in Institutional Governance. Staff Council and Administrative Council have not consistently functioned in recent years, though this has been mitigated by offering more opportunities for all employees to meet with the President and her Cabinet through annual budget forums, town halls, and the President's annual State of the University address. Further, the Office of Human Resources & Compliance works with the elected leaders when relevant institutional issues emerge. Staff and administrative governance will be a part of a review of governance that the President has scheduled for the 2023-2024 academic year.

Students at Messiah are formally involved in University governance in multiple ways. At the highest level of governance, students have an active voice in airing their concerns and ideas directly to the Board of Trustees. The sitting Student Body President attends all three annual meetings of the institution's Board of Trustees. This student attends the Board's general sessions and the Board's Committee on Education. Additionally, since 2016, the Board has upheld a tradition of inviting a group of students – selected by the Student Body President – to meet with them biannually to discuss matters of the institution over a meal. At other levels of governance, students are provided a voice into University affairs through a non-voting membership in the Community of Educators Senate. This membership is offered each year to the Student Body Vice President, who attends all meetings and is provided a chance to report back to the Student Government Association on the proceedings. Each of the rest of the University's standing committees has one full, voting student member. These students – referred to as the "Diplomatic Corp" – are selected each year by the incoming Student Body President (VII.1.SGA Governance Manual Section 7) and receive annual training from the Provost on the nature of their role and their ability to affect changes at the institution.

Among themselves, students organize and govern themselves through the Student Government Association. Messiah's SGA is robust and active, providing both administrative oversight and advocacy on behalf of students. The SGA Cabinet is comprised of seven student leaders who are tasked in various ways with responding to student concerns and creating initiatives to improve overall student experiences at Messiah. The Cabinet members have various avenues to advocate directly with University administrators (see above). These same student leaders also govern many of their own activities

through their Student Senate. At-large senators within this body are joined by representatives from student interest groups, each of our seventy-three student organizations, and our Student Review Board. This body meets biweekly to write and approve policies that affect student organization practices, privileges, advocacy initiatives, and the SGA itself. The SGA Cabinet and the Student Senate also allocate the full amount of Student Activity Fees collected each semester among the University's approved student organizations (VII.1.SGA Club Roster, VII.1.SGA Governance Manual Section 4).

Board of Trustees (Criterion 2, RoA #12, RoA #13)

Messiah University is fortunate to have a well-organized and deeply committed Board of Trustees to lead the University and support and maintain its mission and goals. *The Bylaws of Messiah University,* published in the *Board Handbook* and available on the University's website, serve to align further the work of the Trustees with the prerogatives of mission. The Bylaws, which the Board reviews biannually, delineate the duties of trustees, composition of the Board, terms of service, and qualifications and contain a clear statement on conflict of interest (VII.2.Board of Trustees Bylaws).

Entrusted with assuring institutional integrity and with responsibility for the policy, programming, and resource development within the mission of the University, the Board of Trustees has duties including, but not be limited to, the following (VII.2.Board of Trustees Bylaws, Article I, Section 1).
1. To state the mission of the University and determine its basic policies.
2. To promote and support the vision and programs of the University.
3. To appoint the President, who is the chief executive officer of the University and through whom the Board carries out its program and exercises control.
4. To direct the securing of financial support for the University and to approve the budget.
5. To hold title to property and act for the corporation in the exercise of all its legal rights, privileges, and power.
6. To constitute the final court of appeal on issues as defined in appropriate handbooks and manuals for students and employees who, after due process, feel that their interests have not been adequately represented.
7. To assess the performance of the President, their own performance as Trustees, and the institutional performance in fulfilling its goals.
8. To exercise all powers granted to a nonprofit corporation under the provisions of the Nonprofit Corporation Law of 1988, as amended, and to delegate the exercise of such powers to committees of the Board.

The Board of Trustees is led by a chair elected from the membership of the Board. The business of the Board is organized into eight standing committees (VII.2.Board of Trustees Bylaws Article V).
1. Executive Committee – Acts on behalf of the Board in the interim between meetings of the Board; advises the President on fiscal, legal, personnel, programmatic, and governance matters; and oversees the preparation and implementation of the University's Strategic Plan.
2. Committee on Advancement – Advises the University administration and Board in areas pertaining to fundraising; marketing and public relations; and alumni and parent relations.
3. Assurance Committee – Manages the annual financial audit process and has general oversight of legal and regulatory compliance (including conflicts of interest) and risk management procedures.

4. Committee on Education – Advises the University administration and Board in matters pertaining to curricular and co-curricular policies and programs; and approves all faculty appointments and tenure and promotion nominations.
5. Committee on Enrollment Management – Advises the University administration in areas pertaining to enrollment and financial aid and recommends strategy and policy to the Board in areas pertaining to meeting optimum enrollment goals.
6. Committee on Finance – Annually recommends a budget to the Board for approval; has general oversight of the fiscal affairs of the University; and advises the University administration and Board in matters pertaining to University finances.
7. Committee on Governance – Evaluates the composition and leadership of the Board; oversees revisions to the Bylaws; recommends prospective members to the Board; annually nominates prospective officers of the Board; and oversees the Board self-assessment process.
8. Committee on Operations – Exercises general responsibility for developing policy for the maintenance of buildings, grounds, and equipment; advises the University administration and Board in matters pertaining to operations and property.

Each committee is chaired by a Board member appointed by the Board chair. Each member of the Board is assigned membership on one or more of these committees. The work of the committees is coordinated by the University's senior administrative officers reporting to the President. The Board officers and selected other representatives comprise the Executive Committee, which conducts Board business between regularly scheduled meetings of the entire Board. The Board goes through regular self-assessment of its performance to assure its effectiveness and compliance with best practices of Board performance.

Standing meetings of the Board are scheduled for three times each year in January, April, and October. The fall and spring meetings are usually held on the Grantham campus, and the winter meeting is often scheduled for a location in Florida. Members of the Board are expected to attend these meetings on a regular basis and to be active participants in the Board's deliberations.

The Board consists of no less than twenty-six members and is currently composed of thirty-one members, with an intentionally diverse mix of professional backgrounds, denominational affiliations, genders, ages, and ethnicities. Trustees are elected by a majority vote of the Board to a term of four years, with a limit of three successive terms. Individuals who have served three successive terms as a trustee are not eligible for re-election until after at least one year. The Leadership Succession Plan defines these terms of service for the following Board officers: Chairperson of the Board, Chair Elect, Vice Chairperson, Secretary, and Treasurer. The President serves as an *ex officio*, non-voting member of the Board (VII.2.Board of Trustees Bylaws, Articles II, III, IV).

All members of the Board of Trustees shall be supportive of the mission and identity of Messiah University, shall be known for their outstanding ability in some field of endeavor compatible with Christian higher education, and affirm the Apostles' Creed. At least six trustees must be alumni of the University. Representation by the Brethren in Christ Church is governed by a covenant agreement between the University and the Church. In keeping with this covenant, the Board includes at least twelve members who embrace and practice an understanding of the Christian faith rooted in the Anabaptist, Pietist, and Wesleyan traditions and eight members who are current and active members of the Brethren in Christ Church (VII.2.Church-University Covenant).

Trustees and officers of Messiah University are expected to act in the best interests of the University. They must exercise a high standard of good faith in their decisions, avoiding any appearance of conflict of interest. Accordingly, each trustee and officer of Messiah University shall complete a disclosure statement in a form authorized by the Board of Trustees and file the same with the Secretary of the Board of Trustees prior to July 1 of each fiscal year.

In line with the institutional priority of inclusive excellence, under the shared leadership of the Board's governance committee chair and the President, the Board has been intentional in reviewing and developing its effectiveness related to inclusive excellence. Such "leadership from the top" is essential if Messiah is to fulfill its institutional goals related to inclusive excellence. Activities and programming have included the following:

1. Orientation for new trustees: At the annual new trustee orientation, inclusive excellence is highlighted as a mission priority. Copies of the University's Diversity Strategic Plan are reviewed at this time.
2. In 2018, the Board participated in a day-long cultural intelligence workshop conducted by the Cultural Intelligence Center of Grand Rapids, Michigan. This consulting group offered workshops to the Board of Trustees, President's Cabinet, academic leaders, the Community of Educators, and support departments. Prior to the workshop, the Board participated in periodic self-assessment and responded by 96 percent of members identifying the importance of developing cultural intelligence and the value of diversity. Ninety-two percent said that the Board is actively developing diversity in its membership, most likely due to their knowledge of the planned workshop.
3. Year of Reconciliation Board development programming: Board education related to diversity continued for 2021-2022 through an ongoing conversation based on the reading of a common text, *Reconciling All Things*, for the campus' Year of Reconciliation. Three different Board members are giving leadership to the discussions, which are scheduled as part of the year's meeting agenda.
4. Recruitment strategies for new trustees: Board recruitment has been focusing on diversity (age, ethnicity, culture, profession, and church denomination). As of July 1, 2022, six of twenty-nine trustees are from diverse ethnic backgrounds.

The University is privileged to have a committed and supportive Board. The Board has experienced strong leadership, is attentive to its responsibilities, and is interested in its internal organization, performance assessment, and self-improvement.

Office of the President (Criterion 3)

Dr. Kim S. Phipps, President of the University, began her tenure as President in the fall of 2004. The length of her tenure is a testimony to her close relationship with the Board, vision, and engagement with the University community. "Created and Called for Community," the theme of President Phipps's inauguration, was a clear affirmation of Messiah's mission and emphasized the University's distinctive call to hospitality: standing firm within particular convictions while remaining in engagement with others. Hospitality, along with the notion of "gracious Christianity," continues on as a defining goal of the University, as evidenced in the current University Strategic Plan.

Dr. Phipps received her B.A. from Kentucky Christian College, her M.A. from Morehead State University, and her Ph.D. in communication studies from Kent State University. Prior to coming to Messiah College,

Dr. Phipps served at Malone College as a faculty member, Department Chair, and Academic Dean. In 1997, Dr. Phipps came to Messiah as Academic Dean and then served as Provost from 2000-2004.

In her presidency, President Phipps has provided leadership for successful fundraising and growth in community engagement and program development. Under her leadership, Messiah added very successful graduate programs and six major and strategic building projects. Her leadership goes beyond the campus and extends to the local community and the broader community of Christian Higher education across the country (VII.3.Kim Phipps Vitae).

The President of the University is appointed by the Board to serve as the Chief Executive Officer of the University and is evaluated annually. The responsibilities as laid out in the *Board Handbook* include (VII.2.Board of Trustees Bylaws, Article VI):

1. Serve as a non-voting member of the Board of Trustees.
2. Develop, formulate, and direct the University policy and governance in accordance with the policies of the Board.
3. Be the official communication channel between various sectors of the University and the Board.
4. Formulate the agenda for Board meetings in consultation with the chairperson of the Board.
5. Employ such other persons as he or she, in consultation with the Executive Committee, deems necessary to achieve the goals and mission of the University.
6. Serve, either personally or by designated representative, as resource person for all Board committees.
7. Present an annual budget to the Board for final action.
8. Maintain official University handbooks, manuals, and documents.
9. Administer the University in such a manner that there shall be no illegal discrimination in any area of the University and its program with respect to gender, race, color, disability, and national or ethnic origin.
10. Submit to the Board an annual written report of the activities of the University.

Both by policy and practice, the President works closely with the Board of Trustees. Beyond serving as an ex officio Board member, she serves as the conduit between the Board and the University community. In particular, all shared governance actions move through the President and the Board.

University Administration (Criterion 4)

The President's Cabinet serves as the senior leadership team of the University. Leadership roles of the Cabinet include but extend beyond the day-to-day coordination of administrative activities from University divisions and advising the President. The President's Cabinet provides leadership to strategic planning, financial planning, the development of personnel policies, and institutional assessment, in that recommendations from the Cabinet go to the University Council on these central institutional issues.

Representing 181 years of service to Messiah, the members of the President's Cabinet are experienced and appropriately credentialed for their administrative tasks. They have, on average, served fifteen years under President Phipps. The Cabinet includes: Randall G. Basinger, Ph.D., Provost; Barry Goodling, M.A., Vice President for Advancement; Kathie Shafer, M.B.A., Vice President for Operations; John Chopka, Ph.D., Vice President for Enrollment Management; David Walker, M.A., C.P.A., Vice President for Finance & Planning; Amanda Coffey, M.S., Vice President for Human Resources & Compliance; Kris

Hansen-Kieffer, Ed.D., Vice Provost for Student Success and Engagement; and Todd Allen, Ph.D., Vice President for Diversity Affairs (VII.4.President's Cabinet Resumes).[2]

The stability in Messiah's Cabinet is extraordinary in higher education. This stable, experienced leadership with its accompanying interdivision corporation has served the University well. The most significant change in the composition of the Cabinet was the addition of the Vice President for Diversity Affairs. In 2018, in order to solidify and advance the University's commitment to inclusive excellence, the President promoted Dr. Allen, then Special Assistant to the President and Provost for Diversity Affairs, to his current role as Vice President. This has proven to be a necessary and strategic move. Paralleling this change has been an increased focus on inclusive excellence with the Cabinet, with each Cabinet member developing specific diversity-related annual goals related to the University's Diversity Strategic Plan.

The Provost and Vice Presidents who serve on the President's Cabinet provide administrative leadership to the College's seven divisions: Office of the Provost, Division of Advancement, Office of Finance and Planning, Division of Operations, Division of Enrollment Management, Office of Human Resources & Compliance, and Office of Diversity Affairs. A brief look at each of these divisions illuminates the strategies that sustain the University's mission in the ever-changing climate of higher education.

The Office of the Provost provides leadership to all educational programming. Serving as the senior officer in the absence of the President and as the chief academic and educational officer, the Provost gives leadership to both the formation and delivery of the curriculum and co-curriculum. The University's provost model of administration and Community of Educators governance model are in keeping with Messiah's commitment to holistic education and its accompanying understanding of Educational Governance.

Messiah's academic programming is organized into three schools, each headed by a dean, and a total of twenty-three undergraduate academic departments and ten graduate programs. The Vice Provost for Student Success and Engagement oversees offices and programming in retention, experiential learning, athletics, and student affairs.

The Provost's Cabinet – composed of the three school Deans, the Associate Provost, and the Vice Provost for Student Success and Engagement – primarily provides administrative oversight to the University's academic programming. Additional academic administrative positions reporting to the Associate Provost give leadership to the following program areas: Office of the Registrar, University Honors Program, academic advising, faculty development (including teaching and learning), assessment of student learning, library, curriculum management, and educational technology. The Provost's Leadership Team has a broader educational focus on the cooperative efforts between the curriculum and co-curriculum, including members of the Provost's Cabinet and key administrative leaders from the Division of Student Success and Engagement.

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[2] Since the time the chapters were written and posted for review, new individuals now fill the President's Cabinet roles of Provost and Vice President for Finance and Planning. The new President's Cabinet members are as follows: (1) Alison Noble, Ph.D., Interim Provost; (2) Gary Nowicki, M.B.A., Vice President for Finance and Planning.

Since the last self-study, significant effort has been given to the development of graduate programs, launching adult degree completion programs, reorganizing structures related to student success and retention, a comprehensive revision of the University's term-tenure and promotion process, and two significant prioritization processes that involved a thorough assessment of all the educational programs and offices under the Provost. At the time of this writing, the Provost is overseeing a comprehensive review of general education.

The Division of Advancement includes marketing and communications, alumni and parent relations, development, and the Messiah Business Institute. Working collaboratively, these offices communicate the mission and vision of the University to alumni, parents, friends, benefactors, local businesses, and the broader community. More specifically, the advancement division is responsible for coordinating institutional marketing and communication efforts, planning and executing fundraising programs, and coordinating alumni, parent, and business engagement initiatives.

Key strategic changes and new initiatives in recent years have included: a $75 million comprehensive fundraising campaign that has reached $75 million and will be officially concluded by December 2022; a new Messiah Business Institute with members from sixty local businesses; the total migration of Messiah's external website to a mobile-friendly, user-centric redesign; the creation of research-driven automated communication flows for undergraduate and graduate recruitment; and a strategic brand refresh and marketing launch to transition Messiah College to Messiah University.

The advancement division has also led a series of successful endowment matching programs for scholarship aid and related operating support. When donors designate a gift for qualifying scholarship endowment, the gift is matched with existing unrestricted endowment dollars, thus doubling the impact of the donor gift. Since the ongoing series of endowment challenges was launched in 2013, $5 million in new monies have been raised, with an additional $5 million in matching dollars, which has yielded over $10 million total in scholarship and related operating endowment. This does not include over $11 million in new endowment monies raised that did not qualify for a match. Further, we have added 122 new scholarship endowments since 2013. We now have nearly 400 named student scholarship endowments at Messiah University. The fundraising team is currently working on a $1.5 million endowment matching initiative, which is the tenth one to be approved by the Board of Trustees.

The advancement division is currently launching several significant new initiatives. These include: a constituent relationship management system for the development and alumni/parent relations offices; six new Advancement Councils focused on alumni and donor engagement; fundraising efforts focused on enhancing the entrance to campus, hospitality facilities on our outdoor athletics fields, and an expansion to our campus health center; the development of a new multimedia campaign to introduce Messiah into expanded geo-market areas in the southern U.S.; piloting a new focused marketing strategy for individual undergraduate "pipeline" programs determined to have market demand and potential for growth.

The Division of Operations comprises seven distinct departments, with the directors reporting to the Vice President for Operations. The departments include the Campus Store and Textbook Express (outsourced); conference and event services; dining services; facilities services; press and postal services; safety; and sustainability. In addition to these departments, oversight for the University's insurance program, crisis management, and construction of new facilities falls to the Vice President for Operations. The mission of the operations division is offering auxiliary support to the educational

programs of the University. Directors on this team work together on a daily basis to meet the needs of the campus.

During the past five years, all areas have completed program reviews and prioritization analyses. In these processes, staffing and services have been streamlined to meet the needs of the campus better. Over the next few years, the division will need to address the ongoing challenges of hiring and retaining staff (full-time and students), residence hall renovations, management of ongoing capital needs, increased cost in utilities, and opportunities for increased revenue in the dining and conference programs.

The Division of Enrollment Management includes approximately thirty-three full- and part-time employees in admissions, financial aid, and admissions communication services. The division plans and implements strategies in several areas: meeting undergraduate enrollment goals; increasing diversity; attracting international students; incorporating alumni and parents into the recruitment process; demonstrating hospitality through events and campus visits; attracting scholars through the honors program and academic scholarships; serving transfer students; establishing effective pricing and financial aid strategies; and utilizing technology to communicate to inquirers, applicants, matriculants, and parents. Despite separate reporting lines, undergraduate enrollment works closely with graduate enrollment and the Office of Marketing and Communications to share the use of a constituent relations management system (CRM).

Recent strategies to address declining demographics include the adoption of SLATE in 2016 as the University's CRM. This system serves both undergraduate and graduate admissions. Additionally, Messiah joined the Common Application in 2019 (for the fall 2020 recruitment cycle) to make our undergraduate application more accessible. Through the development and adoption of *University Rising: The Strategic Plan for 2021-2024* comes a commitment to helping increase enrollment. Goals, action steps, and assessment indicators in each of the four themes drive emphases in the institution's strategic enrollment plan. The strategic enrollment plan is updated yearly to address enrollment, demographic, and economic trends. While the plan is autonomous, it is guided by the themes outlined in the University's strategic plan and informed by goals in the diversity plan.

The Office of Finance and Planning is responsible for financial services (accounting, audit, accounts payable, purchasing, and procurement), student financial services (student accounts, cashiering, and card services), investment and treasury services, institutional research, Administrative Technology Services, and financial and strategic planning. The Vice President for Finance & Planning gives leadership to the division and develops long-term strategies for its organization and structure.

Staff members within the division coordinate the development of the University's strategic plan. In conjunction with the President's Cabinet, this division leads the process for establishing action steps critical to the strategic plan and guides the University in implementing and measuring procedures and programs that support the strategic goals. Recent changes have included the addition of Administrative Technology Services and partnership with Select Asset Management (Outsourced Chief Investment Officer, or OCIO) to manage its endowment investment portfolio.

The division is responsible for leading the ongoing financial management, budget, and business planning components of the University's strategic plan. In addition, this division ensures the accuracy and clarity

of each budget process, including the development of appropriate forecasting, and provides day-to-day management of financial resources.

The Office of Diversity Affairs includes four full-time and three part-time employees encompassing the areas of Multicultural and International Student Programs, as well as the office of the Senior Diversity Officer and administrative support. Programs under the direction of this Office serve approximately 442 students who identify as multicultural and 114 students who identify as international. One of the goals of both the University's strategic plan and the Diversity Strategic Plan is to infuse inclusive excellence in all areas of life at Messiah University in order to promote cross-cultural understanding, global learning, civic responsibility, social justice, peace, and reconciliation.

The responsibility for pursuing inclusive excellence is a collective one that falls on the shoulders of every individual and office on campus through the pursuit of opportunities for professional development, training, and spiritual formation. One of the key ways this task is pursued is through the University-wide diversity strategic planning process, which over the past five years has been reformed in a variety of ways, including: transition from a four-year planning cycle to an annual plan with strategic planning taking place at senior levels of leadership, development of an inclusive excellence council to assist/advise the Vice President for Diversity Affairs, implementation of an inclusive excellence academy for faculty, and expanding the role of senior diversity leadership to a Cabinet-level position with appropriate managerial responsibility and oversight.

The Office of Human Resources & Compliance designs and implements employment strategies that support the University's mission and strategic plan, coordinates protocols for meeting compliance requirements across all departments of the University, coordinates the University's Title IX process, and functions as the University's liaison for legal matters and services. Priorities for this Office are clustered in seven categories: compensation and benefits (including payroll); compliance; Title IX oversight; employee engagement and work culture progress; human resource information systems and data; recruiting, talent management, and workforce design; and student employment. Four project leads, who report to the Vice President for Human Resources & Compliance, manage these areas. Because compliance is discussed in some detail in Chapter 1, this section focuses on the human resources tasks of this division.

Providing a compensation structure that is competitive with market data and also maintains internal equity is a primary responsibility of this division. This work includes reviewing and updating compensation policies and practices, as well as identifying opportunities for internal development and promotion on a regular basis. Compensation for administrative and staff positions is reviewed whenever a position is opened as well as across departments on a rotating schedule. Offering competitive benefits within a sustainable cost structure is also paramount. HR works with an outside consultant to review the University's benefits plan on an annual basis.

Human Resources staff help departments attract and retain highly qualified and committed employees for well-designed positions. In order to meet strategic expectations related to diversity, Human Resources works closely with departments to conduct searches that actively incorporate diversity and inclusion initiatives. Human Resources also partners with Diversity Affairs in identifying and delivering programming that fosters the development of cultural intelligence and a better understanding of the role diversity plays in the future success of the University. This includes employee education programs on diversity and inclusion, such as book talks, movie events, and workshops.

Human Resources is also committed to enhancing employee engagement and work culture through practices such as a climate survey, career path modeling, and employee recognition events. Each year's programming is based on the strategic plan and community needs that have surfaced throughout the previous year. Talent management, which begins with competency-based job descriptions with expected performance and behavioral outcomes, also falls under the purview of Human Resources. The Human Resources office works with supervisors and managers in providing their employees with annual performance evaluations, professional development plans, and appropriate feedback for improving performance when necessary.

The Vice President for Human Resources & Compliance serves as the University's Title IX Coordinator and manages the work of the University's Coordinator for Violence Prevention & Education. The office has carefully redesigned the grievance process, victim advocacy, and University policies to be highly supportive to victims, consistent in providing for due process, and compliant with the ever-changing requirements of the Title IX regulations. In addition, the Office of Human Resources & Compliance functions as the University's liaison to legal counsel, working to ensure all legal matters are handled in an efficient yet effective and accurate manner.

Administrative and Staff Evaluations
Key to the healthy functioning of an administrative anatomy are administrative review and evaluation processes. Personnel evaluation can be seen as one prong of mission fulfillment, in that it provides employees with an opportunity to reflect on and realign themselves with the purposes of the institution.

The President, Provost, and Vice Presidents are systematically evaluated every year. The trustees review the President annually and typically conduct a 360-degree review every fourth year. Using a standardized appraisal form, the President assesses the performance of each member of the President's Cabinet, who directly report to her, on a yearly basis.

All other administrative and staff employees participate in a comprehensive review process designed to optimize their chances of success at Messiah University. This process includes a forty-five-day review, a ninety-day review, and an annual performance appraisal. The annual review is scheduled to coincide with the end of the academic year or on an alternative schedule that better suits a specific area's needs. The University offers a supervisor educational series that includes sessions on giving feedback. In addition, Human Resources meets with supervisors as requested to develop effective performance coaching, goal setting, and professional development feedback.

Given the imperatives of the diversity plan (VII.4.Diversity Plan), the Office of Human Resources & Compliance has incorporated assessment of an individual's intercultural competency into the annual evaluation process. Important groundwork, including diversity training and awareness initiatives, is well underway, and feedback to employees speaks directly to their engagement in such programming.

Members of the administration interact with faculty and students in multiple and regular ways, including but not limited to: open door days with the President; Budget Forums; Town Hall meetings; school meetings; regular presentations to Student Senate; Deans, Chairs, and Program Director meetings; and University governance meetings.

Procedures for evaluating administrative units and for using assessment data to enhance operation are discussed with accompanying evidence in Chapter 6.

Periodic Assessment of the Effectiveness of Governance, Leadership, and Administration (Criterion 5)

Procedures and policies in individual units are often interconnected: Changes in one area will often result in the assessment of other areas that precipitate changes. Examples of this include the following:

As a part of the 2019-2020 prioritization process, the institution conducted a review of the school structure to reduce administrative expenses. This review resulted in a reduction in the number of schools. This change, in turn, had implications for our standing committees within University governance. The Provost created a task force to identify the problem related to committee membership that was connected to schools. A solution using the notion of "faculty clusters" was recommended to the Ranked Faculty Meeting and the CoE Senate, which, in accordance with our governance protocol, were approved and implemented in the spring of 2022 (VII.5.Proposal to Community of Educators Senate on Faculty Clusters, VII.5.Community of Educators and Ranked Faculty Committees with Cluster Representation).

As a part of the 2019-2020 prioritization process, the Vice President of Information Technology Services (ITS) position was eliminated, and ITS was divided into Administrative Technology Services (ATS) and Educational Technology Services (ETS), with separate but coordinated leadership. This prompted the additional review of the ITS committee structure. The CoE Senate and the University Council approved the updated ITS committee structure in the spring of 2022 (VII.5.Updates to Technology Committees).

Opportunities for Improvement and Innovation

The governance structure detailed above outlines the way Messiah University is governed and administered in a manner that allows it to realize its stated mission and goals to effectively benefit the institution, its students, and the other constituencies it serves. While governance functions well overall, there continue to be opportunities to improve and innovate:

- The threefold nature of Personnel Governance (staff, administrators, and faculty) exhibits strong parallelism in its structure; however, staff and administrators are less accustomed than faculty to participating in personnel-related governance. As such, we anticipate reviewing and adjusting the governance and protocols for staff and administrators to better align them with the different needs and expectations of each personnel group.
- As noted above, the current President's Cabinet reflects uncommon longevity, which has provided stability over time. As of June 30, 2022, the current Provost retired, and it is likely additional members may retire in the next few years. This provides both an opportunity and a challenge to continue the steady leadership at the President's Cabinet level while also making strategic changes that continue to uphold Messiah's strength in leadership and administration.

Conclusion and Opportunities for Improvement

This self-study demonstrates that Messiah University meets the Commission's Standards of Accreditation and Requirements of Affiliation. The review engaged the institutional community and resulted in a successful, collaborative, and transparent process. The process also identified opportunities for improvement, which are presented by Standard below. Underneath each opportunity for improvement is a plan for next steps and accountability.

Standard I

Messiah University has been guided by its ongoing mission and regularly evaluates and updates goals through the strategic planning process.
- We have the opportunity now to continue assessment of the student success model and the ways we can further refine the model, especially through lessons learned in the pandemic, to promote access to technology and effectively support students encountering barriers to persistence and/or student success.
  - The Provost's Leadership Team is the team that coordinates curricular and co-curricular initiatives. This group will be used to monitor progress and give oversight to the opportunities noted.
- In addition, our current strategic plan outlines goals related to expanding our mission to new populations through partnerships and programs geared toward a model of learning for life, including pre-college programming, workforce development, and continuing education for alumni.
  - An Educational Programming Development Group has been established to monitor and coordinate the programming anticipated in the strategic plan and all other programming that will be developing during the time of the strategic plan.

Standard II

Given the fluctuations in the national and global economy and challenges such as inflation and wage stagnation, affordability and accessibility will continue to be ongoing challenges for our students. While our institutional efforts toward affordability and accessibility have been extensive to date, the challenges will require ongoing attention. Potential opportunities include:
- Leveraging technology for outreach efforts geared toward accessibility, such as expanding our virtual and multilingual admissions programming and building on the prototype virtual campus tour developed during COVID to promote the accessibility of campus to those unable to visit in person.
  - The Vice President of Enrollment Management will provide leadership to these initiatives.
- Exploring the potential to raise funds through grants, donations, and new revenue sources to continue to increase the affordability and accessibility of higher education. Initial partnerships are underway with new initiatives slated for fall 2022.
  - The Associate Provost of Graduate and Professional Studies and University Partnerships will provide leadership to these initiatives.

Standard III

As demonstrated throughout this chapter, Messiah University provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels

and that align with higher education expectations. Part of this alignment is the ongoing assessment and revision of programming, as referenced earlier in this chapter.

- We are currently engaged in a review of our general education program. This review will enable us to align our student learning experiences with the educational and societal needs identified by our current strategic plan, including emphasis on areas such as digital competence, civic engagement, and reconciliation, as well as pragmatic considerations, including the increased mobility of students across institutions and importance of integrating experiential learning and other high-impact practices.
  - o The President established a General Education Review Task Force in 2020. This Task Force will address these initiatives with a goal of having recommendations to the Community of Educators in the spring of 2023.

Standard IV
- The University will continue to assess and refine the test-optional strategy for undergraduate admissions.
  - o The Vice President of Enrollment Management, along with the Office of Institutional Research, will provide leadership to these initiatives.
- Given the number of new strategies and the more recent reorganization of our Division of Student Success and Engagement, we will continue to assess the impact of our interventions with conditionally admitted students and students of color who are not engaged with our multicultural scholarship programs.
  - o The Vice President for Enrollment Management and the Office of Retention will work together to address these initiatives.

Standard V
Messiah University has worked to create a culture of authentic assessment on campus. In 2020, the National Institute for Learning Outcomes Assessment (NILOA) named Messiah as an Excellence in Assessment (EIA) designee. The EIA designation letter provides support for our institutional commitment to assessment and our demonstrated ability to evaluate and communicate our performance on institutional goals (V.5.EIA Letter). The processes and policies described in this chapter summarize Messiah's approach to effective assessment, and we continue to identify ongoing opportunities for further improvement.

- Continue to equip educators and administrators through ongoing training offered by the Office of Assessment to use our assessment software effectively, maximizing use of the software to analyze assessment results and improve in student learning.
- Messiah University will week to build on our existing collaborative educator model—classroom teaching and co-curricular initiatives aimed at student success—to assist students in meeting their educational and vocational goals advancing the missions and outcomes of the University.
  - o The Director of Assessment and the Assessment of Student Learning Committee will give oversight to these initiatives.

Standard VI
Two rounds of comprehensive prioritization and the global pandemic created both a challenge and an opportunity for the formal program review process at the University. Out of this challenge emerged a revised and more systematic process for assessing our programming.

- Ensure the revised program review process is fully implemented, beneficial to individual units, demonstrating institutional improvement, and effectively accounted for during the budgeting process.
    - The University Council will assess the revised program review process in the spring of 2023 and make recommendations to ensure progress.
- Continue to adjust the capital funding process, which funds obsolescence and new purchases, for sustainability in a time of decreasing undergraduate enrollment.
    - The Vice President of Finance and Planning, the Vice-President of Operations, and the Provost will work on this adjustment to the capital funding process.

Standard VII

The governance structure detailed in this chapter outlines the way that Messiah University is governed and administered in a manner that allows it to realize its stated mission and goals to effectively benefit the institution, its students, and the other constituencies it serves. While governance is functioning well overall, there continue to be opportunities to improve and innovate:
- The threefold nature of personnel governance (staff, administrators, and faculty) exhibits strong parallelism in its structure; however, staff and administrators are less accustomed than faculty to participating in personnel-related governance. As such, we anticipate reviewing and adjusting the governance and protocols for staff and administrators to better align them with the different needs and expectations of each personnel group.
    - The President will give leadership to anticipated governance revisions addressing the above challenges.
- As noted above, the current President's Cabinet reflects uncommon longevity, which has provided stability over time. As of June 30, 2022, the current Provost retired, and it is likely that additional members may retire in the next few years. This provides both an opportunity and a challenge to continue the steady leadership at the President's Cabinet level while also making strategic changes that continue to uphold Messiah's strength in leadership and administration.
    - The President will determine the shape of the cabinet given these anticipated personnel changes.

Specific leadership and oversight of each of the opportunities noted will fall under exiting governance structures (I, III, VI) or administrative leaders and offices (II, IV, V, VII). Global leadership and coordination of these opportunities will fall with the annual planning process under the governance role of University Council, chaired by the President.

Self-Study Steering Committee and Working Group Membership

Names and position titles for each member of the steering committee and working groups are as of the beginning of fall 2021.

Self-Study Steering Committee Members
- Alison Noble, Associate Provost (co-chair)
- Laura Miller, Director of Institutional Research (co-chair)
- Randy Basinger, Provost
- Dan Custer, Research Analyst
- Henry Danso, Professor of Psychology
- Susan Donat, Director of Curriculum and Assistant Director of Assessment (Accreditation Liaison Officer)
- Carla Gross, Associate Vice President of Marketing and Communications/Special Assistant to the President
- Kris Hansen-Kieffer, Vice Provost for Student Success and Engagement
- Jeff Moshier, Special Assistant to the President and Provost for Program Development
- Kate Oswald Wilkins, Assistant Dean of General Education and Common Learning, Director of Assessment
- Linda Poston, Director of the Murray Library
- Pete Powers, Dean of the School of Arts, Culture and Society
- Roseann Sachs, Professor of Chemistry

Working Groups
Standard I: Mission and Goals and Standard II: Ethics and Integrity
- Pete Powers, Dean of the School of Arts, Culture and Society (co-chair)
- Jeff Moshier, Special Assistant to the President and Provost for Program Development (co-chair)
- Todd Allen, Vice President for Diversity Affairs
- Inger Blount, Director of Human Resources
- Dana Britton, Director of Admissions
- Tina Keller, Associate Professor of TESOL Education
- Jesse Kleingardner, Assistant Professor of Biochemistry
- Rob Pepper, Assistant Provost/Dean of the School of Graduate and Professional Studies
- Shelly Skinner, Associate Professor of Christian Ministries
- Doug Wood, Associate Dean of Students

Standard III: Design and Delivery of the Student Learning Experience
- Roseann Sachs, Professor of Chemistry (co-chair)
- Dottie Weigel, Director of Graduate Program in Higher Education (co-chair)
- Kim Fenstermacher, Assistant Dean of Nursing
- Jenn Fisler, Director of Graduate Program in Education, Assistant Dean of Teacher Education
- Christy Hanson, Dean of Experiential Learning
- Emerson Powery, Professor of Biblical Studies
- Katie Rousopoulos, Director of Agapé Center for Local and Global Engagement
- Beth Transue, Information Literacy Librarian

- Tim Van Dyke, Associate Professor of Engineering

Standard IV: Support of the Student Experience
- Kris Hansen-Kieffer, Vice Provost for Student Success and Engagement (co-chair)
- John Chopka, Vice President for Enrollment Management (co-chair)
- Jocelyn Clippinger, Director of Student Success
- Julie Gomboc-Hellam, Director of Graduate and Adult Student Services & Compliance/Assistant Professor of Education
- JR Harris, Director of Student Financial Services
- Jodi Noble, Senior Lecturer in Chemistry
- Gladys Robalino, Associate Professor of Spanish, Director of Advising, Director of the Center for Public Humanities
- Kevin Villegas, Dean of Students and Christian Spiritual Formation
- Carrie Widdowson, Registrar

Standard V: Educational Effectiveness Assessment
- Kate Oswald Wilkins, Assistant Dean of General Education and Common Learning (co-chair), Director of Assessment
- Henry Danso, Professor of Psychology (co-chair)
- Kathee Clark, Associate Registrar
- Leah Clarke, Associate Professor of Counseling, Assistant Director of Faculty Development for Teaching and Learning
- David Hazen, Associate Professor of Education
- George Pickens, Professor of Theology and Mission
- Devi Suberi, Assistant Professor of Computing, Mathematics and Physics
- Jennifer Thomson, Associate Professor of Biopsychology
- Bryce Watkins, Assistant Director of Housing
- Travis Weller, Assistant Professor of Music

Standard VI: Planning, Resources, and Institutional Improvement
- Laura Miller, Director of Institutional Research (co-chair)
- David Walker, Vice President for Finance & Planning (co-chair)
- Amanda Coffey, Vice President for Human Resources and Compliance
- Angela Hare, Dean of the School of Science, Engineering and Health
- Obed Mfum-Mensah, Professor of Education
- Dwayne Safer, Assistant Professor of Finance
- Kathie Shafer, Vice President for Operations
- Susan Shannon, Director of Educational Technology Services
- Tony Wyland, Executive Director of Administrative Technology Services

Standard VII: Governance, Leadership, and Administration
- Randy Basinger, Provost (co-chair)
- Alison Noble, Associate Provost (co-chair)
- JP Edmunds, Assistant Director of Student Engagement
- Gina Hale, Coordinator of Agapé Center
- Matt Jenkins, SGA Student Body President

- Valerie Lemmon, Professor of Psychology
- Kristin Thomas, Director of Admissions Hospitality
- David Weaver-Zercher, Professor of American Religious History
- Tovah Wilson, Human Resources Coordinator

Evidence Inventory
- Linda Poston, Director of the Murray Library (co-chair)
- Dan Custer, Research Analyst (co-chair)
- Sarah Myers, Public Services Librarian

Verification of Compliance
- Susan Donat, Director of Curriculum and Assistant Director of Assessment (ALO) (chair)
- Amanda Coffey, Vice President for Human Resources and Compliance
- Hannah McBride, Coordinator for Interpersonal Violence Prevention and Education
- Jeff Moshier, Special Assistant to the President and Provost for Program Development
- Carrie Widdowson, Registrar