



Institutional Self-Study

prepared by

Muhlenberg College

for

The Middle States Commission on Higher Education

and

the Muhlenberg College Community

February 2016

**Muhlenberg College is accredited by the Middle States Commission on Higher Education,
3624 Market Street, Philadelphia, PA 19104, 267-282-5000**

This pdf document is not meant to replace the narrative text included in Compliance Assist, the online portal we are utilizing for this Self Study process. The narrative text in Compliance Assist contains dozens of links to pertinent documents that exist in the portal. This pdf only contains links to public pages on the College's website.

Table of Contents

Executive Summary	1
Recent Developments	2
The Self-Study	3
Goals of the Self-Study	4
Conclusions	5
Certification Statement: Compliance with MSCHE Requirements of Affiliation	6
Chapter 1: Mission, Goals and Integrity	7
Overview	7
Mission	7
The Mission Informs Goals and Objectives	8
Changes to the Mission Statement	9
A Distinctive Mission	10
Communicating the Mission	10
Integrity	11
Grievance Processes	11
Integrity Codes	12
Academic Integrity Code	12
Social Code	13
Academic Freedom	14
Communication of Policies	15
Ensuring Equity	15
Summary	17
Suggestions	17
Chapter 2: Planning, Resource Allocation, and Institutional Renewal	18
Overview	18
Planning	18
Resource Allocation	19
Operating Budget	20
Endowment	22
Net Assets	23
Benchmark Comparisons	23
Debt and Debt Service	23
Development and Alumni Relations Overview	24
Facilities	25
Technology	26
Digital Pedagogy	27
Classroom Technology	27
Classroom Support	27
Faculty – Staff Support Desk	28
Student Help Desk	28

Staffing	28
Security	28
Library Resources	29
Library Budget and Growing the Collection	29
Staffing and Evolving Services	30
Library Website and Systems	30
Human Resources	31
Summary	32
Suggestions	33
Recommendation	33
Chapter 3: Leadership, Governance and Administration	34
Overview	34
Organizational Structure and Responsibilities	35
Board of Trustees	35
The President and Senior Administrators	36
Faculty	39
Students	40
Assessment: Autonomy, Communication and Accountability	41
Board of Trustees: Transparency and Accountability	41
Assessing Presidential Performance	42
Communication and the Flow of Information	42
Administrative Accountability and Effectiveness	43
Personnel Development and Evaluation	44
Faculty Role in Shared Governance	45
Student Participation in Shared Governance	47
Summary	47
Suggestions	47
Chapter 4: Faculty	48
Overview	48
Faculty Composition and Recruitment	48
Faculty Composition	48
Recruitment of Diverse Faculty	50
Faculty Appointment	50
Curricular Staff	51
Professional Activity	51
Faculty Teaching and Advising Loads	51
Teaching	51
Faculty Development	53
Support for Enhancing Teaching	53
Support for Faculty Scholarship and Professional Activity	54
Leadership Development	55
Faculty Evaluation	55
Evaluation Criteria	55
Promotion	56

Evaluation of Department Chairs	56
Grievances	57
Faculty Handbook Revisions	57
Faculty Salaries	58
Summary	59
Suggestions	60
Recommendation	60
Chapter 5: Admissions and Financial Aid	61
Overview	61
Mission	61
National Trends	61
Muhlenberg Trends and Responses	62
Student Selection and Managing the Applicant Pool	63
Diversity	64
Admissions Marketing Messages	66
Summary	67
Recommendation	67
Chapter 6: The Muhlenberg Curriculum	68
Overview	68
Educational Offerings	68
Academic Program Goals	68
Majors, Minors, and Academic Programs	69
General Education	69
Revision of the General Education Program (2005-2014)	70
Academic Skills and Distribution Requirements	71
Clusters	71
Human Difference and Global Engagement (DE)	71
Culminating Undergraduate Experience (CUE)	72
Writing Across the Curriculum	72
Connection with Academic Major and Minor Programs	72
Faculty Commitment and Oversight of the General Education Curriculum	73
Communication	74
College Honors Programs	74
Teacher Certification	74
Technology Resources	75
Library Resources	75
Martin Art Gallery	76
Educational Program Assessment	76
Assessment of Individual Courses	76
Assessment of Academic Majors and Minors	76
Assessment of the General Education Program	77
Information Literacy	77
Writing	78
Foreign Language	78

Indirect Assessment of the General Education Program	79
Indirect Assessment of Overall Student Learning	79
Related Educational Activities	80
Individualized Instruction	80
Co-curricular Offerings	81
Community Engagement	81
Global Education	82
Semester in Washington, DC	84
Prestigious Awards Program	84
Summer Business Institute 2014	84
The Wescoe School	85
Summary	86
Suggestions	87
Recommendations	87
Chapter 7: Student Support Services and Campus Life	88
Overview	88
Transition from High School to College	88
June Advising	88
Pre-Orientation	89
Orientation Weekend	89
While at Muhlenberg	90
Division of Student Affairs (DoSA)	90
Office of Community Engagement	91
Office of Multicultural Life	91
Student Leadership Programs and Greek Life	92
Athletics and Recreation	92
Office of Student Activities	93
Office of Residential Services	93
Dining Services	94
Health Center	94
Counseling Services	95
Campus Safety	95
Title IX Coordinator	96
Behavioral Intervention Team	96
Religious Life	97
Dean of Academic Life	97
Academic Resource Center (ARC)	98
Office of Disability Services	99
Writing Center	100
The Registrar's Office	101
Transitioning to Life After College	101
Career Center	101
Pre-Professional Advising	102
Senior Year Experience (SYE)	102

Into the Future	103
Supporting a Diverse Student Body	103
Summary	104
Suggestion	104
Chapter 8. Institutional Assessment and Student Learning Assessment	105
Overview	105
Institutional Planning and Assessment	105
Strategic Plan	105
Diversity Strategic Planning	106
Online Learning Initiative	106
Institutional Assessment	107
Institutional Benchmarking and Tracking	107
Board of Observers (BoO) Program Review	107
Mission and Goals for Administrative Units	108
Assessing Institutional Effectiveness	108
Administrative Department Annual Assessment Reports	110
Supporting and Communicating Institutional Effectiveness	111
Student Learning Assessment	111
Academic Program, Department and Course Goals	111
Institutional Assessment of Student Learning	112
General Education Assessment	113
Writing Assessment	114
Information Literacy Assessment	114
Foreign Language Assessment	114
Academic Department Student Learning Assessment	115
Student Affairs Student Learning Assessment	116
ePortfolio Initiative	117
Summer Business Institute	117
Global Education	117
Supporting and Communicating Student Learning Assessment	118
Summary	118
Suggestions	119
Appendix A.	121
Composition of Steering Committee	121
Composition of Working Groups	121
Trustee Liaison Group	123
Student Liaison Group	123
Appendix B. Fundamental Elements Roadmap	124
I. Standard 1 – Mission and Goals	124
II. Standard 2 – Planning, Resource Allocation, and Institutional Renewal	125
III. Standard 3 – Institutional Resources	126
IV. Standard 4 – Leadership and Governance	127
V. Standard 5 – Administration	128

VI. Standard 6 – Integrity	129
VII. Standard 7 – Institutional Assessment	131
VIII. Standard 8 – Student Admissions and Retention	132
IX. Standard 9 – Student Support Services	134
X. Standard 10 – Faculty	135
XI. Standard 11 – Educational Offerings	136
XII. Standard 12 – General Education	138
XIII. Standard 13 – Basic Skills	139
XIV. Standard 13 – Certificate Programs	139
XV. Standard 13 – Experiential Learning	140
XVI. Standard 13 – Non-Credit Offerings	140
XVII. Standard 13 – Branch Campuses, Additional Locations, and Other Instructional Sites	140
XVIII. Standard 13 – Distance Education, Distributed Learning, and Correspondence Education	140
XIX. Standard 13 – Contractual Relationships and Affiliated Providers	142
XX. Standard 14 – Assessment of Student Learning	142

EXECUTIVE SUMMARY

Muhlenberg College is committed to the highest standards of academic excellence and integrity. Founded in 1848, Muhlenberg is an independent, undergraduate, coeducational institution affiliated with the Evangelical Lutheran Church in America. The College is located in Allentown, Pennsylvania, in the residential West End neighborhood, approximately 55 miles north of Philadelphia and 90 miles west of New York City. The College has a student body of 2200 in its traditional undergraduate program and nearly 200 additional adult learners in the Wescoe School's evening, day, and weekend programs. Muhlenberg has a full time faculty of approximately 170 members.

As a liberal arts college, Muhlenberg offers programs in the humanities, the natural and social sciences, the performing arts, and in professional areas such as business, education, pre-medical, pre-theological, and pre-law studies. Flexibility is provided through course options and opportunities for independent study, research and internships, and through a plan for self-designed majors. Striving to keep its curriculum vital and current with the rapidly changing intellectual world, the College is now in the second year of implementing a new general education curriculum focused on enhancing integrative learning and diversity. The excellence and integrity of the Muhlenberg program have been recognized by Phi Beta Kappa and by some 13 additional national honor societies which have established chapters at the College.

Through its Wescoe School of Continuing Education, Muhlenberg also serves adult learners in the Lehigh Valley with a variety of innovative and educational opportunities. Wescoe School's academic programs enable adult learners to complete a degree, earn a certificate or take classes for enrichment. Students may also take classes as part of their preparation for graduate, law or medical school. Bachelor's degrees and certificates are offered in the traditional liberal arts in more than 25 fields of study. Associate's degrees are offered in Business Administration, Accounting, Computer Science, and Psychology.

Muhlenberg's academic program is accredited by the Middle States Commission on Higher Education, the Department of Education of the Commonwealth of Pennsylvania, and the New York State Board of Regents. The College is on the approved list of the American Chemical Society. It is also a member of the American Council on Education, the Association of American Colleges and Universities, National Association of Independent Colleges and Universities, Association of Governing Boards, the Council for the Advancement and Support of Education, the American Association of Colleges of Teacher Education, the College Entrance Examination Board, the Pennsylvania Association of Colleges and Universities, the Association of Independent Colleges and Universities of Pennsylvania, the Lehigh Valley Association of Independent Colleges, the National Collegiate Honors Council, the Council of Independent Colleges, the Pennsylvania Consortium of Liberal Arts Colleges, the Consortium for Faculty Diversity, and the Lehigh Valley Inter-Regional Networking and Connecting Consortium.

The historic ties between the College and the Lutheran Church are a significant part of the College's tradition. The name Muhlenberg College was adopted in 1867 – 19 years after the College was founded – in honor of the patriarch of the Evangelical Lutheran Church in America, Henry Melchior Muhlenberg. The sons of Henry Melchior Muhlenberg made important

contributions to the early life of our country. General John Peter Gabriel Muhlenberg wintered at Valley Forge with George Washington; Frederick Augustus Muhlenberg was the first speaker of the United States House of Representatives; and Henry Ernst Muhlenberg was one of the most eminent early American scientists and the first president of Franklin College, now Franklin and Marshall College. All of these men were clergymen who symbolized the relationship of the church to the life of the mind and the life of public service. Muhlenberg owes much of the distinctiveness of its character and the quality of its life to the historic and continuing relationship with the church.

Recent Developments

In the years since our reaccreditation in 2006, the College has seen significant changes in the general education program, physical plant, administration, diversity initiatives and assessment activities. After engaging in a comprehensive review of the general education curriculum, the faculty approved the current Academic Program Goals in fall 2011. These goals highlight the skills, knowledge, and habits of mind that each graduate is expected to achieve by fulfilling Muhlenberg's academic requirements. In May 2012 the faculty passed the new general education program that emphasizes Academic Skills, Intellectual Exploration, and Integrative Learning. With support from the Andrew W. Mellon Foundation, the new curriculum was implemented in AY 2013-2014 with the incoming class of 2017. In the past decade, the faculty also developed new majors in Jewish Studies, Finance, Film Studies, Neuroscience and Public Health, as well as minors in Africana Studies, Creative Writing, Italian Studies, and Latin American and Caribbean Studies. Since 2006 the College has increased funds supporting faculty and student research and created 55 new tenure track appointments. Chapter 4 discusses faculty composition and support, while Chapter 6 discusses the general education review and revisions to the academic program.

Among recent improvements to Muhlenberg's physical plant are the new Multicultural Center located at 2252 Chew Street and a \$31 million expansion and renovation of science facilities, including a new science building, and renovations of Shankweiler (life sciences) and Trumbower (chemistry, physics, math) Halls. These projects were completed in AY 2006-2007. Other significant building projects include: 1) the completion of 2201 Chew Street Residence Hall and the Village, making a total of six new residence buildings that offer apartment-style housing for upper-class students; 2) the opening of the Rehearsal House, which includes an outdoor amphitheater, to provide rehearsal and performance space for the Departments of Theatre and Dance and Music; 3) the renovation and addition to a building that houses the Hillel House and office and classroom space for the Sociology and Anthropology Department; and 4) the completion of renovations to Seegers Union and the addition of the Ilene and Robert Wood Dining Commons, which included new kitchens, servery, student club space, meeting rooms, performance space, and expansion of the Career Center, Academic Resource Center, and Disability Services Office. A comprehensive renovation of East Hall, Muhlenberg's oldest residence hall and a model of Collegiate Gothic architecture, was recently completed. Chapter 2 discusses campus planning and resources.

Since 2006, the College has also welcomed several new members to the President's Senior Staff. Karen Green, Vice President for Student Affairs and Dean of Students, was appointed in 2006 and John Ramsay, Provost, took over leadership of Academic Affairs in 2009. More recently,

Rebekkah Brown '99 joined the College as Vice President for Development and Alumni Relations and The Rev. Callista Isabelle was appointed College Chaplain. On December 4, 2014, the Board unanimously appointed John I. Williams, Jr. as the 12th President of Muhlenberg College, whose term commenced on July 1, 2015. President Williams succeeds Peyton "Randy" Helm, who served as president 2003 – 2015. Several new administrative positions were created and filled in 2015: Allan Chen was hired as the College's first Chief Information Officer and Mike Bruckner (previously Vice President for Public Relations) was named Vice President for External Affairs and Community Relations. The College is also currently seeking to appoint a new Vice President of Communications, which replaces the Public Relations office. Chapter 3 discusses administrative structure and governance.

The significant progress made by the College in recent years has laid the groundwork for the challenges and opportunities on the horizon. The College completed implementation of its current strategic plan, Momentum, in AY 2014-15, and the new president is expected to initiate a new strategic planning process. Muhlenberg is currently seeking to raise \$11 million in endowment gifts for financial aid and educational programs as a bridge between its successful Talents campaign (completed in 2010 with \$110.4 million raised) and an anticipated new campaign in support of the next strategic plan. Chapter 2 discusses strategic planning and advancement efforts.

The College also completed a new Strategic Diversity Plan in order to enhance its already strong sense of community while developing greater diversity among its faculty, students, and staff. The goal-driven plan includes specific strategies to recruit and retain diverse students, faculty, and staff which will be assessed on a regular basis to track progress on the plan. These initiatives will build on the strong tradition of religious diversity within its community and provide greater opportunities for dialogue and understanding truly unique among church-related institutions. Chapters 2, 7, and 8 discuss diversity planning and initiatives.

In the past five years there has clearly been an increase in the quality, quantity, communication and support of assessment activity at the College, both to evaluate and improve institutional effectiveness and to measure and support student learning. Assessment results have informed strategic planning, institutional and program curricular change, student support, and priorities for resource allocation. While all chapters highlight assessment results, Chapters 2, 6, 7, and 8 discuss assessment activities, communication, and support.

The Self-Study

In the fall 2013, President Helm appointed a Steering Committee to lead the Middle States self-study process. The committee is co-chaired by the Dean of Institutional Assessment and Academic Planning and a Professor of Political Science, both of whom served on the 2006 Self-Study Steering Committee. The Steering Committee is made up of two Committee Co-chairs, co-chairs of the seven working groups and the Executive Assistant to the President, who serves as the Process Assistant. A faculty member and an administrator are paired as co-chairs for each of the working groups. In order to make sure there is an effective flow of information between individuals involved in institutional decision-making and/or faculty governance, the Steering Committee includes members of the President's Senior Staff, of the Provost Senior Staff, and

faculty who have or currently hold leadership positions as department chairs or committee chairs. Particular attention was paid to having faculty from across the divisions and to having faculty with expertise on assessment, personnel issues, and general education revision. To facilitate college-wide engagement in the self-study process, the Steering Committee consulted regularly with two liaison groups – one comprised of Trustees and one representing the student body. The Chair of the Board of Trustees appointed members to the Middle States Trustee liaison group composed of six members, including the Board Chair. The student liaison group includes the former Student Government President and five other students nominated by staff in Student Affairs and in Academic Affairs and by faculty members. See Appendix A for the membership of the Steering Committee, Working Groups, Trustee Liaison Group, and Student Liaison Group.

In order to support a process that would be most useful to the current and future needs of the institution, the Steering Committee chose the Comprehensive Report as the model for our Self-Study and combined the 14 Standards of Excellence into eight chapters that align with our institutional structure and culture.

Chapter 1	Mission, Goals, and Integrity	Standards 1 & 6
Chapter 2	Planning, Resource Allocation, and Institutional Renewal	Standards 2 & 3
Chapter 3	Leadership, Governance, and Administration	Standards 4 & 5
Chapter 4	Faculty	Standard 10
Chapter 5	Admissions and Financial Aid	Standard 8
Chapter 6	The Muhlenberg Curriculum	Standards 11, 12, & 13
Chapter 7	Student Support Services and Campus Life	Standard 9
Chapter 8	Institutional Assessment and Student Learning Assessment	Standards 7 & 14

Goals of the Self-Study

The Self-Study and supporting documents that Muhlenberg College submits to the Middle States Commission on Higher Education (MSCHE) will show that we are in compliance with the fourteen Standards of Excellence and their fundamental elements (see Appendix B for the Fundamental Elements Roadmap). The results of our data collection and analysis will also inform College-wide assessment and planning and fulfill other related goals. As expressed in the Self-Study design, the process of engaging in an institution-wide examination and reflection aimed to achieve the following goals:

- 1) to take stock of who we are as an institution, to prepare for a presidential transition, to strengthen institutional identity and sense of community, and plan for the future;
- 2) to identify, consistent with our mission, strengths and weaknesses and to develop recommendations to support institutional improvement and effectiveness;
- 3) to evaluate assessment processes across the institution and to share best practices in the design of assessment activities and the use of findings to improve effectiveness and to support student learning;

4) to provide a catalyst for the initial assessment of the recently implemented general education curriculum and

5) to demonstrate compliance with the MSCHE Standards.

Self-Study Conclusions

The Self-Study chapters outline existing institutional strengths and challenges related to resources, admissions and financial aid, curriculum, student support, and diversity. Based on careful review of the working group reports, this self-study outlines four recommendations which the College will address within the next five years:

1) We recommend a review of the Board of Observers' process. We also encourage the College to more effectively communicate how academic and administrative department reviews inform institutional planning and resource allocation.

2) We recommend a comprehensive review of student support services to insure that adequate resources continue to be targeted to these areas to support the success of all members of our increasingly diverse student population.

3) We recommend that the College engage in a process of broad and inclusive planning to develop a Campus Master Plan to support College strategic initiatives that includes all aspects of current and future facilities and usage with continued attention to present and future teaching, learning, and work needs.

4) We recommend that the College track the allocation of resources to ensure course offerings and staffing for signature elements of the new curriculum (e.g., clusters, CUE's) are sustainable without sacrificing commitment to major and minor programs, as well as elements of the curriculum that were maintained (e.g., FYS).



Middle States Commission on Higher Education

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Certification Statement:

Compliance with MSCHE Requirements of Affiliation

[For use by institutions addressing the Accreditation Standards in *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation (12th ed., 2006)*
Effective August 1, 2015

Muhlenberg College

(Name of Institution)

is seeking (*Check one*):
 Initial Accreditation
 Reaffirmation of Accreditation through Self Study
 Reaffirmation of Accreditation through Periodic Review

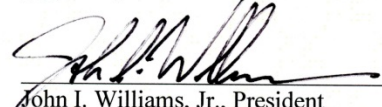
An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation.

This signed certification statement must be attached to the executive summary of the institution's self-study or periodic review report.

The undersigned hereby certify that the institution meets Requirements of Affiliation of the Middle States Commission on Higher Education as published in *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation (12th ed., 2006)*.

If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

Exceptions are noted in the attached memorandum (*Check if applicable*)



John I. Williams, Jr., President

1-21-16

(Date)



Richard C. Crist, Jr., Chair, Board of Trustees

1/21/16

(Date)

CHAPTER 1: MISSION, GOALS, AND INTEGRITY

Standard 1: The institution's mission clearly defines its purpose within the context of higher education and indicates whom the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are utilized to develop and shape its programs and practices and to evaluate its effectiveness.

Standard 6: In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

OVERVIEW

This section includes a discussion of Standard 1, beginning with an examination of the Mission Statement's principal components. Next, recent revisions to the statement are noted, along with the process by which changes were made. Also included is an analysis of the statement's effectiveness: the extent to which the Mission informs the goals of the College and the degree to which constituents understand it. Furthermore, the Mission Statement is examined in light of benchmark institutions to determine what is most distinctive about Muhlenberg's Mission.

Next is an examination of Standard 6, the integrity the College demonstrates in the development, communication, and implementation of goals, policies and practices to assure fair and impartial treatment of its constituencies. This section includes an assessment of how policies related to integrity are communicated to constituents, how effectively and fairly those policies are practiced, and the extent to which those policies and practices reflect the College's Mission. Finally, the College's support of academic freedom is assessed.

The analysis in this chapter is based upon a review of College documents, both print and electronic. Key documents include the Mission Statement, the Diversity Statement, handbooks for various constituencies, and academic judicial and non-discrimination documents. In addition, recent survey and focus group data were reviewed.

MISSION

On October 24, 2014, the Board of Trustees approved the following Mission Statement:

Muhlenberg College aims to develop independent critical thinkers who are intellectually agile, characterized by a zest for reasoned and civil debate, committed to understanding the diversity of the human experience, able to express ideas with clarity and grace, committed to life-long learning, equipped with ethical and civic values, and prepared for lives of leadership and service. The College is committed to providing an intellectually rigorous undergraduate education within the context of an inclusive and diverse campus; we strongly

believe that diversity is essential to learning and to our success as a pluralistic community. Our curriculum integrates the traditional liberal arts with selected pre-professional studies. Our faculty are passionate about teaching, value close relationships with students, and are committed to the pedagogical and intellectual importance of research. All members of our community are committed to educating the whole person through experiences within and beyond the classroom. Honoring its historical heritage from the Lutheran Church and its continuing connection with the Evangelical Lutheran Church in America, Muhlenberg encourages, welcomes, and celebrates a variety of faith traditions and spiritual perspectives.

This version was initially drafted by the President's Planning Group in AY 2003-2004 and refined through numerous discussions with various campus constituencies before its adoption by the Board of Trustees in 2004. Additional revisions to the Mission Statement were made as recently as October 2014 as part of the diversity planning process. The statement reflects the [Fundamental Institutional Values](#), as originally defined by the Campus Climate Committee of the Muhlenberg College Board of Trustees in 2003, that serve to "guide and inform those engaged in the College's strategic planning process as we identify goals, develop strategic initiatives, and set priorities." These values include: Commitment to the Life of the Mind, Commitment to Spirit and Character, and Commitment to the Life of the Community.

The College's Commitment to the Life of the Mind is evidenced by references in the Mission Statement to the following skills developed through a rigorous curriculum that integrates traditional liberal arts with pre-professional studies: critical thinking; intellectual agility; the ability to engage in reasoned and civil debate; and the ability to express ideas with clarity and grace. Furthermore, dedication to educating the whole person inside and outside the classroom is intended to create lifelong learners. The desire to equip students with ethical and civic values is a further reflection of the institution's Commitment to Spirit and Character. In this vein, Muhlenberg honors its historical connection to the Lutheran Church, while supporting the spiritual development of all community members, encouraging, welcoming, and celebrating various faith traditions and spiritual perspectives. In addressing Commitment to the Life of the Community, the Mission Statement points to the belief that the development of an inclusive and diverse campus and an understanding of the diversity of the human experience are essential to learning, to our success as a pluralistic community, and to preparing our students for lives of leadership and service.

The Mission Informs Goals and Objectives

The Mission Statement is the core document articulating the aspirations of the College and is vital in setting the goals and objectives of its strategic planning process. The College's Strategic Planning Principles clearly state that all planning should reflect Muhlenberg's core values and focus on the College's Mission and strengths (Momentum: Muhlenberg's Strategic Plan 2010-2015). The Mission further helped to define the strategic goals of the Momentum plan, such as strengthening the College's culture of engaged teaching and learning, developing intellectually agile and engaged critical thinkers, and preparing students for lives of leadership and service. The Mission also lays the foundation for mission statements of College divisions and

departments. For example, Student Affairs fosters an environment helping students “adopt an on-going pattern of intellectual discovery,” connecting directly to the College’s goal of developing lifelong learners ([Dean of Students Mission Vision Goals](#)). The Division also seeks to help students respect a diversity of peoples and ideas as well as to express themselves with reason and clarity.

The Mission played a significant role in curricular discussions that led to the development of the Academic Program Goals. For example, the Mission’s emphasis on students’ engagement in reasoned and civil debate and in developing their ability to express ideas with clarity informed program goals aimed at cultivating students who communicate “clearly and cogently” and to “reason effectively with words” (Academic Program Goals). Similarly, the Mission’s call for students to “understand the diversity of the human experience” aligns with the academic goals of enabling students to “understand that knowledge is embedded in multiple contexts” as well as to understand how those contexts “shape our construction of human difference.” Finally, the academic goals call for students to be able to act on the basis of their beliefs and make “principled decisions as individuals and citizens of local, national and global communities” (Academic Program Goals). These goals grow directly from the Mission’s call that students be “committed to lifelong learning, equipped with ethical and civic values” (Mission Statement).

The values of the Mission are thus the foundation for the [Academic Program Goals](#) that guided the development of our recently implemented General Academic Requirements (GARs). The emphases on critical thinking and clear communication, especially writing, are reflected in the Academic Skills portion of the GARs. The Intellectual Breadth requirements foster student engagement with learning through a variety of disciplines and through exploration of the multiple contexts in which knowledge is embedded. Finally, the Cluster and Human Difference and Global Engagement requirements aim to promote the goals of developing and applying different modes of inquiry and of understanding the diversity of human experience.

Changes to the Mission Statement

The Mission Statement has evolved over time in response to the College’s strategic planning processes. Minor changes to the statement were made in 2009 as a result of the Strategic Planning Process, Momentum, to reflect the College’s commitment “to understanding the diversity of human experience.” In 2014, as a result of the President’s Diversity Strategic Planning process, the statement was updated to affirm that the College’s commitment “to providing an intellectually rigorous undergraduate education within the context of an inclusive and diverse campus” and its belief “that diversity is essential to learning and to our success as a pluralistic community.” A subcommittee of the Diversity Strategic Planning Committee (DSPC) proposed the statement changes, which were reviewed by the full DSPC and then sent to the entire College community for comment. The proposed changes were adopted by the Board of Trustees in their October 2014 meeting.

In addition, the Diversity Strategic Plan includes a revised [Statement on Diversity](#) for the College. A subcommittee of the DSPC developed the first set of revisions in the summer of 2013. After presenting these to the full DSPC that fall, the subcommittee shared the proposed statement with the campus community in the spring of 2014 and gathered feedback. This process

resulted in a significantly revised Statement on Diversity that connects the College's Mission to specific commitments to historically underrepresented and marginalized groups: "Muhlenberg will not achieve its mission until each member of our community recognizes and understands the benefits, tensions and intersections inherent in teaching and learning about diversity". The statement acknowledges that even while some "may experience moments of disequilibrium" as a result of being part of a diverse community, "the College believes that these moments are productive opportunities for teaching and learning." Finally, the statement calls the community to engage deeply with diversity in order "to strive for an ongoing, ever-deepening integrity" (Muhlenberg College Statement on Diversity).

A Distinctive Mission

Muhlenberg's Mission Statement shares a focus on intellectual development with many liberal arts college. The focus on "lives of leadership and service" also appears in a number of other collegiate mission statements. However, while many statements mention the goal of helping their students to grow and develop, the Muhlenberg Mission gains its distinctiveness by focusing on a more specific list of characteristics that we hope to develop in our students. There is also an emphasis on educating the whole person, including experiences both in and beyond the classroom. Indeed, the focus on experiences outside of classes and the emphasis on the close faculty-student relationships possible at a small liberal arts college underscore the core importance of building community at Muhlenberg.

Muhlenberg's Mission also stands out among its peers in its distinctive combination of the liberal arts with selected pre-professional programs. These programs, such as the successful accounting major, are taught in the context of the liberal arts, thus grounding future professionals with a broad liberal arts education. Finally, although Muhlenberg honors and shares with other colleges its historical connection to the Evangelical Lutheran Church of America, the College stands out as home to a broadly diverse religious community. Growing from its Lutheran roots, the Muhlenberg community now includes large numbers of Roman Catholics and Jews, and growing numbers of Muslims, Hindus, and Buddhists. While other college missions share some of these attributes, the inclusion of all of the elements above, expressed with a strong degree of specificity, distinguishes Muhlenberg's Mission.

Communicating the Mission

The College's Mission is communicated to students, faculty, and staff in a variety of ways. The Mission Statement appears prominently on the [College website](#) and in both the [Source Book](#) and the [College Catalog](#). While a print copy of all of the above publications is easily available to those who request it, most constituents now access these documents online. In addition to the Mission Statement, the values of the College, revised in March of 2010, are available electronically as part of the [Strategic Plan](#). College goals appear on the institutional website in three broad categories: [academic program goals](#), diversity goals as they appear in the [Diversity Strategic Plan](#), and strategic goals that are part of the [2010-2015 Strategic Plan](#). Specific initiatives for implementing strategic goals are detailed in the [Diversity Strategic Plan](#) and in the list of objectives appearing in the 2010-2015 Strategic Plan.

Survey reports indicate that the various campus constituents understand the values and commitments expressed in the College Mission. According to the 2013 HEDS Senior Survey, 65.8 percent of students agree that agree the “campus has a clear set of values that is well communicated to all constituents by all members of the campus community” (HEDS Senior Survey 2013). Surveys of other constituents indicate even more effective communication of the Mission and goals. A survey of managers and staff indicated that 67.5% have a good understanding of the Mission (Manager Staff Survey Fall 2014) and a survey of academic department chairs shows over 80% have a strong understanding (Department Chair Survey Fall 2014). In both surveys the respondents’ description of the College Mission focused on vital components, including an emphasis on critical, analytical, and independent thinking; fostering creativity; preparing students to be engaged members of a diverse global society; and preparing them for lives of leadership and service. (Manager Staff Survey and Department Chair Survey Fall 2014).

INTEGRITY

The College’s practices of integrity align with the Mission Statement. Our commitment to “reasoned and civil debate,” our dedication to “educating the whole person,” and our strong affirmation that “diversity is essential to our success as a pluralistic community” drive our statements and practices of integrity. Echoes of the Mission Statement appear in the Fundamental Institutional Values, Academic Integrity Code, the Discriminatory Harassment Policy and other policies for students, faculty and staff. The policies are widely available and outline standards of behavior as well as processes to address grievances. These documents and the practices used to implement them support the College’s aim to develop students who are prepared for lives of leadership and service within the context of an inclusive and diverse campus.

Grievance Processes

Within any community impartial and publicly accessible procedures for addressing and resolving grievances are vital. At Muhlenberg these procedures can be found in the handbooks for faculty, staff, and students.

The Faculty Handbook outlines grievance procedures for faculty (Faculty Handbook). Specifically, sections 4.3.1-3 outline procedures for addressing disputes between faculty, appeals in the case of denial of promotion and termination, appeals regarding violations of academic freedom, and accusations of discrimination or discriminatory harassment. The Handbook for Managers (section 4.2) refers employees to the Problem Resolution and Complaint Procedures for Non-Faculty Personnel for grievance policies and procedures. Section 7.3 and Appendix B of the Handbook for Support Staff (Handbook for Support Staff) outline both formal and informal problem resolution and complaint procedures for non-faculty personnel. Grievances procedures for faculty are discussed more thoroughly in Chapter 4 and for staff in Chapter 3.

The Student Policy and Resource Guide (Student Guide) outlines specific procedures for addressing student grievances, including cases of sexual misconduct, harassment, discrimination, and appeals involving violations of the Academic Integrity and Social Codes (Student

Guide). The Sexual and Gender-Based Misconduct Policy outlines the procedures for making an allegation of sexual or gender-based misconduct, as well as those that the College will follow in addressing reports of sexual or gender-based harassment, non-consensual contact or intercourse, and exploitation. The policy further lists procedures for both the accused and the complainant to appeal decisions by the Dean of Students (DOS).

The Student Guide also includes the College's Discriminatory Harassment Policy Statement, which lays out procedures for students who believe they have been unlawfully harassed, and for resolving complaints. The manual includes specific grievance procedures (both formal and informal) for students who believe they have been discriminated against on the basis of disability, as well as appeals procedures in the event that a student is dissatisfied with a resolution made by the Director of the Office of Disability Services, the DOS, or the Dean of Academic Life (DAL). Last, the Guide includes instructions for appealing decisions of the Academic Judicial Board, as well the procedures for appealing a decision by the DOS regarding violations of the Social Code.

In March 2015, the College released a [Hate and Bias Policy](#). Developed over two years as an outgrowth of the Diversity Strategic Plan, the policy identifies a clear set of procedures for addressing bias incidents and hate crimes. The College also appointed a [Hate/Bias Response Team](#) to provide support for those affected by a bias incident or hate crime.

Integrity Codes

Students sign the Academic Integrity Code (AIC) and the Social Code (SC) upon matriculation at the College, thereby pledging that they will uphold ethical and respectful behavior in relations inside and outside the classroom. The AIC, a document developed by the faculty, is administered by the DAL. The SC is administered through the Office of the DOS. The Codes are conceived more as pedagogical tools than punitive ones. Changes to the AIC are generated by the Academic Judicial Board and the DAL; they are then recommended by the Academic Policy Committee to the full faculty for their vote. Changes in the SC are proposed by administrators involved in the processes. Both Codes have been vetted by attorneys and results reviewed by the Judicial Affairs Committee of the Board of Trustees.

Academic Integrity Code

The AIC defines a variety of types of violations of academic integrity and outlines the responsibilities of students and faculty for the effective operation of the Code. According to the AIC, if a faculty member suspects a violation, s/he discusses the situation with the student. If the faculty member determines there has been a violation, s/he forwards the information and penalty to the DAL, who discusses the situation with the student and reviews options. A hearing for a first offense is optional; a hearing for a second offense is mandated. Judicial panels for each academic hearing comprised three students and three elected faculty representatives. All panelists receive appropriate training.

In recent years the Academic Judicial Board (AJB) has taken a number of steps to improve the communication of the Code to both students and faculty. For example, informational sessions on

academic integrity are included in the New Faculty Orientation program hosted by the Faculty Center for Teaching (FCT). Moreover, there has been a campus-wide effort to inform students and faculty about plagiarism and other forms of academic dishonesty. Additionally, every semester the chair of the AJB sends an email with information and links about the AIC and the process for dealing with violations to all faculty and curricular staff. Ultimately, the College community views the classroom as the most important site of education about academic integrity.

Overall, hearings are rare because of the procedures and informational efforts outlined above. Indeed, since 1999 only three students have opted for a hearing on a first violation, and there have only been 25 other hearings for additional offenses (see Academic Integrity Code Violations). Penalties for a second violation can be as serious as dismissal from the College, although a variety of sanctions are available to the AJB for recommendation to the DAL.

During AY 2009-2010, the then Academic Behavior Code was carefully reviewed by AJB. As a result, the Code was renamed the Academic Integrity Code in order to more accurately reflect the core values of the Muhlenberg community (see Academic Behavior Code Name Change). Moreover, the College adopted a number of new strategies for helping students understand the Code, including the creation of the Statement on Plagiarism written by the directors of the Writing Committee at the time (see Section IX of the Academic Integrity Code).

Social Code

The SC applies to students and student organizations and covers student behavior both on campus and off. Alleged violations are forwarded by the Student Conduct Officer to the appropriate forum for adjudication (Student Guide). Less serious alleged violations of the Code are forwarded to a pre-hearing meeting, whereas more serious alleged violations are forwarded to a Hearing Board. At a pre-hearing meeting, the accused is invited to review and discuss the complaint, and then given the option to accept responsibility and a corresponding sanction. Students who deny responsibility or reject the sanction may request a Disciplinary Conference. In this event, the accused has the opportunity to respond to the evidence before a committee of three members (two students and one college administrator) who decide the case.

In more serious cases, the Student Conduct Officer will convene a Hearing Board before which the accused will have the opportunity to respond to the evidence against him/her. A Hearing Board comprises 5 members: three students, one staff member, and one faculty member who serves as chair. After hearing evidence, the Hearing Board convenes privately and issues a document outlining findings of fact, determination of responsibility, and a recommended sanction (if any). This document is forwarded to the DOS who issues a decision on responsibility and imposes sanctions when warranted. Students may appeal decisions to the Appeals Board, which makes recommendations to the President who renders a final decision.

The overall Judicial Panel comprises 26 students, 19 administrators, and eight faculty members. Students are selected by the DOS from nominations forwarded by the Judicial Panel Selection Committee; administrators are selected by the Vice President of Human Resources, and faculty members are selected by a faculty vote. The Judicial Officer is responsible for training students,

faculty, and staff members on the different levels of adjudication. College attorney regularly presents information in these training sessions.

Most SC violations are of the Alcohol Policy and are handled at the pre-hearing level. In AY 2013-2014 (the most recent year for which statistics are available) of the 146 students who were implicated in at least one violation of the SC, 141 were forwarded to a pre-hearing, and only one of these students ultimately requested a Disciplinary Conference. Sanctions range from a warning to the loss of housing or other privileges to, in serious offenses, suspension and expulsion. In AY 2013-2014 21% of students were cleared of charges. In AY 2013-2014 only two students were suspended, and only one student has been expelled in the past two years (see Summary Judicial Report 2013-14 Academic Year).

Academic Freedom

Academic freedom is one of the core values of any institution of higher education and is one that Muhlenberg both shares and protects. Support for academic freedom for the teaching staff is established in several provisions of the Faculty Handbook, which includes the College's stated adherence to the AAUP's definition of academic freedom:

The academic freedom of faculty members includes the freedom to express their views: (i) on academic matters in the classroom and in the conduct of research, (ii) on matters having to do with their institution and its policies, and, (iii) on issues of public interest generally and to do so even if their views are in conflict with one or another received wisdom.

The Handbook further states that when a member of the academic staff "speaks or writes as a citizen, he/she should be free from institutional censorship or discipline, but his/her special position in the community imposes special obligations of responsibility... Accordingly, an academic staff member must always be informed, accurate, discreet, and respectful toward the opinions of others, and whenever appropriate, must make every effort to indicate that he/she is not speaking for the College." (Faculty Handbook).

Academic freedom is integrally linked to tenure. The Handbook, in the Basic Policies for Granting Tenure, states: "The College affirms the concept of tenure as an important structure for supporting academic freedom within the academic community." The procedures involved in the tenure review are designed, in part, to guarantee the academic freedom of tenure candidates. There are clear checks and balances built into the system that help assure the candidate's academic freedom. For example, the tenure process is overseen by an elected committee of faculty rather than being exclusively in the hands of one or more administrators.

The Handbook also sets out clear processes to deal with any possible charges that academic freedom has been violated. The Faculty Personnel and Policy Committee (FPPC) is charged to hear cases in which violations of academic freedom are alleged. FPPC then forwards its determinations to the President and Provost. In cases where the President is involved, the Handbook establishes that FPPC would then report directly to the Chairman of the College Board of Trustees.

Communication of Policies

For students, policies of academic integrity, non-discrimination, and sexual misconduct and other social codes appear in the [Student Policy and Resource Guide](#), available on the College website. Students receive information regarding social and academic codes and policies at admission. Each signs a card indicating that they have read and agreed to follow both codes. According to the 2013 HEDS Senior Survey, students indicate that they are informed about policies, especially regarding violations of academic integrity. For instance, 90.6 percent of students said their professors “sometimes,” “often,” or “always” explain what constitutes plagiarism or cheating (HEDS Senior Survey 2013).

The [Faculty Handbook](#), provided to faculty at the time of employment, includes policies of equal opportunity, non-discrimination, and academic freedom. For administrators and support staff, policies of non-discrimination and equal opportunity appear in the [Trustees Handbook for Managers](#) and the [Handbook for Support Staff](#) respectively, which are provided to administrators and support staff at time of employment.

Ensuring Equity

The Muhlenberg College Non-Discrimination Policy Statement states: “Muhlenberg College does not discriminate against any person based on age, color, disability, gender, gender identity, national or ethnic origin, race, religion, sexual orientation, veteran status, or any other basis protected by applicable federal, state or local laws.” All College employee handbooks and the Student Guide include this statement and provide information for reporting discrimination of any kind. In addition to citing procedures for filing discrimination complaints within the College, resources for federal and state reporting/assistance are provided.

College policies regarding student conduct are contained in the [Student Policy and Resource Guide](#) and are administered by the DAL (Academic Integrity Code) and the DOS (Social Code and Sexual and Gender-Based Misconduct Policy). The Student Guide provides clear expectations regarding the [AIC](#), the [SC](#), and the [College’s Sexual Misconduct Policy](#).

The AIC assures equitable and consistent treatment of students by requiring an initial discussion with a faculty member about a potential allegation, written notice of faculty-imposed sanctions, the right to appeal faculty decisions, a review of the student’s rights and responsibilities with the DAL, a trained judicial advisor to students, a hearing before a balanced board, and a specific time frame for processing cases.

The SC and Sexual and Gender-Based Misconduct Policy contain a detailed outline of case process and student rights. Both detail the timeline for processing cases, the availability of a trained judicial advisor to guide students through the process, the right to a hearing before a trained Hearing Board, the right to challenge a Board member on the basis of personal bias, and a review of Hearing Board recommendations by the DOS. In SC cases, students have the right to appeal if the sanction imposed is suspension or expulsion. In sexual and gender-based misconduct cases, both the complainant and respondent have the right to appeal to the Appeals Board, which makes recommendations to the President. The Sexual Misconduct Policy affords

additional rights to students in compliance with federal mandates. Students may choose a trained advisor provided by the College or elect to have an advisor of choice, who may be an attorney. In accordance with Title IX, both parties in a hearing are entitled to equity of process. Each student receives simultaneous notice at specific points in the process and receives notification, in writing, of case outcome. This policy also contains a list of student rights for both alleged victim/complainant and accused.

Policies regarding employment, problem resolution, and discipline for faculty, managers, and support staff are found in the [Faculty Handbook](#), the [Trustees Handbook for Managers](#), and the [Handbook for Support Staff](#).

The Faculty Handbook provides faculty with detailed information on policies and procedures pertaining to appointment, compensation, tenure, discipline, and termination. Policies and procedures regarding appeals and problem resolution/disciplinary action are clearly stated and include specific timeframes for process, the right to call, examine, and cross-examine witnesses, to speak on one's own behalf with opening statements and summations, and to be accompanied by a representative/advocate of choice selected from faculty/staff. Faculty may appeal committee decisions to the Faculty Personnel and Policy Committee, which sends its recommendation to the President for a final decision.

Handbooks for Support Staff and Managers cite the "at will" relationship between the College and its managers and support staff, and provide less detail for terms of employment, compensation, and conduct/problem resolution issues (Handbook for Support Staff, Trustees Handbook for Managers). The Handbook for Support Staff outlines a progressive list of possible disciplinary actions from verbal warning to separation from the College, while the Trustees Handbook for Managers lists a Code of Conduct and a statement regarding possible separation from the College for a violation.

However, both of these handbooks contain less detail and guidance than the Faculty Handbook. The "Problem Resolution & Complaint Procedures for Non-Faculty Personnel" appears as an appendix to each manual and can be accessed through active links. These procedures include informal and formal mechanisms for resolving problems or complaints "designed to ensure consistency and fairness in the College's relations with employees." Timeframes are specific for filing and processing complaints, and the procedures outline required action by the complainant/s and the College.

There are options for informal resolution and formal review of complaints. Formal complaints are heard by a review board comprising four impartial members chosen from the administration. Both the complainant and the respondent may select one member, and the VP for Human Resources selects the other two. Each of the participants may challenge one of these choices. Similar to the provision for faculty, a manager or support staff person, if a respondent to a complaint, may have a person of his/her choice serve as an observer. There is no similar provision if the individual is acting as complainant. Other provisions to ensure fairness include the right to question witnesses, the right to introduce written evidence, and the right to make opening statements and summations at the conclusion of the review. As in faculty proceedings, the employee may appeal a decision to the President, whose decision is final.

SUMMARY

Muhlenberg's Mission clearly articulates goals for our students' development into broadly educated, inquisitive, ethical citizens of a diverse world. The focus on students and the creation of a community are factors that help Muhlenberg stand out from its peer institutions. The Mission in turn has been used as the guidepost for the College's strategic planning, curriculum, and co-curricular life. Muhlenberg has worked to keep up with the times, and the Mission has evolved to reflect those changes, most recently by incorporating the Diversity Strategic Plan into our foundational documents. The Mission is frequently and broadly presented to College community, and survey results show that a broad cross-section of that community are well-versed in the Mission's goals.

The College's practices of integrity grow directly out of the Mission Statement and work to ensure fair treatment for all members of the College community. The Social and Academic Integrity Codes establish standards of behavior for students as well as procedures for dealing with violations. The Faculty Handbook clearly delineates the College's commitment to academic freedom. Clear grievance procedures exist for all constituents and are widely and clearly communicated. Muhlenberg is committed to ensuring equitable treatment for the entire College community.

SUGGESTIONS

While the Statement on Diversity is bold and aspirational, we will not achieve its goals without widespread awareness of and commitment to it. The College should educate all community members about the newly revised Statement and its implications for the College.

The College's grievance policies and procedures for faculty and staff should be transparent and accessible. While faculty policies are clearly outlined in the Faculty Handbook, the College should improve its communication of grievance policies and procedures with the staff.

The College has implemented a Hate and Bias policy. We suggest a communication plan that articulates how all new employees and students will be introduced to this policy, as well as how current community members will learn about it.

CHAPTER 2: PLANNING, RESOURCE ALLOCATION, AND INSTITUTIONAL RENEWAL

Standard 2: An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

Standard 3: The human, financial, technical, facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

OVERVIEW

Muhlenberg College is a private institution heavily dependent upon tuition and student charges. As such, careful planning and thoughtful resource allocation based on strategic priorities and assessment is necessary. Investments must be carefully developed and targeted to strategic areas. The College needs to balance financial, human, technical and physical plant resources to stay competitive and attract strong students.

This chapter addresses Standard 2 and Standard 3 including planning, resource allocation, operating budget, endowment, debt and debt service, development, facilities, technology, library and human resources. The working group reviewed the process now in place to support planning, resource allocation and institutional renewal, evaluated how well it is implemented, and how well this process aligns with the mission of the College. In addition, we evaluated the extent to which resource planning coordinates with long-term planning, new construction, renovations, and fund-raising efforts. For the College's financial health, we examined longitudinal and benchmark data. We also tracked changes in the physical plant over the past ten years and evaluated the status of campus master planning. As part of our review, we examined key institutional documents, benchmark data from peer institutions, survey results and strategic planning documents.

PLANNING

The process for planning, resource allocation and institutional renewal has not changed since reports to Middle States in 2006 and 2011. A multi-year budget model with a number of assumptions (number of full-time students, size of the faculty, tuition increases, etc.) is used in planning to match budget funds with strategic initiatives. This budget model, used in the last two strategic plans, is updated annually. The model was also reviewed by the Trustee Discount Rate Group in 2013 and 2014. Since the College is dependent on student charges, the budget is built conservatively to cushion for enrollment dips or sudden increases in financial aid. Unlike most of our peers, endowment value fluctuations have less impact since the endowment draw provides only 7.3% of the total operating budget.

Muhlenberg currently handles long-range planning through broad-membership committees designated by its president. President Helm gathered committees to develop two five-year strategic plans during his tenure as well as ad hoc planning committees such as the Diversity Strategic Planning Committee, the Trustee Discount Rate Group, and the Task Force on Technology and Online Learning. For details about how assessment informs planning and decision-making see Chapter 8. Long-range curricular planning is propelled by the faculty (see Chapter 6) and similarly involves detailed discussion and vetting with broad campus representation.

The most recent five-year strategic plan, *Momentum: Muhlenberg's Strategic Plan 2010-15*, was developed by the President's Planning Group (PPG) and distributed for comment to College constituents prior to presentation to the Board of Trustees for approval. The PPG included administrators, faculty, staff and students who were convened during AY 2009-10. The broader campus community was invited to comment on the draft plan through campus fora for students, faculty and staff; the Board of Associates; the Parents Council; and the Alumni Council Executive Board, and Trustees. PPG's planning process included review of three key documents: the Mission Statement, the Statement of Fundamental Institutional Values, and Strategic Planning Principles.

This plan differed from the prior plan (2003-2004) in that fewer resources were available because of the recent recession, tuition price resistance, a debt load that made additional borrowing inadvisable, and the recent ending of a capital campaign that meant that ambitious increases in fundraising goals were impractical. The plan focused less on expensive investments such as new buildings and faculty lines and instead emphasized low cost/high value strategies and initiatives designed to strengthen infrastructure, integrate and improve existing programs, find and implement cost-saving measures, and advance Muhlenberg's reputation. The Chief Business Officer & Treasurer (CBO), a member of the PPG, created a five-year budget model to align with initiatives approved in the Momentum plan. This model was an updated version of that used in the previous strategic plan.

In addition, the College has an ongoing Enterprise Risk Management review process and is undergoing business continuity planning in 2015. Senior Staff, in consultation with their staffs, created a list of areas where an adverse event could significantly affect the College. A subcommittee first reviewed travel in athletics, international, campus safety, admissions, and development. Existing travel policies were then standardized, including trip, vehicle transportation, and campus safety vehicle policies. A risk management guide was also developed for student club advisors.

RESOURCE ALLOCATION

The Budget Advisory Committee (BAC) is responsible for recommending macro budget increases such as student charges, operating budget increases and salary pools. Three Senior Staff members (Provost, VP for Student Affairs, and the CBO) serve with three faculty members (a member of Faculty Personnel and Policies Committee and two others appointed by the Provost from different divisions), and another staff member from the Treasurer's office. The BAC makes recommendations to the President after analyzing data from many sources (e.g., recent economic

statistics, benchmark institutional data, AAUP faculty salary reports, and presentations by Admissions, Development, and other campus groups). BAC uses the strategic planning budget model noted above as their base. The model is presented to BAC and variables for the upcoming budget year are discussed with changes made as appropriate. For example, if the AAUP report shows the College falling lower than the 80th percentile of IIB institutions for salaries, then a salary increase may be recommended.

Next, the President and the CBO create a budget to propose to the Finance and Investment Committee (F&I) of the Board. F&I can choose to accept the budget and send it on to the Board of Trustees or send it back to the President and CBO for revision. The Trustees note spending patterns within the budget and make broad policy recommendations. Once a macro budget has been approved, department chairs receive departmental budget-building material. They submit their requests to their respective Senior Staff member who completes a first review to ensure allocations are based on strategic priorities or assessments (i.e. Board of Observer Reports and annual department assessments). From the requests, the Treasurer prepares a summary that informs discussions among the President, Treasurer, and Senior Staff member. A final detailed budget results from these meetings but is considered tentative until mid-May when the size and financial aid needs of the incoming class are known.

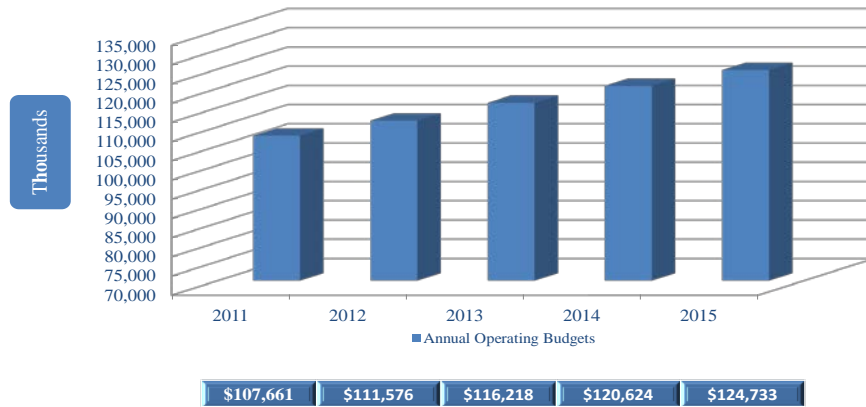
The College's strategic plan and its culture of assessment aid departments in their budget requests. For example, the Office of Disability Services requested additional hours for a specialist based on the increase in accommodated students and testing appointments. All budget requests are reviewed by the President in light of how the request aligns with the strategic plan. Since some requests are more operational than strategic, careful reviews are made to assure that needed operational dollars are not ignored. As reported in Chapter 8, survey results from managers and department chairs indicate sometimes unclear communication at the department level of how assessment results are used for planning and resource allocation. Thus, plans are underway to communicate more clearly to departments how the budget process is governed by assessment.

OPERATING BUDGET

The operating budget has grown annually, on average, 3.7% from FY 2010-2011 to 2014-2015. Individual year operating budgets are shown in Figure 2.1. Much of this growth has been fueled by annual student charge increases and an increase in the support provided by the endowment fund. Each of these years saw a balanced budget. In fact, the College has achieved a balanced budget for 59 consecutive years. Conservative budgeting procedures and a system to monitor approved budgets has assisted greatly in this achievement. This approach has contributed to the growth in Unrestricted Net Assets from \$196 million at the end of FY10 to \$261 million at the end of FY14, a 33.6% increase (Muhlenberg College Net Assets Table). The overall financial markets have been the main driver of this increase.

Figure 2.1

Annual Operating Budgets 2011-2015



The revenue budget relies heavily on student charges: Tuition/Fees plus Room and Board, which is a portion of Auxiliary Enterprises. For FY16, student charges account for 85.3% of the revenue budget. This is a slight increase over FY06 (Budget Summary Charts). Because of the effect enrollment volatility can have on the financial health of the institution, conservative budget practices remain warranted.

Full-time, traditional day enrollments have decreased from 2,225 in fall 2010 to 2,176 in fall 2014, a decrease of 49 students (-2.3%). The College has been battling an economy slow to recover and a decrease in the college-age population in the Northeast. The Strategic Plan targets a full-time, traditional day enrollment of 2,175 going forward (Student Enrollment Tables).

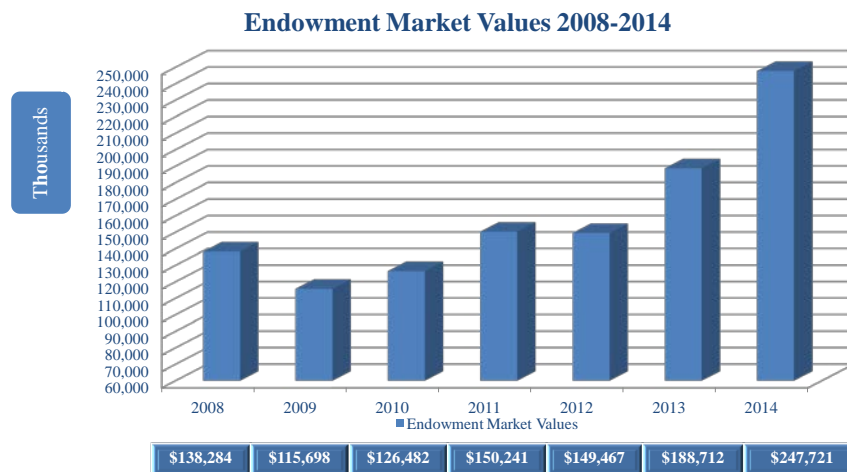
The Wescoe School continues to produce consistent net revenue results exceeding \$1 million. FY15 net revenues of \$1,138,697 are very near the five-year average of \$1,152,629 (Wescoe School Financial Chart). Part-time day students are a major contributor to the bottom line.

Changes in the expense budget from FY05 to FY15 show that financial aid is an increasingly larger part of total expenses. As a percent of budget, financial aid has increased from 21.0% to 25.0%. Operating Budgets decreased from 23.4% to 19.8%. Salaries and benefits, as a percent of budget, have also decreased from 43.9% to 42.7% (Budget Summary Charts). There has been an emphasis in the last five years to prioritize salary increases over operating budget increases. This priority is driven by faculty salary rank averages falling below the College's stated goal of the 80th percentile of the AAUP IIB Category.

ENDOWMENT

From 2008 to 2015 the endowment fund has grown from \$138.3 million to \$247.7 million, an average annual increase of 10.2% (See Figure 2.2). Growing the endowment is considered a key factor in the College’s future. Some of this growth reflects transfers from shorter-term investments to the endowment fund totaling \$55 million. In addition, year-end operating surpluses are transferred, when possible, to the quasi-endowment fund along with unrestricted bequests. At the end of FY13 and FY14, \$4.7 million and \$3.9 million respectively were transferred. Under an endowment matching program started in the fall of 2013, the College will match a donor’s endowed scholarship gift 1:1 up to \$250,000. A similar endowment match program was started for student enrichment experiences, such as research and study abroad.

Figure 2.2



In the spring of 2012, the College moved from a traditional investment consultant relationship with an outside firm to an outsourced Chief Investment Officer (IO) model. This change allows for quicker tactical shifts with investments within certain parameters set by the Investment Policy statement. Under this model the College has ceded manager selections to the IO. An endowment investment policy created and periodically updated by the F&I of the Board of Trustees, with assistance from the IO, guides asset allocation, rebalancing, and benchmarking decisions. Current policy calls for 22% of the portfolio to be invested in domestic equities, 21% in international equities, 10% in fixed income investments, 20% in hedge funds, 15% in real assets, and 12% in private equity. Over half of the domestic equity allocation is invested passively through index funds. This allocation also includes diversification between large and small cap equities and between growth and value sectors.

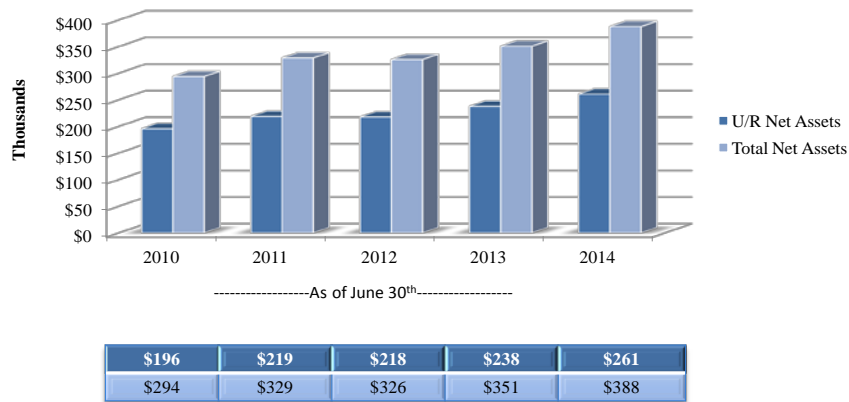
Investment performance and transfer to the endowment fund have assisted in driving the endowment support of the operating budget to a higher level. This amount has risen from \$3.7 million in FY05 to \$7.3 million in FY15.

Net Assets

As noted earlier, Unrestricted Net Assets have grown 33.6% since June 30, 2010, representing an annual growth rate of 7.5%. Unrestricted Net Assets have grown significantly each year except a slight down year in 2012 (see Figure 2.3).

Total Net Assets have fared about the same with an annual growth rate of 7.2%. Increases in endowment investment values have fueled growth rates.

Figure 2.3
Net Assets



Benchmark Comparisons

The small size of Muhlenberg College's endowment puts us at a competitive disadvantage, giving us the rank of 10th in a comparison to top private admissions overlap schools (Endowment Comparison Table). The average of these schools (\$430,184,000) is approximately 1.7 times the size of Muhlenberg's endowment fund (\$257,187,000). We rank eight^h when comparing endowment value per student full time equivalent. The 13-school average (\$133,300) is 1.2 times Muhlenberg's value (\$108,747).

DEBT AND DEBT SERVICE

Standard & Poor's has assigned a credit rating of A+ to the College's outstanding bond issues, a rating affirmed on February 7, 2014 with a stable outlook. Moody's Investor Services maintains a rating of A1 for the College's debt, a rating affirmed on September 27, 2012, with a stable outlook. The College last borrowed new money in 2009 for phase two of the Seegers Union project, renovation of an old fraternity house into a rehearsal house for Theatre and Dance Departments, and construction/renovation to expand the Hillel House and relocate the Sociology and Anthropology Department. During 2012, the Series of 2008 bonds (\$52,755,000) was

purchased from original bondholders by U.S. Bank, N.A., thus moving us away from the uncertainty of Letter of Credit renewals in terms of cost and availability.

A recent review of our debt capacity indicated that the College has the ability to borrow additional funds based on debt covenant tests. How additional debt service would be absorbed into the operating budget remains to be determined and would be part of the next strategic plan discussions. Currently, debt service requirements are at a fairly level amount on an annual basis.

DEVELOPMENT AND ALUMNI RELATIONS OVERVIEW

Development and Alumni Relations (DAR) continues to be an important strategic priority for Muhlenberg. Led by the Vice President for Development and Alumni Relations, this department serves approximately 26,000 alumni and is divided into Alumni Relations, Communication, Donor Relations, Corporate, Foundation and Government Relations, Advancement Services, Leadership Gifts, Planned Giving, Special Projects and the Muhlenberg Fund.

During the fall of 2012, the College invested in a wealth screening of 20,000 plus constituents to more strategically focus fundraising. In the fall of 2014, after a review of peer institutions and in consultation with Marts and Lundy, the Board of Trustees approved four new positions, bringing the department from 30 to 34 staff members. This is still well below the staff size of our peer institutions (see Table 2.1). Table 2.1 also includes FY12 peer data in terms of fundraising.

Table 2.1

Money Raised by Advancement Staff at Peer Institutions

School	# of Advancement Staff	FY12 Contributions & Grants (from 990)	Dollar raised per Staff Member
Lehigh University	120	\$ 81,952,479	\$682,937.33
Bucknell University	90	\$ 41,337,513	\$459,305.70
Villanova University	82	\$ 35,894,400	\$437,736.59
Skidmore College	67	\$ 20,734,165	\$309,465.15
Lafayette College	56	\$ 25,317,229	\$452,093.38
Gettysburg College	55	\$ 15,120,707	\$274,921.95
Ithaca College	54	\$ 12,321,586	\$228,177.52
Franklin & Marshall Coll.	46	\$ 17,798,883	\$386,932.24
Dickinson College	42	\$ 13,134,752	\$312,732.19
Muhlenberg College	30	\$ 8,146,467	\$271,548.90
Ursinus College	21	\$ 6,285,899	\$299,328.52

In Fund Year 2013-2014, DAR raised over \$6.84 million in cash receipts (see Table 2.2) from alumni, parents, students, friends, faculty, staff, corporations, foundations, estates and government agencies. (Muhlenberg's Fund Year runs from July 1 to June 30). In addition, Table 2.2 shows total cash receipts received by Muhlenberg from FY09 through FY14.

Muhlenberg completed its last comprehensive campaign in 2010, raising a total of \$110 million for the Talents Entrusted to our Care. During the post-campaign period, significant focus has been placed on alumni engagement and annual giving. New engagement initiatives launched during this period include MuleMentum (an annual day of giving), Toast Heard Around the World (THAW) events, a Loyalty Society, the MuhlNet career connections program, a redesigned MuhlenbergConnect website, and a Volunteer Summit.

Table 2.2

Total Gifts and Grants to the College

2008-09	\$7,448,845
2009-10	\$7,594,859
2010-11	\$8,713,008
2011-12	\$8,276,937
2012-13	\$6,882,305
2013-14	\$6,848,791

While currently not in a comprehensive campaign, Muhlenberg did launch an \$11 million challenge known as the Muhlenberg Match in September 2013. As part of a drive to increase financial aid for undergraduates, Muhlenberg College designated \$10 million to match 1:1 any newly established endowed scholarships from \$25,000 to \$250,000. The Muhlenberg Match Scholarship Challenge doubles the size of donor gifts to establish scholarships and aims to close the affordability gap for students of financial need. Additionally, the College committed \$1 million in matching funds to provide educational enrichment opportunities (e.g., study abroad, student research) and programming offered through departments such as the Career Center and Academic Resource Center. As of December 31, 2014 a total of \$5,791,702 had been committed to endow scholarships and other educational enrichment funds, utilizing nearly \$4.3 million of the \$11 million available in matching funds.

FACILITIES

Physical facilities are needed to support our mission as a residential community. The College’s efforts in the last ten years have sought to support all our academic endeavors, adding a wide variety of student residences, renovating our physical facilities, and assuring accessibility. Several factors constrain future projects:

- Muhlenberg College intends to maintain an on-campus student body at the 2,000-2,100 FTE level.
- The College is driven by student charges.
- The 82-acre campus is land locked, surrounded by single-family housing.

The Source Book 2014-2015 lists buildings and properties owned by the College. Our physical plant has grown from 1,259,929 gross square feet (GSF) in 2005 to 1,484,352 GSF today, a 17.8% increase. During the same period, fall on-campus enrollments have gone from 2,067 to 2,061; an increase of 110.7 GSF per student (18.1%), consisting of 153,254 GSF academic/administrative space and 71,169 GSF housing space.

Since 2005 we have completed construction of a 47,362 GSF addition to the science complex (2006), purchased and renovated a site to house the Multicultural Center and the office of Global Learning (2006), completed a 45,374 GSF addition to the student union (2010), repurposed a fraternity house into a 10,500 GSF Rehearsal House for Music, Dance and Theater (2010), and renovated a 19,684 GSF Anthropology/Sociology/Hillel facility (2010).

Two new student residences have been constructed: five separate buildings called The Village totaling 43,065 GSF (demolition provided a net gain of 32,511 GSF) and 2201 Chew Street at 22,060 GSF (2007). In 2014 Muhlenberg completed a 61,976 GSF renovation of East Hall, the oldest (1903) residence hall on campus that included a 15,054 GSF addition. Since 2005, the College has added 15,054 GSF of Muhlenberg Independent Living Experience (MILE) houses offering 423 students an alternative to the traditional residence hall experience. Traditional residence halls house 1,455 students, Greek-affiliated housing provides for an additional 52 students, and Greek-affiliated housing not owned by the College provides housing for an additional 69 students. Adding 12% GSF of residence housing per student has necessitated an increase of 11.7% in our full-time plant and security personnel, who now need to attend to 40 single-family houses purchased or leased for use by students.

Muhlenberg College has increased both the number and variety of classrooms since 2005; seventeen new classrooms representing 413 additional seats have been constructed during this timeframe with a median classroom size of 24 students. The College also maintains the 64-acre Lee and Virginia Graver Arboretum and the 38-acre Conrad W. Raker Biological Field Station and Wildlife Sanctuary. The Arboretum has several buildings for field research, teaching and housing for support personnel, and the Conrad W. Raker Biological Field Station and Wildlife Sanctuary has a field lab and teaching center on site.

In an effort to determine how effectively our spaces are being utilized, Muhlenberg has engaged a firm to provide a space utilization study in preparation for the development of a campus master plan.

TECHNOLOGY

Campus technology collaboration is broad. Technology leaders played a significant role in the recently-completed Task Force on Technology and Online Learning. An Office of Information Technology (OIT) staff member chairs the campus Administrative Systems Committee and a Student Information System Committee to ensure broad communication of systems initiatives. OIT senior staff participate in the campus Web Committee (providing governance for the College's web presence), the College Committee on Technology and Digital Learning, the Digital Learning Team, and the Campus Communicators Group. Managers from Network, Systems, and Operations meet with Trexler Library staff monthly to coordinate with the Library

on active projects, requests, and projects that are on the horizon. OIT senior staff plays a key role in the ongoing ad hoc Committee on Crisis Management and are members of the Campus Emergency Response Team. Campus technology leaders are meaningfully engaged in the Lehigh Valley Association of Independent Colleges (LVAIC) committee work and collaboration.

Digital Pedagogy

The College is actively and thoughtfully increasing the use of digital instruction to enhance our academic programs. While faculty interest has driven this increase in use of digital pedagogies, OIT staff are key participants of the Digital Learning Team, a cross-functional team that also includes members of the Provost's senior staff, the Instructional Design Consultant, and librarians. This Digital Learning Team is involved in the examination and facilitation of technologies for use in the classroom. Through this involvement, OIT is able to provide targeted support for digital learning initiatives on campus. In addition, the Digital Learning Team is working with several faculty to explore new opportunities for blended learning, including opportunities for collaboration with faculty from other LVAIC institutions. [The Digital Learning site](#) provides specific information regarding the initiatives.

The College has responded to increased interest in digital pedagogy by creating the position of the Associate Dean for Digital Learning; restructuring and renaming the new Campus Committee on Digital Technology and Learning; hiring an Instructional Design Consultant; and appointing a Task Force on Online Learning that completed its work in 2013.

These efforts are ensuring that Muhlenberg keeps abreast of changes in technology and more importantly supports the education of the rising generation of digital learners.

Classroom Technology

Infrastructure and support for teaching and learning is pervasive, including the College's 72 TechWall smart classrooms. Spaces are configured in a variety of formats – classrooms, teaching labs, seminar rooms, studios and 20 teaching spaces that contain similar or course-specific technology. All TechWall-equipped classrooms incorporate the same layout of equipment and controls so users may move freely among rooms without needing to relearn how to use the equipment. Standardization of classroom technology simplifies support and use. SmartBoards and discipline-specific technologies are integrated in many teaching spaces.

Classroom Support

OIT designed and installed hands-free telephones in all classrooms for security and assistance. Assistance calls are routed to the Faculty Staff Help Desk and typically stems from an issue with the use of a TechWall or computer in the classroom. If there is an equipment issue and the instructor wants immediate assistance, Media Services is dispatched. If the instructor does not want the class interrupted, Media Services will check when the room is available. Most calls are brief with successful results.

Faculty - Staff Support Desk

The Faculty - Staff Support Desk provides Level I assistance to all faculty and staff with technology concerns, including computer software and hardware issues, email, printing, access to network servers, network passwords, and general computer problems. Incoming requests (with a few exceptions) whether by phone, email or via a walk-in client are logged into Track-It, the support tracking system database. The service seeks to provide appropriate assistance in a timely manner. When further assistance is necessary, staff log the issue and refer the matter to Level 2 or Level 3 staff. Support Desk personnel then contact the user to assess their satisfaction with the resolution. The Support Desk is also implementing satisfaction surveys randomly sent to users.

Student Help Desk

The Student Help Desk provides assistance regarding mobile wireless devices, hard-wired networking, land-line on campus telephones, television reception issues and channel set up, and gaming consoles. The Desk provides services free of charge, seven days a week to students. Along with walk-in customers, the Desk assists students via telephone and Help Desk E-Mail account. In the 2013 HEDS Senior Survey of graduating seniors, 95.9% were satisfied with Computer Facilities and Resources, and 92.7% reported satisfaction with Computer Services and Support.

Staffing

While praising OIT for the breadth and quality of work they perform across campus, the recent BoO review indicated that the current staffing (26 FTE) will continue to present challenges and recommended increased staff. As the campus becomes increasingly reliant on digital instruction, OIT will need to add FTEs to maintain its current level of performance and be agile for the future. Moreover, one-third of the OIT staff is over the age of 58. Thus, in the next several years there will be several key retirements and succession planning is essential. A first step is the new Chief Information Officer who started on August 1, 2015. Further, the BoO team suggested that OIT undergo internal strategic planning given the critical role that technology will continue to play.

Security

Security has become increasingly important for OIT and will continue to be a vital focus. In the most recent BoO review, areas addressed included: data protection, firewalls, viruses, security training, disaster recovery (Board of Observers Information Technology). OIT works effectively with the faculty, staff, and students to meet their needs without compromising security.

OIT takes every precaution to minimize risk of compromises to our database, including monthly audits and accounts maintenance. These audits insure that no changes on servers will result in a compromised state, that ports and services are not running unnecessarily, and that conduct direct and brute force attacks on our user accounts are avoided by use of strong passwords.

The BoO report notes that security training for all employees would be advisable. The OIT Systems team has and will continue to instruct constituents on data security. Typically, security is discussed at project meetings and users are directed to send only files necessary to complete a task. The OIT Network team works at the department level to develop user education and awareness regarding both network and computer device security. Overall, both OIT and the College are very concerned about security and putting in place policies and practices to maximize data security.

LIBRARY RESOURCES

The College recently celebrated the 25th Anniversary of the opening of the Trexler Library, showing that the vision and design of the building has stood up well to the changing times. The library is well utilized by students and faculty in support of teaching, learning, study, research, and knowledge creation. The library is open on average 105 hours per week during the academic semesters and 24/7 during finals.

Plant Operations has made much-needed improvements to the building over the past several years, including roof work and waterproofing work to help control moisture and water leaks. In collaboration with Student Government and Dining Services, a popular self-service coffee brewer has been added.

While Trexler Library offers more faculty study spaces than peer institutions; the library lags behind them in group study rooms, collaborative spaces, multimedia labs, quiet space, presentation practice rooms, and auditorium space. Additional information may be found in the Trexler Library Benchmark Survey Data.

Library Budget and Growing the Collection

The Trexler Library collection is built primarily to support of the curriculum and to expand teaching and learning opportunities. The library manages a strong library liaison program whereby the collection is developed collaboratively between librarians and faculty.

The most recent campus strategic plan included developing the physical collection so the College would own a higher percentage of titles based on Resources for College Libraries, a benchmarking source of key titles for disciplines. Ownership of core titles based on Resources for College Libraries is now at 28.3%, an increase over the 22% rate in 2008.

While the importance of print continues, electronic options have considerable impact on decisions about the collection. We note the significant growth in online resources:

Resource	2009-2010	2013-14
E-Journal Titles	25,972	39,774
Electronic Databases	53	73
Ebooks	238	78,142
Streaming Video	0	3,434
Streaming Music	0	39,618

College librarians have implemented Patron Driven Acquisition (PDA) for ebook use and purchases. This allows purchases to be made systematically based on searches, use, time spent on a resource, and pages read. The library has implemented two such programs – one through Ebook Library and the other through the LVAIC consortium. Another consortial effort is a shared print archive project through the Pennsylvania Academic Library Consortium, Inc. (PALCI). This project creates a distributed print archive to share responsibility for journal preservation.

A major challenge in building the collection effectively is that increases in the costs of electronic resources and subscriptions outpace increases in the library operating budget. Furthermore, management is more complex for electronic resources than for print resources, with licensing and copyright requirements, as well as access across a variety of different platforms and devices. Strategically growing the overall library collection, both print and electronic, has provided more relevant resources in support of the curriculum and teaching. For more detailed information on the collection, see the Trexler Library Fact Sheet and the Trexler Library Annual Report.

Staffing and Evolving Services

Trexler Library is currently staffed at 16.2 FTE, with 17 staff members. Although staffing has remained static over the years, services offered have increased. While circulation of physical items has remained steady, there have been significant increases in e-reserves, eBook usage, and database searches. In part this is because of an improved collection development strategy that aligns the collection more closely with the curriculum and teaching needs of faculty.

With a more complex information environment, needs for library instruction sessions, individual research consultations, and assessment of resource usage have increased. Gate counts and circulation statistics no longer fully reflect the changing nature of information seeking, finding, and use. Moreover, librarians consult campus wide, as key members of the Digital Learning Team, in support of information literacy (see Chapter 6), and to assess information literacy (see Chapter 8). Trexler Library has also responded to increased demands in printing and scanning. Library staff worked closely with OIT in order to ensure high end, high volume printers were available and worked reliably in the library. The library has also purchased a new microform reader/scanner that allows patrons to save digital copies and an easy-to-use book and document scanner for public use.

Trexler Library falls behind in staffing in comparison to top private admissions overlap institutions (Trexler Library Benchmark Survey Data). This affects current services and the ability to provide additional, and much needed, services such as student publishing, digitizing local collections, digital scholarship, knowledge creation or innovation spaces, and expertise.

Library Website and Systems

While Trexler Library may offer physical library access 105 hours per week, it provides 24/7 virtual access through the library website and library systems operating behind the scenes. Access to library resources is a high priority. Providing access and allowing the staff to manage

a more complex information environment has led to careful evaluations of and significant updates to the library website and systems. In 2012 a web usability study resulted in a complete website redesign. Moreover, the library implemented Encompass Search discovery service and is currently implementing a new, truly integrated library system. More information on library collections, services, and systems can be found in the Trexler Library Fact Sheet and the Trexler Library Annual Report.

HUMAN RESOURCES

During the fall of 2012, the College conducted an Employee Engagement Survey, administered by Workplace Dynamics, with all full-time and part-time employees invited to respond. The high response rate (56%) qualified the College to be included in a Best Places to Work competition, and the actual survey results when compared to other employers' results led to the College being named one of the Lehigh Valley's top employers. According to the results, employees responded with the most positive ratings to the following statements: my job makes me feel like I am part of something meaningful; my manager cares about my concerns; my job has met or exceeded the expectations I had when I started; and Muhlenberg College operates by strong values and ethics.

There were just three statements that scored lower than the benchmark, and all three still had positive scores: my benefits package is good compared to others in this industry; I have confidence in the leader of Muhlenberg; and new ideas are encouraged at Muhlenberg (Employee Engagement Survey). Benefits are benchmarked against our overlap competitors, showing that we are very competitive with this group.

Over the past ten years, total day college enrollment has fluctuated modestly from year to year. Day college enrollment was 2133 students in fall 2004 and was 2174 as of fall 2014. Enrollment growth was 1.9%. During that same period, the number of full-time faculty, lecturers and instructors increased from 155 in 2004 to 172 in 2014, an increase of 11%. The number of full-time managers increased 21% in this period, from 135 in 2004 to 163 in 2014, while the number of full-time staff associates (secretarial/clerical, administrative assistants, technicians) has only risen from 61 in 2004 to 64 in 2014, an increase of 5%. The disparity in growth of the various employee groups can be attributed to several trends: a change in the nature of office work because of technology; the upgrade of positions from non-exempt to exempt status consistent with the changing nature of administrative tasks; and an increase in the demand for student services (e.g., counseling, academic resources, and disability services).

Faculty salary goals, set at the 80th percentile of Category IIB Institutions in the AAUP Salary survey, were met and exceeded in all three ranks in the 2003-2004 academic year. Although average salaries for Associate Professors were close to this goal (\$155 difference), we only reached this target at the Professor rank in 2013-2014. Further analysis of faculty salaries can be found in Chapter 4.

For non-faculty employees in job categories unique to academic institutions, the College references the College and University Professional Association for Human Resources (CUPA-HR) surveys, focusing on the data sets applicable to Muhlenberg's budget and enrollment categories. Since this survey provides data by individual position, it is more difficult to set a target on average for manager salaries. For other staff positions, both Lehigh Valley peer institutional data and the CompData survey provide benchmarks. Discussions regarding salaries for new hires tend to focus on achieving at least the survey median for each position.

Employee benefits offered by Muhlenberg are seen as competitive when benchmarked against thirteen overlap institutions. A survey conducted in fall 2014 showed the following significant comparisons (Human Resources Benchmarking Survey):

- The percentage contribution (10%) Muhlenberg makes to employees' retirement accounts is higher than eight of the other thirteen institutions. Additionally, no employee contribution is required at Muhlenberg, whereas five of the comparison institutions require some employee contribution in order to obtain an employer contribution in any amount.
- Muhlenberg's health insurance plan is administered in a way that is considered family friendly. The employee contribution is a consistent 20% of plan cost, whether the employee selects individual or family coverage. A number of our benchmark institutions greatly increase the share of the premium that an employee must pay when family coverage is elected.
- Of the ten benchmark institutions that offer tuition exchange, seven require a longer employment period for enrollment than Muhlenberg's two-year waiting period.

According to interviews with Senior Staff, while college-wide improvements in working conditions because of investments in facilities, technology support and hardware/software have been impressive, there is a fairly widespread feeling that faculty and staff have been asked to do more and more over the past decade without an increase in headcount sufficient to absorb the extra workload. Most units spend the majority of their time running current operations and maintaining the status quo; many feel unable to devote resources to investigate new ideas and pursue improvements. In short, interviews with Senior Staff indicate that, institutionally, we may be short the staff required to evolve as needed to remain competitive with other colleges.

SUMMARY

Muhlenberg continues to be a financially sound institution primarily resourced through student charges. Careful budgeting and maintaining an appropriate annual contingency fund has enabled the College to operate successfully, including during the Great Recession. While some of our wealthier peers had layoffs and large budget cuts, Muhlenberg implemented only a hiring freeze and still offered modest salary increases every year. Thus, while the College has fewer resources than our competition, our financial planning enables us to continue to offer a quality educational experience for all students.

Both short-term and long-term planning are data driven and inclusive. Assessment in all venues leads to better decisions about effective and ineffective institutional and unit practices. With the arrival of our new president in the summer of 2015, the College is poised to undertake a new strategic plan to plot the direction of the College for the years ahead.

Muhlenberg makes excellent use of all its resources – everything from faculty and staff to technology in the classroom to a well-maintained campus. Some positive changes in the last few years include: a completely wireless campus, the switch from primarily paper to electronic library resources, significant residence hall and facilities renovations, and increased fundraising activity in Development. Our faculty and staff continue to be committed to the success of every student.

In summary, Muhlenberg does more with less. Planning is systematic, well organized, and thoughtful. Thus, the College is in sound financial shape and able to compete with better resourced institutions.

SUGGESTIONS

Tuition-dependent, Muhlenberg relies heavily on student charges. The College has begun developing additional revenue streams, such as summer conferences, but should find other ways to reduce the dependence on student charges. Options may be expanded Wescoe School programs and online courses, summer enrichment programs, and working with Development to expand the donor base to build the endowment and increase the Annual Fund.

President Helm initiated a five-year strategic plan upon his arrival in 2003 and subsequently completed a second five-year plan. While progress updates on the plans are developed annually, moving to more frequent comprehensive reviews (every three years) of the progress of the strategic plan as was done with the 2004 – 2009 plan may make the College more flexible in adapting to changes in enrollment, finances, and other situations.

While annual operating budgets work best for most departments, the College should consider creating multi-year budgets (two or three year) so some units can support large purchases. Such budgeting is already done with Special Projects in Plant Operations and may be beneficial for the Library, the Registrar's Office, and OIT.

RECOMMENDATION

Currently, planning for new facilities and renovations focuses on individual projects and is not integrated into a comprehensive strategic campus plan. The College should develop a campus master plan to inform current and future facility renovation and construction. The plan would provide a structure to identify how individual projects fit into the larger picture and would provide a strategic perspective for advancement efforts.

CHAPTER 3: LEADERSHIP, GOVERNANCE, AND ADMINISTRATION

Standard 4: The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

Standard 5: The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

OVERVIEW

Shared governance provides the means by which each constituency has clearly defined responsibilities and sufficient autonomy to carry out the institution's mission and goals efficiently and effectively. Muhlenberg's system of shared governance is based on well-defined and accessible governing documents and policies, and on the talent, good will, and integrity of its personnel. This chapter addresses Standards 4 and 5 and examines the extent to which the leadership, governance, and administrative structures support and promote the College's mission. The focus will be on: the organization and responsibilities of current governance and administrative structures, including changes made in the last 10 years; an assessment of the degree of autonomy, communication, and accountability within and among the various constituencies involved in the shared governance of the College; and suggestions for improvement.

This chapter draws upon basic governing documents and policies, including the Muhlenberg College Charter, Muhlenberg College Bylaws, Working Resolutions of the Board of Trustees, Faculty Handbook, Trustees Handbook for Managers, and the Student Policy and Resource Guide. In addition, a faculty survey (HERI Faculty Survey 2014 – Muhlenberg Additional Questions) and a survey of administrative managers and support staff (Manager Staff Survey Report 2014) were administered by the Steering Committee and used to assess the degree of autonomy among faculty and administrators involved in governance and the levels of communication and accountability within and among these bodies. Data from HEDS 2013 Senior Survey offered insight into students' perceptions of their influence on college policies and in student government. Finally, in order to provide context for the review of documents and survey data, several senior administrators were interviewed in February 2015, including the Provost, Chief Business Officer and Treasurer, Vice President for Human Resources, Vice President of Student Affairs and Dean of Students, Dean of Admission and Financial Aid, Vice President for Public Relations, Vice President for Development and Alumni Relations, Dean of the Wescoe School, and the Chaplain.

ORGANIZATIONAL STRUCTURE AND RESPONSIBILITIES

The College operates under the Charter granted it by the Commonwealth of Pennsylvania and under the Bylaws adopted by the Board of Trustees (the Board) as amended periodically by 2/3 vote of the Board, as well as a set of Working Resolutions, adopted and amended by a simple majority of the Board, which set forth its general policies, practices and procedures. In July 2002, the Board undertook a close examination of College governing structures and administration. The resulting Governance Report reaffirmed the Board's ultimate responsibility for governing and leadership and its endorsement of "shared governance, understanding that the President is accountable for the conduct of College affairs and that the faculty plays a fundamental role in designing and evaluating the curriculum, faculty performance, and academic standards" (2004 Governance Committee Final Report). The Board formalized its governance review process by undertaking, every five years or so, a general review of the Bylaws and Working Resolutions by the Nominations and Governance Committee (Nominations Committee). Both documents were amended as recently as October 24, 2014. Faculty and senior administrators have also reviewed and, in some cases, revised organizational structures and procedures in the last decade to promote more efficient and accountable shared governance.

Board of Trustees

In accordance with the Bylaws of the College, the Board is entrusted with the fiduciary responsibility to maximize the mandated benefits to the student body (current as well as future), faculty, staff, and alumni. The Board recognizes its role as "the responsible body for governing. All trust, responsibility, and power are vested in this body. All accountability for proper leadership and governance reside here. We must continue to realize we are accountable for the overall success and or failures and problems of the College." The Board understands its "primary responsibilities are to provide leadership, effective governance and oversight, policy, and strategic direction." Its governing role is not to micro-manage day-to-day activities but to spread "responsibility and accountability while insisting on self-evaluation, participation, and performance" (2004 Governance Committee Final Report). Although the Board has final authority over the College, this authority is widely shared with the College President and with faculty, administrators, and to a lesser degree with students.

The maximum number of Trustees is fixed at 43. Each of the Bishops of the Northeastern Pennsylvania, Southeastern Pennsylvania and Slovak Zion Synods of the Evangelical Lutheran Church in America (ELCA) has one seat; three seats are held by individuals who are significantly involved as members of the ELCA, as determined by the Board in consultation with the ELCA Bishops; and a minimum of 60% of the seats are held by College alumni or alumnae. The Board meets three times per year, with full committee meetings on the first full day. The Executive Committee of the Board meets monthly. Trustees may serve up to four consecutive terms of three years each. The College President is an ex officio member of the Board but has no vote. The Board may also appoint Life Trustees and Trustees Emeriti, who have voice but no vote. The Nominations Committee is responsible for selecting and orienting new Board members. The performance of members is assessed through an annual self-evaluation. In addition, the Nominations Committee assesses each member's performance prior to asking that person to serve an additional three-year term. Richard C. Crist, Jr. '77, President of Allstate New

Jersey Insurance Company, assumed duties as Chair of the Board in July 2013. A list of current Trustees, Life Trustees, Trustee Emeriti, and Board of Observers appears in the current college catalog (Catalog 2014-15, 294-98).

Administrators, primarily members of the President's Senior Staff, serve as liaisons to Board committees, providing input on issues when appropriate. In accordance with the Working Resolutions, the Board may invite various Constituent Representatives to attend regular Board meetings and/or meetings of Board committees. These include two representatives each from the faculty, elected by the faculty; the Student Body, elected by the Student Government Association; the Muhlenberg College Alumni Association; the Muhlenberg College Parents Council; and a representative from the ELCA. These Constituent Representatives have voice but no vote. In addition to formal interactions during on-campus meetings, Board members have increasingly interacted informally with faculty, administration, and students, including open breakfasts and lunches.

The College instituted the [Board of Observers](#) (BoO) in 2004 in order to foster a culture of self-evaluation, continuous improvement, and accountability. The BoO participates in regular assessments of both administrative and academic departments and communicates Muhlenberg's strengths to the broader academic world. A pool of up to 60 observers, elected by the Board of Trustees for four-year terms (renewable for a second consecutive four-year term before a mandatory break-year), also provides volunteer leadership and philanthropic support. Each observer is expected to participate in at least one visiting committee to an academic or administrative department during each term. Names of candidates are submitted to the President for consideration by the Nominations Committee. After election, new observers participate in an orientation program with new Trustees and indicate departments they are interested in reviewing.

The President and Senior Administrators

The President, the CEO of the College, is the direct representative of the Board in implementing its policies and reports to the Board on the general welfare and progress of the institution. The President is responsible for all aspects of the life of the College including academic, curricular and extra-curricular affairs, faculty, administrators, fundraising, and College relations. To meet these responsibilities, the President appoints administrators who are responsible for duties as assigned by the President and serve at the pleasure of the President. The Board may appoint an interim president if the President is unable to fulfill duties because of absence or disability. The President is elected by and responsible only to the Board for the discharge of duties, and serves on continuing appointment at the pleasure of the Board subject to existing contract commitments. Peyton R. (Randy) Helm served as the College's 11th president July 1, 2003 – June 30, 2015.

On December 4, 2014, the Board unanimously appointed John I. Williams, Jr. as the 12th President of Muhlenberg College. His term began on July 1, 2015. Mr. Williams earned his bachelor's degree in Economics at Amherst College, where he graduated magna cum laude, earned his MBA at the Harvard Business School and a JD at Harvard Law School. Mr. Williams has had an extensive career as a successful entrepreneur, consultant and business executive, and has served as both Trustee (1984 –1996) and Life Trustee (since 1996) of Amherst College.

Eight Senior Staff report to the President: the Provost, Chief Business Officer and Treasurer, Chief Information Officer, Vice President for Development and Alumni Relations, Vice President for Student Affairs and Dean of Students, Dean of Admission and Financial Aid, Vice President for Public Relations, Chaplain and the Executive Assistant to the President. Senior Staff, their organizations and responsibilities are listed in the Muhlenberg College Source Book, which also lists other key administrators reporting directly to them and who play important roles in College governance and administration, including the Vice President for Human Resources, the Dean of the Wescoe School for Continuing Studies, and the Dean of Academic Life. All Senior Staff may have additional responsibilities as assigned by the President.

The Provost administers, through the chairs of 18 academic departments, all fiscal and personnel aspects of the academic program. This officer oversees the Dean of Academic Life, Dean of Institutional Assessment and Academic Planning, Dean of Global Education, Dean of the Wescoe School, Associate Dean of Digital Learning, and the Registrar. Additionally, directors of the Trexler Library, Institute for Jewish-Christian Understanding (IJCU), Martin Art Gallery, Muhlenberg Institute of Public Opinion, Center for Ethics, RJ Fellows Program, and the Writing Program report to the Provost. In consultation with academic department heads, the Provost determines faculty needs, recommends to the President plans for faculty positions, development, recruitment, appointment, reappointment, promotions in rank, tenure, faculty grants, and oversees the ongoing evaluation of the faculty. The Provost has administrative responsibility for strengthening academic departments, programs, and divisions and for the following faculty committees: Academic Policy, Curriculum, Faculty Evaluation on Tenure and Promotion, Faculty Development and Scholarship, Faculty Personnel and Policies, and the Nominating. In addition, the Provost is responsible for the evaluation of the curricular and academic programs of the College, for the projection of long-range curricula plans, for the preparation and control of the academic budgets of the College. The Provost also oversees the allocation of educational technologies and serves as an ex officio member of the Board of the IJCU and all College standing committees. This officer serves as primary staff liaison to the Board's Educational Policies and Faculty Affairs Committee. John Ramsay, Provost since 2009, was previously a member of the faculty of Carleton College and served as an associate dean there from 2004-2007.

The chief financial officer of the College is the Chief Business Officer and Treasurer (CBO), elected by the Board and responsible to the President and the Board. This officer has primary responsibility for all funds and securities of the College, keeps accurate accounts of receipts and disbursements, and performs such other duties as the President, the Chair of the Board or the Board may prescribe. This individual is responsible, within Board policy, for management of assets and debt as well as financial long-range planning. The CBO presents a budget and annual financial statements to the Board. The budget goes through the Board Finance and Investment Committee (F&IC), while the financial statements are audited by an independent certified public accounting firm and approved by the Board Audit Committee. The CBO oversees all benefit programs required by the Employee Retirement Income Security Act (ERISA) and other applicable legislation. Other areas under CBO supervision include purchasing, information technology, risk management, capital projects, human resources, plant operations (buildings and grounds) and all finance and business functions of the College. The CBO is staff liaison to the F&IC; the Buildings, Infrastructure, and Grounds Committee; and the Audit and Compliance

Committee of the Board. Kent Dyer began as Assistant Treasurer in January 1987 and has served as CBO since 1998.

The Vice President for Public Relations (VPPR) is responsible for the College's relations with the media and the community as well as all College publications, website content, social media, the bookstore and the radio station. In addition, the VPPR coordinates college campus events such as Commencement. Direct reports include: manager of the Berg Bookstore, director of radio station WMUH, director of Theatre Marketing, the directors of College Communication and Sports Information, and the media specialist. He serves as secondary liaison to the Development, Alumni and Public Affairs Committee of the Board and also provides support to its Nominations Committee. The VPPR is the staff liaison to the Muhlenberg Board of Associates. Mike Bruckner has served in this position since August 1996.

The Dean of Admission and Financial Aid (DAFA) is responsible for enrollment management; the recruitment and admission of new students; first-year and transfer applicants; and financial aid budget and packaging strategy. In addition, the DAFA is responsible for admissions publications (print and digital), campus visitation programs for prospective students and the campus tour guide program. The admissions staff and the Associate Dean of Admission/Director of Financial Aid report to the DAFA. Following the consultation with the CBO and Vice President for Student Affairs/Dean of Students, DAFA evaluates and then recommends to the President plans, both short-term and long-range, for enrollment management and financial aid. The DAFA serves as liaison to the Campus Life Committee of the Board. Hired in July 1987 as the Senior Associate Director of Admission, Chris Hooker-Haring '72 has served as chief admission officer since 1989.

The Vice President for Development and Alumni Relations (VPDAR) has administrative responsibility for fundraising activities of the College including gifts and grants, prospect research, capital campaign, planned giving, annual giving, alumni relations, corporate and foundation relations. Alumni Relations, The Muhlenberg Fund, Leadership Gifts and Planned Giving, Corporate, Foundation and Government Relations, Communication and Donor Relations, and Development and Alumni Relations Services report to the VPDAR. In addition, the VPDAR coordinates programs and activities of the Alumni Association and serves as liaison to the Development, Alumni and Public Affairs Committee and the Nominations Committee of the Board. Hired in July 2011, Rebekkah Brown '99 serves as the VPDAR.

The Vice President for Student Affairs and Dean of Students (DOS) has administrative responsibility for residential services, student health and counseling services, athletics, student government, student activities, campus safety and security, fraternity and sorority life, community engagement and service learning programs, Seegers Union management, summer conferences, multicultural life, social judicial affairs, student leadership programs and Title IX coordination. Reporting to the DOS are the Associate Dean/Student Conduct Officer, directors of Student Leadership, Residential Services, Athletics, Campus Safety and Security, Counseling, the Health Center, Seegers Union and Summer Conferences, Multicultural Life, Community Engagement, and the Title IX Coordinator. The DOS is also responsible for convening the Campus Life Committee, the Social Judicial Board, and enforcement of the Social Code. The

Dean of Students is the primary staff liaison to the Committee of Campus Life of the Board. Dean Karen Green joined the College in 2006.

The College Chaplain, a pastor of the Evangelical Lutheran Church in America, supervises Chapel programs and has administrative oversight for the religious activities, organizations, and other denominational ministries of the campus (e.g., Hillel, Catholic Campus Ministry). The Chaplain provides pastoral care to students, staff, and faculty and works closely with the Dean of Students' staff. The Chaplain is secondary staff liaison to the Campus Life Committee of the Board. The Reverend Callista Isabelle joined the College in 2012.

The Vice President for Human Resources (VPHR) is responsible for personnel functions of the College, from recruitment advertisement through retirement and benefits administration. The VPHR reports to the CBO and is responsible for college-wide compliance with employment law, employee relations and administration of benefit plans, as well as having oversight responsibility for position descriptions, job evaluation, performance assessment, training and promotions for the non-faculty employees of the College. The VPHR serves as primary staff liaison to the Compensation Committee and as secondary liaison to the Campus Life Committee of the Board. Anne Speck has served as the chief human resources officer since July 1990.

The Dean of the Wescoe School is responsible for the administration of the adult students and evening degree programs and affiliated non-credit programs, which include Summer Study, corporate partnership programs, professional development seminars, and career enhancement programs. In addition, the Dean is responsible for committee work and other matters assigned by the President and Provost. The Dean reports to the Provost. Originally hired in 1998 as a Part-time Counselor, Jane Hudak was appointed interim Dean in 2006 and Dean in 2007.

The Dean of Academic Life (DAL) is responsible for academic support services provided through the Academic Resource Center, Office of Disabilities Services, the Career Center, and the Office of Pre-Professional Advising. The DAL has administrative responsibility for the Curriculum Committee's Subcommittee for Petitions, the Lectures and Forum Committee, the Committee on Reasoning Skills and Foreign Language Replacement, and the Academic Judicial Board. In addition, the DAL is responsible for academic advising, academic skills, academic honors and awards (including the Dean's List), prestigious awards, student research and travel grants, internships, academic probation, and academic integrity. The DAL is an ex officio member of the Curriculum Committee and Academic Policies Committee and serves as secondary liaison to the Educational Policy and Personnel Committee of the Board. Michael Huber has served as Dean since 2012. He joined the Muhlenberg College faculty in 2006 and is Professor of Mathematics.

Faculty

Muhlenberg faculty play an essential role in both the formulation and execution of college policy. Participation in the governance of the College - including service on faculty, college, and/or ad hoc committees - constitutes an important category for faculty evaluation. Faculty at the ranks of associate and professor are expected regularly to serve in positions of leadership appropriate to their talents and experience (Faculty Handbook 3.5.3).

Primary faculty participation in college governance occurs through monthly faculty meetings during the academic year in which the faculty as a whole serve as the primary decision-making body. Faculty and college committees routinely bring recommendations and resolutions before the faculty. After discussion and amendments, if any, these recommendations and resolutions are approved, rejected or tabled by vote. Faculty also serve as members on the following standing faculty committees: Academic Policy, Appeals, Curriculum, Evaluation on Tenure and Promotion, Faculty Development and Scholarship, Faculty Personnel and Policies, Library, Nominating, Writing Program, and Wescoe School Academic Policy and Curriculum. Faculty are elected to these committees using a mechanism that ensures representation from each of the academic divisions: Humanities, Natural Sciences and Mathematics, and Social Sciences. Elected faculty members also chair and serve on the following all-college committees: College Committee on Campus Life, Lectures and Forums, Fitness and Athletics, College Committee on Technology and Digital Learning, Institutional Review Board, and the Academic and Social Judicial Boards. The faculty also elect two representatives as observers to the Board. Mechanisms for faculty participation in the selection of new college presidents was substantially revised and codified by Nominating Committee, working in collaboration with the Trustees, in 2014.

The College's academic departments have primary responsibility for the conduct of teaching and methods of instruction in each such department. Academic departments have chairs appointed by the President on the recommendation of the Provost, in consultation with the department. Department chairs serve a single four-year term with a two-year extension possible. Department chairs attend monthly meetings convened by the Provost and communicate the results of these meetings to their faculty. Within each department, chairs have primary responsibility for faculty recruitment and development, student advising, strategic planning, budgeting, and scheduling.

Students

The College offers its undergraduate students many opportunities to participate in governance organizations, college-wide advisory groups, committees, and other leadership roles. The Student Government Association (SGA) represents undergraduates by voicing their concerns, promoting student interests, and advocating for student life and academic concerns (Student Government Association Bylaws). The student body elects the Student Body President every November along with 22 at-large representative seats in the SGA. At its first meeting in January, SGA representatives elect additional officers, including Vice President, Executive Secretary, Recording Secretary, and Treasurer, who serve as the Executive Board. The Executive Board meets weekly to coordinate the reporting of committee representatives and to propose an agenda for the next SGA general assembly meeting (Student Policy and Resource Guide, 138).

Two student representatives are afforded observer status for the Board meetings. Student representatives (appointed by the Student Body President) serve as full voting members on each of the following faculty and institutional committees: Academic Policy (two), Curriculum (two), Library (two), Writing Program (one), Technology and Digital Learning (one), Campus Life (two), Lectures and Forums (two), and Fitness and Athletics (two male and two female). Four students – selected from student representatives on Academic Policy Committee, Curriculum Committee, and Library Committee – are given voice and no vote in faculty meetings. In

addition, student representatives are appointed to serve on the following college committees: Technology and Digital Learning (one student employee from OIT), Institutional Review Board (one student appointed by SGA President), Academic Judicial Board, and Social Judicial Board and Panel (Student Policy and Resource Guide, 138-140; [Faculty Handbook](#)).

ASSESSMENT: AUTONOMY, COMMUNICATION, AND ACCOUNTABILITY

This section assesses the effectiveness and accountability of college governance structures, and the communication and flow of information among the various constituencies involved in shared governance.

Board of Trustees: Transparency and Accountability

Valuing principles of transparency and shared governance, the Board undertakes periodic reviews of its Working Resolutions and the Bylaws to ensure that it is following best practices. The most recent revisions occurred in October 2014, when the Board clarified the policy and procedure pertaining to executive session. The Board received positive feedback from Constituent Representatives and Trustee Emeriti, not only with regard to the final changes to the governing documents but in the procedure it followed in adopting these amendments. The Board has also sought to delineate the responsibilities of the Alumni Association and to assist the Alumni Board in improving their own governing documents. Communication with the Alumni Board has been enhanced by having trustees regularly attend meetings of the Alumni Board, in addition to having Alumni Representatives attend meetings of the Board.

In personal interviews conducted in February 2015, members of the Senior Staff uniformly believed that the Board understood the principles of shared governance and did not “micro-manage” the College. Further, they were generally pleased with the communication and flow of information between Senior Staff and the Board, understanding that there is always room for improvement. Senior Staff also indicated that the Board understood the importance of consultation in determining policy and in managing the institution. Recent examples include: modernization and refurbishing one of the science buildings; improving facilities used by anthropology students; renovating and expanding Seegers Union and dining facilities; renovating and refurbishing East Hall, a residence hall with a much valued history; and expanding the Hillel facility to meet student needs. All of these undertakings were approved and funded by the Board based on recommendations of Senior Staff, the faculty, and the Board of Observers.

The Board maintains a written Conflict of Interest Policy that is periodically reviewed by the Audit and Compliance Committee (Audit Committee) and the Executive Committee. Annually each Board member is required to complete and forward to the President’s Office a Disclosure Form to be reviewed by the Audit Committee for confirmation of the compliance. A few years ago two members of the Board were employed in the food service industry by companies that submitted bids for a new college food service contract. Consistent with best practices, the Board appointed a sub-committee of the Audit Committee consisting of non-interested trustees to oversee the entire bidding process, to direct negotiations with the proposed vendors, and to recommend to the Board the preferred vendor. The Board took these unusual steps in order to avoid even the appearance of impropriety, excluding the Trustees employed in that industry and

the President since these interested Trustees, as part of their regular duties, perform management and oversight functions with respect to the performance of the President.

Assessing Presidential Performance

According to the Bylaws, the Board is entrusted with the power to elect a new President and Treasurer (Muhlenberg College Bylaws v - 120128). In 2014 the Board conducted a presidential search. As part of the process, the Chair of the Board appointed a committee comprising members of the Board, members of the faculty, members of the Senior Staff, members of the Alumni Board, and student representatives. With the guidance of a search firm, the committee determined a procedure for interviewing candidates and, within the limits of confidentiality, posted updates on the College website. When the search committee reached a decision, the candidate's name was presented to the full Board for approval. The Board is proud that approximately 75% of the faculty approved of the selection process used by the Board (HERI Faculty Survey 2014).

The Compensation Committee is responsible for evaluating the performance of the President annually and recommending compensation for the following year. Moreover, prior to the renewal of the President's employment agreement, the Compensation Committee conducts a 360° review/evaluation of the President by seeking input from members of the faculty and senior administration, representatives from the Alumni Board and Parents Council, and students. These periodic 360° reviews were begun several years ago at the recommendation of the Board's prior Governance Committee and were conducted throughout President Helm's tenure. The Board has received positive feedback from various constituents who appreciated being consulted as part of the 360° presidential review process.

The Bylaws stipulate that "the President of the College . . . may be removed, either with or without cause, by a majority of the vote of the voting Trustees . . . without prejudice to any contract rights such person may have against the College." Should the President be "unable, in the Board's determination, to fulfill the duties of the office due to absence or disability, an interim President shall be appointed by the Board of Trustees to serve in his/her stead" (Muhlenberg College Bylaws, 10). These procedures are clear and workable.

Communication and the Flow of Information

The relatively small size and collaborative culture of the College supports effective communication among all constituencies. Surveys and interviews indicate that faculty, staff, and students can usually have direct contact with anyone they wish. As required by the Working Resolutions, during his tenure, President Helm scheduled informal events such as breakfasts, lunches and dinners in which Board members join faculty, administrators, alumni, parents and students. The Working Resolutions also state the importance of maintaining free and open communication between Board members and the various constituencies of the College. The President and Provost are proactive in promoting open communication through regular reports to faculty meetings and periodic postings of reports to the campus on the web. Faculty meeting minutes are posted on the Provost's Office website. Most departments actively maintain websites where they post information that is useful for students, prospective students, and alumni. Some

departments produce periodic newsletters, which are widely distributed to faculty, administrative managers, support staff, students, and alumni. The faculty survey indicates 71% of faculty agree that they have timely access to information necessary for informed input into college governance (HERI Faculty Survey 2014).

Effective communication generally exists between administration and academic departments. All administrative units hold regular staff meetings, facilitating communication within departments. Communication between faculty and administrators is promoted by service on joint committees dealing with specific projects, e.g. the College Committee on Technology and Digital Learning (CCTDL), Greening Committee, and Office of Campus Sustainability. Misunderstandings sometimes do occur when information does not flow smoothly, although this is not thought to be a systemic problem (Senior Staff Interviews). By and large administrative managers and support staff indicated good communication among administrative units, the President, and faculty in the day-to-day operations of the College, although everyone finds that there is room for improvement. According to Managers/Staff Survey, 79% agree that there is effective communication among members of their administrative units and 77% indicate that effective communication exists between their administrative units and the College as a whole. Additionally, 69% agree that there are regular opportunities for administrative managers and support staff to meet to consider matters which cross the boundaries of administrative departments, and 76% believe that negotiations and communications among college constituents are open and carried out in good faith and trust. Finally, 66% agree that they have timely access to information necessary for input into college governance (Manager Staff Survey Report 2014).

While the lines of communication between the administrative managers and the President and Board are well-established and promote dissemination of information, the Managers Staff Survey indicates a number of areas with fewer opportunities for meaningful input, such as admissions policies (33%), selection of provost and deans (39%), and budgeting (48%). It should be noted, however, that the survey included staff associates, athletic coaches, security and plant operations personnel and others whose input would not generally be expected in those areas. At the same time, the overwhelming majority (81%) of Managers Staff Survey respondents agree that all college governing constituencies – trustees, administrators, and faculty – model collegiality, respect, tolerance and civility toward other members of the campus community (Manager Staff Survey Report 2014). One frequently noted challenge regarding communication and the flow of information involves keeping good working contacts with students, especially with the proliferation of communication technologies that allow students to bypass the college-wide systems (e.g. GroupWise) more commonly used by faculty, staff and administrators.

Administrative Accountability and Effectiveness

Administrative responsibilities are generally well-delineated but flexible enough to allow administrative managers and staff to work across administrative units – a real strength of the College’s administrative structure and style. Overall, administrative managers and staff believe that governing structures are clearly defined but subject to changing administrative needs. According to the survey of managers and staff, 77% indicate a clear delineation of their respective responsibilities, and 81% agree that they are afforded an appropriate degree of autonomy to carry out their responsibilities (Manager Staff Survey Report 2014). One

administrative manager expressed the general sentiment that administrative responsibilities are “fairly clear” and “generally fairly well understood.”

Relatively lean staffs, however, require that administrative units have had to assume more responsibilities than counterparts at many other institutions. In order to perform these multiple tasks, managers and support staff have come to expect and value flexibility across administrative units, and many Senior Staff indicated that their effectiveness is due in large part to the positive climate of personal working relationships developed and nurtured over the years. Indeed, several interviewees indicated that the College’s collaborative culture allows flexibility in working with others, and one Senior Staff member described Muhlenberg as “one of the most collaborative places” where she has worked. The flexibility of the administrative structure provides Senior Staff, managers and staff ample opportunity to discuss matters in which they share responsibilities. Flexible and collaborative working relationships across administrative units and with the faculty have facilitated the development of initiatives such as Digital Learning, launched in 2012 and spearheaded by a team of faculty and staff experts from Media Services, Information Technology, Trexler Library, and the Provost’s Office.

While administrative units function remarkably well given that they are “leanly staffed and financially constrained,” there is a general sense, as one Senior Staff member remarked, that the increasing demand on administrative workloads “is not sustainable.” One member pointed to “the press of the urgent” and a “culture of busyness” that often crowd out opportunities for collaboration across campus on long-term, strategic concerns in such areas as admissions and alumni relations. While some interviewed Senior Staff praised the culture of informal collaboration, they nonetheless voiced some concern about information that “gets stuck” within administrative units and does not get to all constituencies who need it.

Personnel Development and Evaluation

Muhlenberg College exercises great care to guarantee that administrative managers and staff have the appropriate qualifications necessary to efficiently and effectively carry out their responsibilities. National searches are conducted to fill most major positions. A concerted effort is put into the composition of search committees to ensure that a diverse, yet representative, set of voices is heard. Job descriptions are consistently kept current. In general, the oversight of the performance and operation of hiring processes is handled by the VPHR.

Continuing education and professional development are strongly encouraged among administrative managers and staff. Funding to participate in opportunities at the national level has increased modestly in recent years. In a recent survey, 64.5% responded positively to the statement “There exist adequate resources and development opportunities to support my work” (Manager Staff Survey Report 2014). One interviewed administrator noted that the College provides time and funding for attendance at the major regional and national conferences of various professional organizations (NACUHO, NASPA, CUPA, NCPA, etc.). Additional professional development possibilities are available through the LVAIC Leadership Institute. Significant in-house staff development and training programs are well established and highly regarded. For example, the Development and Alumni Office has successfully used executive coaching for its senior managers. Through this program, facilitators delivered a two-day program designed to enhance leadership skills in areas including communication, vision and goal-setting

and strategic planning. One key issue raised in many quarters is that of obtaining adequate release time, such as administrative sabbaticals, for professional development. This appears to be problematic in many areas because of understaffing and insufficient funding. Some Senior Staff expressed the opinion that maintaining and supporting professional development among staff might require additional retreats.

The evaluation of administrative managers and support staff is detailed and regularly scheduled. Every spring, managers prepare a written report summarizing their work for the year. They report on their progress toward goals, appraise their strengths and any areas for improvement, recount their professional development activities, and establish goals for the coming year. This report and the supervisor's written response are the basis for a conversation about past performance and future plans. Careful consideration is given to collegial and professional service to students. Managers are also asked to address ways they have "supported Muhlenberg's commitment to function as a diverse, caring, inclusive community" (Manager Appraisal Documents, Human Resources). This component of the managerial self-evaluation underscores Muhlenberg's commitment to the value of diversity.

The evaluation system for managers and staff appears to function effectively. Muhlenberg maintains a highly qualified and motivated staff with low rates of turnover. It is rare for a managerial employee to be terminated. In such rare cases, the College refers directly to documents generated within the evaluation process to assure expectations for the position have been made clear, and that the College has tangible evidence the individual is not performing to standard.

Faculty Role in Shared Governance

The faculty play an active role in their primary areas of responsibility: academic policies and curriculum, tenure and promotions, and faculty development. Faculty perceptions, as indicated in the HERI Faculty Survey, are generally positive regarding its role in shared governance: 81% believe that the faculty is afforded an appropriate degree of autonomy in its primary area of responsibility, with the same percentage indicating that administrators consider faculty concerns when making policy (HERI Faculty Survey 2014). The College's recent experience in developing a new general education curriculum is a case in point. (See full discussion in Chapter Six.) While the Board and the President recognized the faculty's authority to design and implement the new curriculum, the Board was updated regularly on the progress of curricular review and encouraged the various faculty task forces and committees in their work.

Faculty also serve, along with students and administrators, on College Committees that review and formulate college-wide policies. While outside their primary area of responsibility, faculty regard this collaborative work as important for maintaining the College's deliberative culture. However, there have been concerns regarding the process of developing two recent College policies. Faculty were surprised by the announcement of a proposed Children on Campus Policy and believed that it was not, at least in its initial stages, properly vetted through the existing committee structure. When a draft of the policy was presented to department chairs, issues immediately arose regarding the need for the policy and the process involved in its initial drafting. While the proposal was eventually reviewed and revised by the College Committee on

Campus Life before being approved, many faculty remained skeptical of the need for such a policy and thought it would diminish Muhlenberg's family-friendly environment. More recently, faculty joined students in expressing dissatisfaction over a proposed Protest and Demonstration Policy that was announced by the President in April 2015. The President acknowledged concerns about the impact of the proposed policy and moved to continue discussions about its merits into the future. Many faculty and students argued, however, that they needed to be consulted much earlier. These controversies raise questions about the lines of communication between presidential initiatives and the campus community, as well as the role existing college-wide committees should play in the development and formulation of College policies. It is important to note that in each case the President responded in a constructive way to both substantive and procedural criticisms.

Faculty participation in the 2014 presidential search process was widely praised by faculty representatives, Nominating Committee members, and by members of the Board as being substantive and influential (Senior Staff Interviews; Faculty Meeting Minutes December 5, 2014). Over 85% percent of faculty polled agreed that the current committee structure provides adequate faculty decision-making in matters involving academic policies, curriculum, promotion and tenure, although only 62% thought so for faculty development. The majority of faculty members also agreed that they have timely access to information necessary to give input into governance, and that meaningful faculty input was sought on the selection of department chairs, selection of senior administrators, strategic planning (62 – 85% agreement). They expressed less agreement about faculty involvement on student issues (59%) and with admissions and budget decision-making processes (37% each) (HERI Faculty Survey 2014 – Muhlenberg Additional Questions). Despite the fact that three faculty members sit on the Budget Advisory Committee, which is responsible for recommending an annual budget, most faculty appear to be unfamiliar with the budget process.

While the Muhlenberg Curriculum is organized into 4 divisions for course distribution requirements (Humanities, Social Sciences, Arts, Natural Science), faculty are organized into three divisions for purposes of governance (Humanities, Social Sciences, and Natural Sciences) (Faculty Handbook, Muhlenberg College Bylaws-v120128). Although the central administrative role of departments and their chairs is described in detail and generally understood, the governance role of divisions, except as a method for ensuring representation on committees, is not described and has been a source of confusion. Another concern regarding faculty governance is assessment of the role of department chairs. While department chairs agreed that evaluation standards and practices for junior and tenured faculty were clear and important, they also expressed some support for a new approach to the evaluation of faculty at the rank of Professor and were not satisfied with the current process for evaluating the work of the chairs themselves (Dept Chair Survey Results 2014). Finally, some faculty have raised concerns about the lack of an easily accessible and central archive for records involving faculty governance. Currently, many faculty governance records are located on the Provost's website, but this site does not archive the minutes from committee meetings although faculty meeting minutes are archived in the library.

Student Participation in College Governance

Students are generally satisfied with the quality of campus life and student involvement in institutional decision-making. Results from the HEDS survey show that 73% expressed satisfaction with student voice in campus policies and 76% indicated satisfaction with student government. While there is always room for improvement, student perceptions are similar to benchmark institutions, with Muhlenberg students expressing slightly higher levels of satisfaction with student voice in policy development (HEDS Senior Survey Results 2013). This aligns with Senior Staff perceptions that assessment has helped identify “successes, risks, missed opportunities, and satisfaction” and “offering what the students actually want rather than [administrators and staff] guessing at what were desired and effective.” Senior Staff also indicated that there is “adequate sharing of information” regarding student issues across the College, although challenges exist communicating with students due to the “proliferation of communication technologies” (Senior Staff Interviews). While communication flow within specific student-related initiatives such as Senior Class Connection Campaigns is deemed effective, Senior Staff report that student government representatives do not always “take information back to the general student body” (Senior Staff Interviews).

SUMMARY

The College’s governance structures and procedures are generally well-defined and work well to fulfill its mission while engaging a wide range of constituencies in planning, policy development, and resource development. The Board has instituted procedures for the periodic review of governance structures and rules to ensure autonomy, accountability and effective communication among the various constituencies. Moreover, the Board systematically incorporates assessment results for institutional planning. Administrators and faculty actively engage in governance and are afforded sufficient autonomy to assure institutional integrity and to fulfill their responsibilities of policy and resource development.

SUGGESTIONS

Given the heavy staff workloads, the College should explore ways that administrative responsibilities of all constituencies are shared equitably and carried out efficiently.

Although the Board has instituted an ongoing assessment of academic and administrative departments through the Board of Observers, the impact of assessment reviews on institutional planning is not always apparent and in need of clarification.

While the results of surveys and interviews of faculty, administrators and students indicate that the College, including the Board, has an appreciation of and adheres to the generally accepted principles of transparency and shared governance, the terms are not formally defined anywhere in the Charter, Bylaws, or Faculty Handbook. The principle of shared governance needs to be more clearly defined in the College's governing documents.

The faculty needs to explore ways to better archive faculty-generated reports, committee meeting minutes, faculty minute meetings, and other records pertaining to faculty governance.

CHAPTER 4: FACULTY

Standard 10: The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

OVERVIEW

The work of the faculty is critical to the success of the College's mission, which promises that students will grow in their mastery of critical thinking, intellectual agility, reasoned and civil debate, understanding the diversity of human experience, clarity of expression, lifelong learning, and ethical and civic values. Faculty shoulder the responsibility of instructing and inspiring students to integrate their expanded skills, knowledge, and values into lives of meaning and purpose. The faculty also serve in multiple roles: with colleagues in their scholarly professions, in the College's shared governance, and in the vibrant residential, civic, intellectual and artistic community that defines Muhlenberg's campus culture.

In this chapter we discuss Standard 10 by providing an overview of the College's faculty and the processes and procedures in place to support them. The first section describes our current faculty composition and our efforts since 2006 to create a culture supportive of new colleagues. In the second section, we describe data on faculty teaching and advising load. Section three highlights opportunities provided by the College to enhance teaching skills and pedagogy, faculty development for scholarly research, and leadership development to retain and support faculty. Section four describes our faculty evaluation processes focused on tenure and promotion. The last section analyzes faculty salaries and includes a cross-institutional comparison.

This chapter draws upon the College's basic governing documents and policies, including the Faculty Handbook, the 2005 Talents Entrusted to Our Care Strategic Plan, and the Diversity Strategic Plan. In addition, data were drawn from a faculty survey (2014 HERI Faculty Survey) and a survey of department chairs administered by the Steering Committee to assess the degree of autonomy among faculty and administrators involved in governance and the levels of communication and accountability within and among these bodies. Data from the HERI Senior Survey of 2008 and 2012 and the 2014 NSSE survey offered insight into students' perceptions of their advising experiences. Finally, in order to provide context and perspective to the review of documents and analysis of survey data, a number of senior administrators were interviewed in February 2015, including the Vice President for Human Resources and Dean of the Wescoe School.

FACULTY COMPOSITION AND RECRUITMENT

Faculty Composition

As of the fall 2014, the full-time Muhlenberg faculty stood at 172 with another 124 part-time faculty. These numbers do not include managers who have faculty status but whose primary responsibility is administrative. There is nearly an equal number of male and female among both full-time and part-time faculty. Since 2006, fifty-five new tenure track appointments have been

made – a 32% changeover in the faculty (Source Book 2014-2015, 43). Eleven new full-time faculty positions have been added since 2006 (Source Book 2006-2007, 44).

Considerations for appointment to the faculty involve awareness of enrollment trends and the need for an appropriate breadth of specialties to support a liberal arts undergraduate education in the 21st century. The 2005 strategic plan included the development of Praxis Pedagogies (designating “a variety of initiatives that build stronger links between theory and practice – in the classroom, studio, laboratory, and field”) as a distinguishing feature of Muhlenberg’s educational opportunities. This goal was supported in part by the addition of new tenure-track positions to strengthen traditional departments and support development of interdisciplinary curricular initiatives in key areas such as Africana Studies, Film Studies, and Neuroscience (The Talents Entrusted to Our Care Strategic Plan Updates). Recognizing the increasingly interdisciplinary nature of the academy, faculty may receive a joint appointment in two departments or in a department and a major/minor program reflecting their expertise (Faculty Handbook 3.1.3). Tenured and tenure-eligible faculty are expected to hold the appropriate terminal degree. As of fall 2014, just over 87% of Muhlenberg’s full-time faculty held the terminal degree in their field (CDS-I). Non-tenure eligible faculty with appropriate educational and professional experience also support the College. Adjunct faculty may be hired to carry out the instructional program and include those teaching part-time and those with a Visiting status, usually serving as a sabbatical replacement or during an ongoing search to fill a vacant position (Faculty Handbook). Information on day college faculty is available in the Source Book (Source Book, Personnel, Section II, 1).

The Wescoe School, which serves primarily nontraditional students, draws its faculty from the full-time Muhlenberg faculty, from adjuncts who teach both in the day and in the Wescoe School, and from adjuncts who teach only in the Wescoe School. A minimum of a master’s degree and some teaching experience are typically required, although many adjunct faculty possess a Ph.D. or are presently Ph.D. candidates. Relevant business experience is an important qualification for teaching in programs such as marketing or health administration (Interview with Dean of Wescoe School).

Muhlenberg faculty recognize their key role in shaping the College community, and that the relationships among faculty are important in supporting the learning environment for students. For example, in 2014, 92.3% indicated that they were satisfied or very satisfied with their professional relationships with other faculty, which is 12% higher than comparison institutions (HERI Faculty Survey Results 2014). Additionally, 75% of faculty reported that developing a sense of community among students and faculty was important. In general, the faculty provide support for one another in formal and informal ways. The Faculty Center for Teaching (FCT), directed by a faculty member with a course release, cultivates a shared space for reflection about teaching that encourages and supports meaningful experimentation for all colleagues (Source Book). Faculty are also encouraged to collaborate on new courses, such as our sophomore clusters that pair faculty across departments. Faculty designing cluster courses for the first time receive a stipend from the Provost. The Amdur Faculty Club also organizes social events for all faculty throughout the year, providing an opportunity for social connections outside of academic collaborations.

Recruitment of Diverse Faculty

An ongoing area of focus is the recruitment and retention of a diverse faculty. In the past, the College's efforts to recruit and retain faculty from historically underrepresented and marginalized groups has had limited success. The challenges Muhlenberg has faced, enumerated in the Diversity Strategic Plan, are similar to those identified at other liberal arts colleges. Data for full-time and adjunct faculty indicates an increase in faculty diversity over the last two decades. Specifically, diverse faculty doubled in numbers (from eight to 16) from 1993-2003 and increased from 16 to 29 (+81%) from 2003-2013. However, retention of racially and ethnically diverse tenure-track faculty has been a challenge. Since 1998-1999, seven of Muhlenberg's 13 tenure track faculty of color have left the College, including six who resigned to accept offers at other institutions. This attrition rate of 58% is more than double the 27% attrition rate for white tenure track faculty (Diversity Strategic Plan).

In recent years, Muhlenberg has addressed these challenges in recruitment and retention in several ways. The College has prioritized the development of diverse pools of candidates in each of its tenure track searches (Diversity Strategic Plan). Second, the College has joined the Consortium for Faculty Diversity (CFD) whose mission is to assist in recruiting, mentoring and retaining diverse faculties at its member institutions. Two CFD Fellows were hired for AY 2012-2013 and another for AY 2013-2014. Muhlenberg had its largest class of CFD Fellows in 2014-2015, with four new colleagues working in departments that have never hosted a CFD Fellow before (Diversity Strategic Plan). In AY 2014-2015, the Provost's Office piloted a mentoring and writing support programs to assist our CFD fellows, with the additional goal of learning more about how best to create a supportive and sustainable work environment for faculty of color, which may help with retention. In addition, part of the responsibilities of the newly appointed Associate Dean for Diversity Initiatives will be to support the institutional efforts to recruit and retain faculty from underrepresented populations.

Faculty Appointment

Tenure-track appointments are initially authorized by the administration based upon a request from a department or program seeking to replace a faculty member or hire additional faculty. These appointments are made following a national search. Specific position descriptions and applicant qualifications are specified in national advertisements. While searches are managed by the departments hiring new faculty, the Office of Human Resources reviews advertisements for appropriate EEO language, places ads, and on occasion provides the federal guidelines regarding interview questions to a search committee (Interview Guidelines Federal Law). After receiving applications, the department/program reviews applicants, arranges for interviews of selected candidates, and ultimately makes a recommendation of the top candidate to the Provost and President. Once approved, the candidate is then presented with an offer of employment.

Curricular Staff

Muhlenberg also employs numerous professionals in offices directly supporting the pedagogic mission of the College. For purposes of this review, we considered managerial staff in Trexler Library, Academic Resource Center, Disability Services, the Wescoe School, Global Education,

and the Digital Learning Team. We also reviewed staff in academic departments who contribute directly to the curriculum, such as laboratory managers in the sciences and technical staff in the fine arts. For these positions, Muhlenberg has a strong record of hiring highly qualified individuals. All such staff hold at least a Bachelor's degree in an appropriate field, and 80% hold a relevant graduate degree such as the M. Ed., M.L.S, or M.F.A. (College Catalogue, 307-317). The College advertises nationally on www.higheredjobs.com for these professional positions, and individual job descriptions detail the specific qualifications required for each opening. Where appropriate, the College also advertises in discipline-specific publications. As with faculty searches, a search committee is generally involved in making the selection of administrative management professionals. In most searches, students are invited to participate in candidate interviews.

Professional Activity

Both faculty and curricular staff participate in professional activities in their respective academic fields. Muhlenberg maintains a yearly list of faculty publications (Source Book, 52). Though totals vary, in an average year Muhlenberg faculty publish an aggregate of over 50 articles, book chapters, or books. Most of this work is published through university presses with processes of appropriate peer review in place. Faculty in artistic areas such as Visual Arts, Theatre, and Dance, are also engaged in exhibition and production in professional venues. Muhlenberg faculty are also active in professional conferences. In an average year, the Provost's office provides financial support for Muhlenberg faculty to travel and present their work at approximately 120 professional conferences across the country and abroad.

Curricular staff also keep current in their fields. Many departments include a budget line to support staff attendance at professional conferences and training seminars. The yearly self-evaluation for these employees requires them to document their ongoing professional development. It also asks how they support the professional development of any subordinates working in their academic unit (Supervisory Manager Appraisal Form 2014).

FACULTY TEACHING AND ADVISING LOADS

Teaching

Full-time faculty members are expected to teach and to participate in both professional activity and college service. Expectations for faculty workload are described in the *Faculty Handbook* (Section 4.10). The principles underlying faculty teaching load calculation note:

- A full-time teaching load is equivalent to three courses per semester.
- A course is defined as a unit of instruction in a discipline. While a course normally meets three hours per week, a course is not defined in terms of contact hours.
- Laboratories and recitations are counted as 2/3 and 1/3 courses respectively.

Course load reductions are given to department chairs and faculty with administrative responsibilities of significant value to the College and that require a time commitment similar to teaching a full-course unit.

In addition to the standard course load, many faculty also supervise independent research/study and internships, often out-of-load, and in some cases adding significant teaching responsibility to their regular loads (Internship and Independent Study/Research Total Credits 2009-2015). While not a college-mandated responsibility, faculty choose to take on this added work for several reasons. First, our College culture focuses on the development of our students' critical thinking skills and intellectual agility. Faculty recognize that these skills can and should be reinforced through nontraditional experiences in the form of internships and applied research, as well as through focused independent study. Second, some departments, such as the Accounting, Business, Economics and Finance (ABEF) and Media and Communications, strongly encourage students to enroll in a credit-bearing internship as an important part of their major curricula. Recognizing the burden that these courses can create for faculty, several departments (ABEF, Media and Communication, and Psychology) with high demand for internships have created a coordinated approach to internship management. That is, faculty from each of these departments now serves as internship coordinator, counting this responsibility in-load. Faculty also may supervise students enrolled in interdisciplinary majors such as neuroscience or public health, or supervise internships that require a specific faculty member's involvement. Analysis suggests that the added responsibility of supervising student internships and directed research is more burdensome in some departments than others. For example, students majoring in the physical sciences and psychology frequently serve as research assistants on faculty research projects. While such hands-on research experiences are increasingly necessary for graduate programs that prefer students with research experience, they do require significant time and energy from faculty.

Advising represents an essential component of faculty service. In fact, during AY 2014-2015 the Faculty Personnel and Policies Committee (FPPC) revised the faculty service requirements to prioritize advising as a necessary component to this evaluation criterion (Faculty Handbook 3.5.3). All full-time faculty are expected to advise students beginning in their second year of employment, with departmental faculty typically sharing the advising load of majors in their field. Faculty advise first-year students until the student declares his/her major, typically by the end of the first semester of the sophomore year. Faculty and other curricular staff advising first-year students are compensated for this additional work. Faculty teaching in interdisciplinary programs share advising responsibility, in addition to advising students with majors or minors in their home department. Data on the number of advisees per department suggests that faculty advising load has remained fairly constant from 2009-2014 (Advisees By Department AY 2010 - 11 to 2014-15). From 2010 through fall 2014 the mean number of total advisees by department ranged from 21-24 per full-time faculty member. Departments also appear to be balancing their advising loads in order to ensure advising equity across departments. In AY 2014-2015 nine departments advised fewer students, on average, per faculty, while seven have an above average number of advisees. For example, the Biology, Psychology, and ABEF, departments with the largest number of majors, advise far fewer first-year students. However, Biology and ABEF faculty also advise many students with minors in these and related interdisciplinary programs. Conversely, the English and Philosophy departments, with relatively fewer majors, advise a far higher number of first-year students. The Theatre and Dance Department also carries a heavy first-year advising load because of the large number of intended majors, although the lack of a Theatre minor balances the overall advising load. While the Education, Chemistry, and

Languages, Literatures and Cultures departments have fewer advisees per faculty, majors and minors in these fields often require significant mentoring in addition to regular advising.

Results from the HERI Senior Survey of 2008 and 2012 suggest that students are satisfied with the level of advising that they receive at Muhlenberg (HERI Senior Survey of 2008 and 2012). Of those responding in 2008, 64% said they were satisfied or very satisfied with academic advising, jumping to 78% in 2012 (HERI Senior Survey of 2008 and 2012). According to the NSSE 2014 Advising Module results, about 30% of first-year students at Muhlenberg reported talking with his/her advisor 4 or more times during the academic year, increasing to 38% of senior students. Students reported that faculty are available when needed (76%), listened closely to their concerns and questions (75%), and provided useful information about courses (61%), which are comparable statistics to our peer group results (NSSE 2014 Academic Advising Results).

FACULTY DEVELOPMENT

The College provides faculty at all ranks with numerous opportunities for professional growth in the areas of teaching, research, and scholarship. Faculty colleagues are involved in planning workshops and other campus events as well as in reviewing grants and other applications for funding. Eighty-five percent of faculty agreed that the current faculty committee structure provides adequate faculty decision-making in matters involving faculty development (HERI Faculty Survey 2014).

Support for Enhancing Teaching

The [Faculty Center for Teaching \(FCT\)](#), with an annual operating budget of \$ 31,092 (FY2015), organizes and sponsors a wide range of programs. To mentor junior faculty, FCT coordinates a new faculty orientation session, voluntary peer mentoring program, and monthly workshops on a variety of topics such as best pedagogical practices, how to use the College's resources, and the requirements for career advancement. The Center also provides programming relevant to all faculty such as workshops on curriculum development. It encourages continued dialogue on teaching by funding faculty reading groups, learning communities, pedagogical development grants, and attendance to conferences on teaching pedagogies. Moreover, the Center continuously enhances its programming and creates new ways to assist faculty. In 2012, FCT successfully advocated increasing the monetary amount of summer teaching grants to equal awards made for scholarship and other professional development (FCT Annual Report June 2011-April 2012). In recent years, FCT initiated a small group grant program to support faculty collaboration with staff, students, and/or community members on pedagogical projects (FCT Annual Report May 2012-April 2013). Adjunct faculty are invited to participate in FCT workshops and to participate in a half-day faculty best practices workshop sponsored by the Wescoe School at least once a year (Wescoe School Adjunct Faculty Development and Review Process Draft).

Course development grants are available to faculty for new course development and for the refinement and improvement of existing courses. These grants are of varying amounts, and disbursed from different funding sources, including FCT, Faculty Development and Scholarship

Committee, First-Year Seminar Program, Center for Ethics, and Multicultural Advisory Board. Every year the Office of Global Education sponsors one to two faculty to attend international faculty development seminars through CIEE, an international education and exchange program. Learning from local faculty and meeting community organizations abroad through the CIEE program helps professors internationalize their classes and develop new courses for Muhlenberg's Integrated Learning Abroad (MILA) Program.

Faculty receive support for developing elements of the new general education curriculum through stipends and workshops funded by the Provost's Office, FCT, and a \$100,000 grant from the Mellon Foundation. A three-year Mellon Foundation grant in the amount of \$428,000, Achieving Muhlenberg's Civic and Global Mission, provides additional professional development funds for the Human Diversity and Global Engagement requirement of the new curriculum. It will also provide funds for the development of new MILA courses and opportunities for professional development of Humanities faculty (Five Year Diversity Strategic Plan Six Month update April 20, 2015).

As part of the plan to establish an academic technology structure, the College created a new position in instructional design and an Associate Dean for Digital Learning (Strategic Initiatives Progress Report – 2014). The new Associate Dean, a position created in response to recommendations from an instructional design consultant hired in August 2011, has quickly moved to convene a Digital Learning Team – comprising staff from the Provost's Office, the Office of Information Technology, and Trexler Library – which aims to promote and support faculty use of new digital tools and pedagogies.

Support for Faculty Scholarship and Professional Activity

The College supports faculty scholarship and professional activity in a number of ways. Every department provides each faculty member with \$500 annually to attend scholarly conferences. Faculty can apply to the Provost's Office for additional funds to cover conference expenses when they present a paper or participate in leadership activities. Additionally, competitive Faculty Summer Research Grants are awarded by the Faculty Development and Scholarship Committee (FDSC) to fund research and other professional growth activities leading to publication, exhibition, or performance. These awards totaled \$84,436 in 2015, representing a 19.7% increase over 2009. In 2014 the funding awarded by FDSC was expanded to offer one to two Crossette Family Faculty Fellowships for International Research (\$2200 to \$4400) each year.

Every seven years, tenured faculty are eligible to take a sabbatical for one semester at full pay or a full-year sabbatical at half pay. The College also provides two competitive opportunities for tenured faculty to receive time to engage in scholarly activities. The Class of 1932 Research Professorship gives a faculty member one year with full pay and benefits to pursue research or other creative work. The Donald B. Hoffman Research Fellowship provides a two-course reduction in teaching load for both semesters of an academic year and is rotated every other year between Natural Sciences/Mathematics and Humanities/History. In addition, the Daniel J. and Carol Shiner Wilson Grant for the Completion of Scholarly Projects provides funding in support of faculty research leading to publication.

The College has developed and supported a research assistantship program with the goal of providing an opportunity for students to learn valuable research skills while assisting faculty with their scholarship. FDSC awarded twenty-nine research stipends during 2012 -2013 and an additional 11 summer collaborative research stipends. In 2013-2014, FDSC awarded 37 research stipends during the school year and an additional 15 summer collaborative research stipends, an increase of 30% over 2009.

Leadership Development

The Provost's Office established an orientation program for new academic department chairs and directors of interdisciplinary programs in 2010. The workshop draws on the experience and expertise of current chairs and of managers in the Treasurer's Office. In addition to these campus programs, chairs were offered more advanced leadership development opportunities in 2015 through both the Lehigh Valley Association of Independent Colleges and the Pennsylvania Consortium for the Liberal Arts. The topic of the 2015 workshops focused on mediation and conflict resolution within departments.

FACULTY EVALUATION

Evaluation Criteria

The current Faculty Handbook indicates that “excellence in teaching is foremost among the criteria used to evaluate members of the faculty” (Faculty Handbook 3.5). The Handbook also notes that “the quality of teaching is often enhanced by faculty scholarship and research” and “a framework and climate for excellent teaching requires that faculty maintain effective contact with students beyond that occurring in the classroom and active participation in the governance of the College and his or her academic department.” In April 2014 the faculty adopted changes to the Handbook to clarify faculty teaching effectiveness (Faculty Handbook 3.5.1). A teaching rubric was created by the Provost's Office in consultation with department chairs and FPPC to make the assessment process more transparent and to assist faculty with the completion of their annual reviews. These new guidelines were used for the first time in 2014-15. Muhlenberg faculty are committed to a culture that reinforces the importance of teaching. According to the HERI Faculty Survey 2014, 96.2% of faculty believe that their teaching is valued by faculty in his/her department, compared to 89.5% in comparison schools. Furthermore, 95.2% of College faculty said that they are rewarded for being good teachers, compared to 78.6% at comparison colleges (HERI Faculty Survey 2014).

In addition to teaching, the Faculty Handbook specifies that a faculty member “must provide evidence that she or he is continually and effectively engaged in professional activity such as scholarship and contributions to professional organizations . . . [r]elevant to his or her discipline, and congruent with the professional expectations of the college and the candidate's discipline” (Faculty Handbook 3.5.2). In 2010 FPPC revised the Faculty Handbook to include new language that permits for Works in Progress to count in the evaluation process. The Faculty Handbook acknowledges the many ways that faculty engage in professional activity. Such changes help explain the fact that 84.3% of faculty indicated that their research is valued by faculty in his/her department, compared to only 77.9% in comparison schools (Faculty HERI

Survey 2014). Finally, the Faculty Handbook outlines both expectations for college service and the methods by which a faculty member may document that service (Faculty Handbook 3.5.3). As mentioned above, in 2015 the faculty adopted new language to more clearly define college service, prioritizing student advising as an important criterion for evaluation. The Faculty Handbook also acknowledges the diverse types of college service opportunities available to faculty. The HERI Faculty Survey 2014 results suggest that 92.4% of faculty find that their service is valued by faculty in his/her department, compared to only 83.4% in comparison schools (Faculty HERI Survey 2014).

The Handbook also contains specific provisions regarding the manner in which these criteria are to be applied in the annual review (Faculty Handbook 3.6.1), 2nd Year Developmental Review (Faculty Handbook 3.7.1), 3rd Year Review (Faculty Handbook 3.7.2), the tenure review (Faculty Handbook 3.7.3, 3.8.1, 3.8.2) and review for promotion (Faculty Handbook 3.8.3), as well as specialized circumstances such as faculty joint appointments (Faculty Handbook 3.1.3, 3.7.1, 3.7.2, 3.7.3, 3.8.3) and the promotion of full-time Lecturers (Faculty Handbook 3.9.2) to the rank of Senior Lecturer. The College is currently considering an evaluation plan for adjunct faculty. A document entitled Wescoe School Adjunct Faculty Development and Review Process and describing both the criteria and process of evaluation, including a classroom observation schedule and written feedback, has been developed. It is currently under review by Wescoe Academic Policy/Curriculum Committee and department chairs and will next be submitted to FPPC for consideration.

Promotion

In line with Muhlenberg's long tradition of shared governance, the promotion process is framed by faculty and managed largely by senior faculty. However, the Provost is given ultimate responsibility for overseeing the implementation of standards and procedures regarding appointment, tenure and promotion. According to the HERI Faculty Survey of 2014, 84% of College faculty believe that the criteria for advancement and promotion decisions are clear, compared to 72.7% of our comparison group (HERI Faculty Survey of 2014).

At the time that a faculty member stands for tenure or promotion, the Faculty Evaluation Committee on Tenure and Promotion (FEC) and the Provost review tenure and promotion procedures and timelines outlined in the relevant sections of the Handbook with the candidate. The Provost is then responsible for ensuring that all Handbook procedures are adhered to in the evaluation process. In the HERI Faculty Survey, 96% of faculty somewhat or strongly agreed that current faculty committee structure provides adequate faculty decision-making in matters involving promotion and tenure (HERI Faculty Survey, Muhlenberg Additional Questions).

Evaluation of Department Chairs

Department chairs are appointed by the President upon recommendation from the Provost after consultation with all members of the Department (Faculty Handbook 2.7). The chair provides an annual assessment addressing his/her accomplishments as chair as well as the departmental goals for the following academic year. According to the Faculty Handbook, the Provost provides each chair with an annual written statement. The Handbook does not currently provide procedures for

evaluating program directors. Results from the Faculty Chair Fall 2014 survey suggest that over three-fourths of the current department chairs are dissatisfied with the current process of evaluation of the work of department chairs. Furthermore, only 6% either Agree or Strongly Agree that the process for evaluating the work of department chair is clearly defined and consistently employed (Faculty Chair Survey of 2014). In general, there is concern and confusion among chairs regarding the evaluation of the chair as an administrator only, without regard to teaching, scholarly activity or other service.

Grievances

The Handbook outlines various procedures, including Alternative Dispute Resolution (ADR) (Faculty Handbook 4.3.1.1) and formal appeals to the FPPC, that faculty may use to resolve problems relating to either their employment at the College, including alleged discrimination based on institutional practices, or individual acts of alleged discrimination or harassment by others within the College community. These procedures allow for a reconsideration of official decisions and remedies for employment problems or from persons or agencies within the College community. A faculty member may institute an appeal to the Appeals Committee in the case of a negative tenure or promotion decision (Faculty Handbook 4.3.1.3). The faculty member is given responsibility for initiating a grievance within the timeframe specified in the Handbook and selecting the procedures (ADR or formal hearing) for resolving that dispute. The Provost is given ultimate responsibility for overseeing the implementation of standards and procedures regarding grievance and discipline, including the timeframes for resolution. Full explanation of this procedure is found in the Faculty Handbook (4.3).

Faculty Handbook Revisions

The entire Handbook was subject to a thorough review by an ad hoc committee comprising former FPPC chairs and the Provost during the summer of 2006 and again by FPPC in 2015. The criteria for annual, second- and third-year reviews, tenure, and promotion were extensively revised over the past decade, and special provisions for the consideration of joint appointments and the promotion of lecturers to the position of senior lecturer have been added. Revisions have strengthened links among scholarship, teaching, student learning, research, and service in each of these reviews. The professional activity section of the Handbook was modified in 2010 to define different categories of scholarship and to take works in progress into account for second- and third- year reviews and tenure (Faculty Handbook 3.5.2). The teaching section was updated in 2014 to account for changes in technology and provide a clearer explanation of teaching assessment (Faculty Handbook 3.5.1) Finally, the service section of the Handbook was revised and approved by faculty in 2015 to emphasize the role of advising as well as clarify the importance of campus citizenship and others forms of service acceptable for evaluation (3.5.3). Handbook provisions regarding termination were reviewed in detail in AY 2006-2007. These procedures have been employed on six specific occasions since their approval. Significant modifications of the faculty appeals process for negative Tenure and Promotion decisions were made in 2010. These revisions established the faculty Appeals Committee and rules for the conduct of an appeal. These provisions were used by one faculty member during the ensuing years.

FACULTY SALARIES

Consistent with MSCHE Standard 10, Muhlenberg has demonstrated the financial capacity to hire a highly qualified faculty. The College has been able to hire from among its top candidates, often its first choice. Academic departments have typically avoided failed searches. This is important since such searches can be demoralizing and may indicate that the College has been outbid by competitors. Though Muhlenberg has lost a small number of talented faculty to other institutions, the College does make counter offers to faculty who are being courted by other schools. These indicators suggest that Muhlenberg is competing at a high level for the faculty it needs to fulfill its mission and achieve its strategic goals.

The College has employed multiple approaches to keeping track of our investment in faculty salaries. In each of the past five years, the faculty salary pool increased by 3.0% or more. The precise increases are: 3% (2011-12); 3.5% (2012-13); 3% (2013-14); 3% (2014-15); and 3.5% (2015-16). The largest salary increases are earned by faculty who are promoted to a new rank. The standard promotion increase has been \$6000 since 2009, when it was increased from \$4000. Except for 2011, when the US inflation rate was 3.2%, Muhlenberg salary increases have exceeded the average monthly rate of inflation. It is important that these pool increases remain relatively consistent, so that faculty know what to expect and can plan accordingly.

As noted in Chapter 2, one goal of Muhlenberg faculty salary policy has been to be among those baccalaureate institutions at the 80th percentile of the AAUP salary survey at each faculty rank. Since 2012, this goal has been largely achieved for professors and associate professors (although Muhlenberg associates on average were \$155 below the minimum for the AAUP 80th percentile in 2014). The largest and longstanding gap has been at the rank of assistant professor. Since 2012 that gap has grown from \$2,306 to \$3,965 (Faculty Salary AAUP Comparisons). In approving the College budget for 2015-16, Muhlenberg Trustees allocated additional monies to address this problem of assistant salaries.

Given that the AAUP data include over 400 baccalaureate institutions, it serves as a national benchmark for Muhlenberg's investment in faculty salaries. This AAUP benchmarking has the advantage of providing the most comprehensive context in which to assess gaps and the rate of change in faculty salaries. But these data include public and private institutions, and the sheer number and diversity of these schools has led the College to discuss the advantages and disadvantages of benchmarking against a smaller group of schools with similar resources. Of 18 peer liberal arts colleges with endowments averaging \$241 million in June of 2014, Muhlenberg faculty salaries were slightly below the averages for this group. Muhlenberg professors' salaries were 96.5% of the group average in the 2013-14 academic year. Associates' salaries were at 97.9% of the comparison group average. Assistants' salaries were at 97.6% of this group's average. Resource-based benchmarking provides the most useful context for gauging salary gaps and rates of change among colleges with similar endowments.

Finally, Muhlenberg has developed a new approach to benchmarking faculty salaries based on information from a Chronicle of Higher Education website. This comparison college benchmarking is predicated on how colleges answer the IPEDs question: Who do you [individual college] consider a comparison college? In Muhlenberg's case, there were five colleges that

identified Muhlenberg as a comparison college and were also identified by Muhlenberg as a comparison college: Gettysburg, Wheaton (MA), Ursinus, Drew, and Susquehanna. In 2013-14, Muhlenberg's average salaries for all faculty, \$75,857, was \$2,142 below the average salary for these five comparison schools (Faculty Salary Comparisons). The advantage of "comparison college benchmarking" is that this relatively small number of colleges are regional competitors and well-known within the Muhlenberg faculty community.

The process for salary decisions is clear and engages the faculty at multiple points. The Chief Business Officer (CBO) convenes the Budget Advisory Committee (BAC) in November of each academic year. Three faculty members sit on the BAC, including one member of the FPPC, which is charged with making salary allocation recommendations to the administration at the April Faculty Meeting. The BAC sends its budget recommendations to the President, who in turn makes a recommendation to the Board. Once the Board has set the budget for the next year, FPPC reviews salary data provided by the Provost and makes recommendations about how to allocate the salary pool. On the basis of FPPC's recommendations, the College has now embraced a flat rate approach to special merit, so that more dollars can be dedicated to both standard merit and equity adjustments. Faculty have the opportunity each August to meet with the Provost if they have questions or concerns about their salaries. At the September faculty meeting each year, the Provost provides an overview of salary allocations. Despite these efforts, and to a certain extent because of these efforts to provide additional salary information, faculty continue to have legitimate concerns about salary gaps and rates of salary increases. Through the agency of FPPC and with the support of the Provost, it is important that additional conversations be undertaken to clarify the utility of different kinds of benchmarking.

SUMMARY

In sum, the identity of Muhlenberg's faculty is built on a core of strong and stable commitments and nimble adaptations to higher education's competitive environment. The foundational values and commitments of the faculty have grown stronger through their own efforts and with the support of the College since our 2006 Self-Study. Moreover, the faculty has adapted to the rapidly changing circumstances of higher education. In 2012 the faculty adopted new academic program goals and revised the general education curriculum. In 2010 they redefined expectations for achievement in professional activity, teaching, and service. In addition, the faculty created new majors in exciting and promising academic disciplines such as film studies, finance, Jewish studies, and public health. While much progress has been made since the 2006 report, we know that much work remains to support professional development for faculty at all career stages. The faculty must also meet the challenges of maintaining a vibrant civic, intellectual and artistic community in an age of variable departmental norms, residential dispersion, global professionalism and digital communication. Given Muhlenberg's tuition-based budget, financial questions remain about the College's capacity to attract, reward and retain outstanding faculty who are also courted by other regional, national and, international institutions.

The challenges of this competitive environment have introduced stresses and strains that will require the faculty's careful consideration and collaboration with the administration. One set of considerations has to do with sustainability of the teacher-scholar-citizen model that has defined Muhlenberg's faculty. Continuing demands on faculty time and energy raise the issue of how

best to achieve an appropriate work-life balance. Moreover, the faculty must also continue to examine more equitable ways to distribute the work of shared governance of the College. To that end, we offer the following suggestions and recommendations.

SUGGESTIONS

While there is ongoing review and revision to the Faculty Handbook to ensure clear and equitable policies and procedures, the College needs to develop a more effective process to ensure that approved changes are transferred to the current version of the Handbook.

While Muhlenberg is committed to supporting students' independent work with close mentorship provided by faculty and academic staff, the College should examine possible workload inequities in the supervision of such work, as well as investigate appropriate forms of compensation to more fully support this aspect of faculty work.

The College should reduce the gap between its Associate Professor and Professor salaries and the salaries of faculty of the same rank at comparable institutions.

To enhance its competitiveness in the recruitment and retention of faculty, the College should settle on a consistent and clearly defined group of peers to ensure that faculty salaries and compensation at all academic ranks are in line with comparable institutions and AAUP standards.

RECOMMENDATION

FPPC should propose Faculty Handbook revisions that will address concerns about the lack of an evaluation of department chairs' teaching and scholarship, as well as a method for evaluating the directors of interdisciplinary programs and institutes.

CHAPTER 5: ADMISSIONS AND FINANCIAL AID

Standard 8: The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals

OVERVIEW

This chapter addresses Standard 8 and examines the impact of national enrollment trends on Muhlenberg admissions and financial aid, as well as the College's responses to those trends. The chapter also reviews how students are selected for admission, how the applicant pool is managed, major admissions marketing messages, and the College's efforts to diversify the student body.

Data for this chapter were drawn from major admissions publications (e.g., Viewbook, First-Year Profile, Career Survey), the College website, the College Catalog, the College Source Book, national surveys (NSSE, HERI, HEDS), IPEDS, WICHE and Census data, and a student focus group.

MISSION

The admission and financial aid office seeks to annually recruit a class of appropriate size, academic quality, extracurricular energy, and diversity at a discount rate the College can afford.

NATIONAL TRENDS

U.S. Census Bureau and the Western Interstate Commission on Higher Education (WICHE) reports note that the demographic climate in which colleges recruit students is changing dramatically. After peaking in 2009, the size of the U.S. 18-year-old population began to contract and was especially pronounced in the Northeast and Midwest. It culminated in two consecutive "trough years" including the high school graduating classes of 2014 and 2015.

At the same time, the high school population was changing in terms of ethnic mix, with the white and African American populations shrinking, the Asian growing slowly, and the Hispanic growing most rapidly of all. Post-2015, the 18-year-old population continues to shrink in the Northeast and Midwest but begins to grow in the South and Far West, with Hispanic population growth in the lead.

Finally, the Great Recession of 2007-09 has changed the way many families think about college. First, it has reduced the wealth families had prior to 2009; second, it raised significant questions in the minds of the public about the value of a college education—especially a high-cost private college education. The constant media narrative about student debt, under-employment of recent grads, and the ultimate value of college education, in combination with the "new frugality" of the American public, has made private liberal arts colleges such as Muhlenberg a harder sell. While elite colleges can compete on prestige and abundant resources, and public universities can compete on price point, colleges like Muhlenberg are finding recruitment particularly

challenging in the face of a shrinking student pool, changing ethnic demography, and marketplace questions about the value of our educational experience relative to our cost.

MUHLENBERG TRENDS AND RESPONSES

Muhlenberg has not been immune to the changing national demographics and economic realities. Full-time traditional day enrollments have decreased from 2,225 in fall 2010 to 2,176 in fall 2014, a decrease of 49 students (-2.3%). The Strategic Plan (*Momentum: Muhlenberg's Strategic Plan 2010-2015*) calls for level enrollments moving forward and targets a full-time, traditional day enrollment of 2,175.

The College attracted 4,568 applications for the class entering fall 2010. Applications peaked at 5,152 for fall 2013, then fell to 4,714 for fall 2014—above the 2010 number but clearly affected by the economy and demographics. Incoming first-year classes averaged 587 during the 2010 to 2014 period. Muhlenberg's acceptance rate was 48.1% in 2010 and 52.8% in 2014. Yield on offers of admission was 27.5% in 2010 and 23.7% in 2014 (*Source Book*).

Although applications dipped below 5,000 in fall 2014, the College experienced an uptick in multicultural diversity (14.0% overall; 15.2% in the first-year class). Academic quality remained constant (1224 combined Verbal/Math SAT mean; 43% top tenth) in the first-year class. While Muhlenberg has been test-optional for admissions since 1996, the College collects scores from enrolling students after admission and adds those to the profile. In recent years, our profile has typically included test scores from 92-94% of enrolling students. See the *Source Book* for more detailed information about enrollment patterns and profiles for the past five years ([Source Book](#)).

It is clear that the risks associated with being a mostly regional Northeastern college traditionally lacking in diversity have increased. In response to the new challenges we face, the admissions staff has implemented a number of strategic changes in the past five years. Details can be found in the *Strategic Changes to Admissions* document. In short, we:

- Expanded the United States applicant pool by adding on-site recruitment beyond Northeast and Mid-Atlantic regions
- Added international recruitment and strategies to engage prospective students from outside the United States
- Developed new partnerships and programs to increase the number of applicants from underrepresented populations
- Revised the communications strategies used with prospective students
- Revised financial aid strategies
- Developed intentional strategies to attract religious diversity

Results included a rebound in applications for fall 2015 to 5,012 (+6.3%), as well as growth in the number and percentage of multicultural students in the traditional day population (from 152/7.1% in 2005 to 305/14.0% in 2014). The entering class in fall 2014 also included 15 international students, while fall 2015 included 33 international students. Finally, some outreach states have experienced growth in students enrolled in the past decade (from six to 57 from California; five to 11 from Illinois; 11 to 21 from Virginia; one to ten from Texas; two to ten

from North Carolina). The College continued to reach class targets while controlling discount rate at approximately 8% below the national average for small, private liberal arts colleges (39.2% for the class entering fall 2014 at Muhlenberg vs. 47.5% NACUBO national average for fall 2013).

Challenges for the future include continuing to diversify the student body, maintaining or enhancing academic quality in a shrinking market, and controlling discount rate while providing the right mix of financial aid to both ensure access and influence choice. In addition to the external market pressures, issues such as campus climate, student satisfaction, postgraduate outcomes, and student engagement with the new general education curriculum will no doubt have an impact on admissions results and student retention moving forward.

STUDENT SELECTION AND MANAGING THE APPLICANT POOL

Admission to Muhlenberg is based upon a thorough review of each candidate's scholastic performance records and personal qualities. There is no precise admissions formula. Various factors, including high school record (grades in academic courses, strength of schedule), standardized test scores (if submitted), extracurricular activities (special talents, leadership, service, sustained commitment), counselor and teacher recommendations, campus interview, and demonstrated interest play a role in admissions decision-making. Muhlenberg is need-blind in approximately 92% of admissions decisions and need-sensitive in approximately 8% of decisions. Legacy status and diversity can also factor into decisions. The goal is to enroll a class that will be academically successful, extracurricularly active, and able and willing to take advantage of and contribute to the range of possibilities that the Muhlenberg educational experience offers.

The admissions staff uses a grading rubric to initially grade each application. The initial reader reviews and grades the application and recommends a decision (Admit/Wait List/Deny). The application is then reviewed by a senior reader (either the Dean or Associate Dean of admission), who completes a review of the first read and recommendation. Applications can come out of the reading process designated for Accept, Wait List, or Deny. At that stage, the Wait List designation is simply a place holder indicating that the application will be reviewed again in a committee process that takes place in late February at the end of the reading season. At this time, decisions on the large center of the applicant pool can be finalized within the context of the size and strength of the entire pool.

A statistical study of the class entering in fall 2013 indicates that the students who score highest on the admissions grading rubric (85 and above) also achieve the highest first-year GPA at Muhlenberg (3.473 mean). Students who score between 64 and 84 achieved a mean 3.030 GPA. Those scoring less than 63 achieved a 2.886 first year GPA. Overall, the first-year GPA was 3.218, and admitted students across all grading levels were generally achieving academic success although at varying levels (Admissions Grade Out Score Fall 2013 Cohort).

In 1996, the College approved a test-optional admissions policy. Since then, applications have grown from 2,948 to the 4,700 to 5,100 range. Diversity has also grown, which was one of the goals of the policy. Non-submitters have averaged 14.4% of the first-year class in the most

recent study (Test Optional Assessment Report 2014). That study indicated that non-submitters and submitters graduate in four years at a virtually identical rate (approximately 80%). In almost all years, the percentage of racial minority students is significantly higher among test optional students, and the percentage of Early Decision students is significantly higher. Gender patterns are consistent for both groups across all years. Academic performance shows an average cumulative difference of .30 between submitters and non-submitters (3.29 vs. 2.98 cumulative GPA across all years). While this is statistically significant, there is no practically significant difference in performance.

Likewise, the College has come to rely on a robust Early Decision program to help fill the class with committed, enthusiastic students, and to minimize volatility and risk in the Regular Decision process in the spring. We have found that a robust Early Decision program helps control both acceptance rate and discount rate, while the presence of many deeply committed students helps build a positive campus climate.

In cooperation with the Director of Institutional Research and Records and the Dean of Institutional Assessment and Academic Planning, a study was conducted (Regular and Early Decision Assessment Report 2014) to compare academic performance and other characteristics of Early Decision (ED) vs. Regular Decision (RD) students. Over the five years of the study, Muhlenberg averaged 54.1% of the class filled via ED. In three of the five years, minority students made up a higher percentage of ED students than RD students. In all five years, women outnumbered men by a wider margin (sometimes a much wider margin) in Regular Decision. Consistent with national studies, the SAT profile of RD students is higher than that of ED students. RD students across all years earned a cumulative GPA that was .24 higher than ED students (3.37 vs. 3.13). Graduation rates are virtually identical at approximately 80%. Again, as the admissions staff weighs the cost-benefit equation attached to the ED program, our strong belief is that the benefits outweigh the costs.

DIVERSITY

Religious diversity remains a hallmark of the Muhlenberg student body, with approximately one-third Catholic, one-third Jewish, and twenty percent Protestant students. While racial and ethnic diversity has been more of a challenge, progress has been made. In fall 2010, the College enrolled 192 multicultural students in a total enrollment of 2,225 (8.6%). In fall 2014, the number of multicultural students had grown to 305 of 2,176 (14.0%). It should also be noted that in 2010 there were 419 students who chose not to report their race/ethnicity (18.8% of the student body) compared to only 167 students in 2014 (7.7%).

For much of 2013 and 2014, the College was engaged in a diversity strategic planning process designed to move Muhlenberg forward across a broad spectrum of initiatives. As part of the process, significant data were collected and analyzed regarding diversity at Muhlenberg. While the specific details are available in the plan (Diversity Strategic Plan), in general, the findings showed growth in overall student diversity over time and an increase in graduation rates for students of color. However, enrollment and retention has not always been consistent for all ethnic groups. Our analysis of data from the ASQ (Accepted Study Questionnaire) found relatively little difference in the perceptions of students of color compared to white students;

however, the ASQ data showed that the types of colleges that students applied to differed by ethnic group. Disaggregation of the HERI 2012 Senior Survey results found no significant differences between white students and students of color for items that measured interpersonal interactions with faculty and staff, but we did see a mixed pattern relative to interactions with peers, with students of color reporting a higher frequency of guarded, cautious, tense or somewhat hostile interactions with students from a different racial/ethnic group. Across both groups, students expressed dissatisfaction with current student diversity composition. Compared to white students, students of color agreed more that (1) they felt discriminated against at the institution because of their race/ethnicity, gender, sexual orientation or religious affiliation; (2) there is a lot of racial tension on campus; (3) they heard faculty express stereotypes (based on race/ethnicity, gender, sexual orientation, or religious affiliation) in class; and (4) they experienced a higher frequency of feeling insulted or threatened because of their race/ethnicity. A recent student focus group confirmed and reinforced many of the survey findings while also acknowledging that students see the growth in diversity on campus in recent years.

After much campus-wide consultation, reflection, and many hours of committee work, the Diversity Strategic Plan was finalized and approved by the Board of Trustees in October 2014. The plan addresses campus climate, inclusion, student recruitment, faculty and staff recruitment, academic program related to diversity issues, engagement with the Allentown community, and coordination and assessment. While the entire plan will have an impact on admissions results, Goal 2 of the six goals: “Actively recruit and retain a student body with increasing numbers of students from historically underrepresented and marginalized groups,” relates most directly to the work of the Office of Admissions and Financial Aid (OFA).

Four of the eight initiatives related to Goal 2, plus an additional initiative related to Goal 5 (Engage more deeply with the diverse communities of Allentown and the Lehigh Valley), correspond directly to the work of the OFA staff. These include:

- 2.2 - Expand the Emerging Leaders Program by adding a second cohort.
This was implemented for the first-year class entering in fall 2015.
- 2.4 – Expand bilingual resources for the recruitment and support of international students.
This was accomplished in fall 2014 and was expanded in fall 2015 with the elevation of the ESL position to full-time.
- 2.7 – Develop appropriate assessment protocols in cooperation with the Dean of Institutional Assessment and Academic Planning to assess recruitment, enrollment and retention patterns.
This is ongoing.
- 2.8 – Continue to pursue and expand partnerships with organizations that can help increase student diversity (e.g. Prep for Prep, TEAK, Schuler Scholars, Princeton PUPP, EPIC).
This is also ongoing.
- 5.1 – Create a Muhlenberg-Allentown Promise Program that will annually provide at least one full-tuition scholarship for a qualified student from the Allentown School District High Schools (William Allen, Dieruff, Roberto Clemente Charter, Building 21).
This was in process for fall 2015.

While the initiatives listed above relate directly to the work of the OAFAs, there is broad collaboration across campus to support diversity recruitment and retention. In particular, the admissions staff collaborates with the Multicultural Center and the Director of Multicultural Life, with members of the Dean of Students staff, with the Seegers Union staff, and with a number of faculty across campus to support student affinity groups, such as Black Students Association, Comunidad Latina, and the Emerging Leaders Program, and campus events, such as the student-organized Shout Outs, and the work of the Multicultural Council.

ADMISSIONS MARKETING MESSAGES

The goal of the OAFAs is to communicate accurate and compelling messages on behalf of the College. Messages related to academic policy are primarily communicated via the College Catalog (available online and in paper copies that are mailed to high schools, available free of charge in the admissions literature racks, and mailed on request), and via the College website.

Marketing messages have been distilled over a period of years from Admitted Student Questionnaire (ASQ) feedback, regular conversations with over 100 student tour guides, focus groups, and direct feedback from the marketplace. The three primary pillars of our message campaign are (1) Community, connection, collaboration; (2) Passionate teaching/active learning; (3) Powerful outcomes.

There are many secondary messages, some having to do with identifiable institutional strengths (e.g., religious diversity, strong Jewish life on campus, special strength in areas such as science/pre-health, theater and dance, psychology), some having to do with targeted growth areas, new programs, or areas of specific student interest (e.g., diversity, study abroad, athletics, the arts, community service).

Messages are communicated through a series of printed publications (e.g., Viewbook, First-Year Profile, Career Survey, A Guide to Financial Aid and Financing) and via a series of digital messages that are mobile-enabled and sent through our SLATE CRM system. Digital messages are designed to increase the number of “touches” we can have with our inquiry and applicant pools and to allow us to capture events of the moment – Muhlenberg named a “best value;” our food rated top 20 in the nation; a team makes the NCAAs – in a “quick touch” way.

Recently, the Director of Muhlenberg’s Polling Institute conducted a focus group with current Muhlenberg students to assess their reactions to Muhlenberg’s website and publications. Generally, the students, who represented a broad cross-section of campus life, found admissions publications to accurately reflect the Muhlenberg experience they have lived. In particular, they thought the literature captured the close-knit sense of community at the College. Likewise, they felt the College’s website contained relevant and useful information about the College’s programs and activities (Admissions Student Focus Group Fall 2015).

The students also had suggestions for improvements that included updating the design and presentation on the website, creating a virtual tour that is easier to navigate, and improving what they described as “awkward” navigation on the website. Relative to admissions publications, students indicated that they felt the literature was not as successful in capturing some of the high

quality intellectual work of students at Muhlenberg. They suggested that more student research and student-faculty collaboration could/should be highlighted. They also lobbied for updated photos, more attention paid to study abroad, and a focus on some of the growing academic programs such as neuroscience and public health.

SUMMARY

Muhlenberg College is recruiting students in a very competitive climate. A shrinking population of 18-year-olds, family worries about cost, affordability and return on investment, and keen competition from other colleges create many challenges. Despite the difficulties of the marketplace, Muhlenberg has managed to balance its budget, fill its classes, increase diversity, and maintain academic quality. The admissions staff has worked to be thoughtful and agile in keeping strategies current and appropriate for changing market conditions, and to expand the Muhlenberg recruitment footprint nationally and internationally.

As the College undergoes a leadership change, The Cohl Group, a consultancy specializing in institutional advancement, has been retained to help Muhlenberg look at itself, consider its current marketing messages and identify additional strengths to communicate to prospective students and parents, strengthen the website, and consider additional recruitment strategies.

The College also recognizes that additional financial aid will be necessary as college costs rise faster than family incomes. The Board of Trustees has set aside \$10-million of endowment as a matching fund to attract gifts for financial aid. That campaign has raised over \$4-million thus far. When completed, the campaign will have raised \$10-million, to be matched by \$10-million from the endowment, for a total of \$20-million in new endowment for financial aid.

Additional areas of concern include support for the growing population of international students, as well as support for first-generation, learning disabled, and under-represented students. The offices and individuals who support these students are under increased pressure as these populations grow, and many voices across campus are suggesting that the College allocate additional resources to these areas to ensure adequate support for all Muhlenberg students.

RECOMMENDATION

We recommend that the College carefully assess the types of support necessary to encourage success for our current and future student populations, and consider increasing the resources in such areas as Disabilities Services and ESL to ensure appropriate support for all students.

CHAPTER 6: THE MUHLENBERG CURRICULUM

Standard 11: The institution's educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

Standard 12: The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

Standard 13: The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

OVERVIEW

A Muhlenberg education offers students a “broadly-based liberal arts education” that gives them “the intellectual perspective, problem-solving experience, and communication skills necessary to adapt to a changing world” and “the theoretical and practical knowledge that an educated person should possess, regardless of personal career goals” (Catalog 2014-2015, 33). These goals are met through the major programs and general academic requirements (GARs) and are supplemented by a variety of co-curricular activities. This chapter addresses Standard 11 on educational offerings, Standard 12 general education, and Standard 13, related educational activities.

This chapter is based on an extensive review of College documents relevant to the general education requirements, major and minor programs, and other curricular and co-curricular programs such as study abroad, community engagement and service learning, and independent student research. Documents relating to the recent curricular review process were also examined along with recent assessment reports and surveys.

EDUCATIONAL OFFERINGS

Muhlenberg uses a course unit system in which nearly every standard course is worth one unit with the exception of a few courses (e.g., applied music instruction, dance technique classes) that carry 0.5 units. Students are required to complete a minimum of 34 course units in order to graduate. For transfer purposes, Muhlenberg generally equates a course unit with four semester credit hours. Students typically roster four courses per term but need two five-course semesters (or summer school) to reach a minimum of 34 course units. Within this overall framework, the curriculum allows for a great deal of flexibility. General academic courses may also satisfy major requirements, and elective courses may be grouped together in thematic units. In practice, students can complete a double major, or a major and up to two minors, and/or earn teaching certification within the standard eight semesters. The current curriculum and ongoing curricular development are focused on achieving balance between the depth offered by a major, and the broader liberal arts goals. In addition to courses taken on campus, students are also able to cross-

register for courses through the Lehigh Valley Association of Independent Colleges (LVAIC) and may register for up to two courses per semester at any of the member institutions.

Academic Program Goals

In 2009 the faculty developed Academic Program Goals, subdivided into three categories: (1) Intellectual Practices, (2) Exploration, Discovery, and Integration, and (3) Engagement and Social Responsibility. These goals are met through the major programs and through new general education requirements, which apply to all students who enrolled at the College fall 2013 semester or thereafter (Academic Program Goals). Faculty communicate course goals to students via course syllabi that “should align with department learning outcomes and with Muhlenberg College’s Academic Program Goals” (Memo to All Faculty re Syllabus Items 2014).

Majors, Minors, and Academic Programs

Muhlenberg offers five majors and four minors in the Arts, nine majors and 11 minors in the Humanities, 13 majors and eight minors in Social Sciences, and 10 majors and five minors in the Natural Sciences. About a third of these majors include the option of Departmental Honors (Catalog 2014-2015, 58), the standards of which are articulated by individual departments and programs. A Bachelor of Arts (A.B.) is awarded for majors in arts, humanities and social sciences, whereas majors in the natural sciences earn a Bachelor of Science (B.S.) degree. A few students each year earn a Bachelor of Arts and Science – Dual Degree (A.B.-B.S.), which requires the completion of 43 course units. Students may also self-design majors that earn either a B.S. or A.B. degree. Although graduation requires completion of only one major field of study, it is common for students to graduate with a second major or with one or two minors. Students in the education program, who must major in an academic subject such as history or biology, are also able to earn teaching certification within the span of eight semesters.

In the last several years, a number of changes have been made to major and minor program offerings. The Art major has become two distinct major programs: Studio Art and Art History. Film Studies, Finance, French and Francophone Studies, Jewish Studies, and Public Health now exist as majors to complement previously existing minor programs. The German major has been discontinued, but German Studies is still offered as a minor. The Accounting minor was discontinued, and new minors were added in Africana Studies, Creative Writing, Latin American and Caribbean Studies, and Italian Studies. The Women’s Studies minor was renamed as Women’s and Gender Studies. Asian Traditions and Sustainability Studies were reshaped and renamed from earlier versions of each minor.

GENERAL EDUCATION

In 2009, the faculty approved General Education Mission and Goals developed and presented by the Task Force on Curriculum Design (APC Recommendation and Curriculum Proposal Spring 2010). The Mission Statement for general education clearly articulates faculty belief in the role of general education at the core of the institution’s broader mission:

An integral part of the Muhlenberg College mission, the general education program is the cornerstone of a liberal arts education. Our program engages every student in a rigorous intellectual experience that inspires a passion for learning and reflects the variety and complexity of knowledge on which liberal education rests. The curriculum invites students to seek challenges and make connections among experiences inside and outside of the classroom. Students learn to recognize that ambiguity and uncertainty are essential to intellectual and personal development. They value knowledge for its own sake and for the opportunities it provides for creation, exploration, and self-expression.

Revision of the General Education Program (2005–2014)

An extensive process of curricular revision and renewal, ongoing at Muhlenberg since fall 2005 (see APC Proposal for Curriculum Vote for a comprehensive timeline), is summarized in this section. Evidence gathered from faculty fora and a survey in AY2006-2007 guided the Academic Policy Committee (APC) to initiate curricular revision. National data, particularly from NSSE, broadened the faculty's understanding of three key weaknesses in the existing curriculum: diversity education, integration, and senior experiences. Moreover, the faculty sensed that the general education curriculum lacked a cohesive plan enabling students to learn developmentally over their four-year college experience. In AY2007-2008 APC formed a Task Force on Curriculum Design (Task Force I) charged to "seek and consider innovative curricular structures that will enable Muhlenberg students to achieve the aims of a liberal education." Faculty approved Task Force I's General Education Goals (APC Recommendation and Curriculum Proposal Spring 2010) in December 2009 (renamed Academic Program Goals by faculty vote in Fall 2011). The following April, the faculty "broadly endorsed" but voted not to adopt Task Force I's proposal for a new general education curriculum without additional revisions (Task Force I Curriculum Review Information Spring 2010). Continued work on curriculum revision passed into the hands of the new Task Force II, which held several faculty fora and presentations before bringing to the faculty a new Inquiry and Engagement proposal. Faculty voted down this second proposal in a December 2010 online vote. While faculty who voted for the proposal liked the inclusion of clusters and increased flexibility, those who voted against it cited its complex structure and anticipated implementation hurdles.

As APC assumed direct responsibility for the process of curriculum revision, further assessment again highlighted discrepancies between existing general education requirements and the newly adopted Social Engagement and Responsibility goals, including diversity education requirements. A Curriculum Retreat in summer 2011, followed by multiple faculty fora for discussion and debate in fall 2011, informed APC's development of three curricular models for faculty consideration: (1) the existing Skills & Perspectives curriculum with a revised diversity requirement; (2) a Cluster Model; and (3) a Four-Year Model (APC Power Point Slides on Curricular Models Spring 2012). In April 2012, faculty voted to adopt the Cluster Model and APC immediately turned its attention to implementation planning for the new curriculum to be fully in effect for students entering in Fall 2013 (Class of 2017).

Academic Skills and Distribution Requirements

The new curriculum, a hybrid-distribution model, maintains the academic skills requirements of the previous curriculum – First-Year Seminar plus two additional writing courses, at least two semesters of foreign language studies, a one-course Reasoning requirement and a fitness and wellness course – but transforms other requirements around two broad goals: intellectual breadth, and exploration and integration. Moreover, the new curriculum constructs an intellectual scaffold consisting of signature elements in each year. The hybrid-distribution model ensures intellectual breadth by requiring two Science (SC) courses, two Social Science (SL) courses, three Humanities (HU) courses, and one Arts (AR) course. New signature elements include: (1) a sophomore-year Cluster requirement, (2) a more robust Human Difference and Global Engagement (HDGE) requirement, and (3) a Culminating Undergraduate Experience (CUE) in the major (College Catalog).

Clusters

The most significant addition to the curriculum is the two-course cluster requirement. A cluster consists of two directly linked courses (taken in the same or adjacent semesters) with different academic department prefixes, taught by two faculty members. The courses are connected by a shared theme, question, or area of interest examined from the perspective of each discipline. All cluster courses have individual course goals; in addition, faculty members teaching the courses collaborate to develop and articulate shared learning goals that align with the College's Academic Program Goals, as well as design integrative assignments that meet the learning goals. In order to foster a coherent learning community and a more intense integrative learning experience, only students in the same cohort are enrolled in both cluster courses. To allow for integration within the general academic program and major and minor programs, cluster courses can also carry distribution and/or HDGE designations, and one course in the cluster can be counted toward each of the students major or minor. If a student double majors, s/he can count one course toward each major (APC Power Point Slides on Curricular Models Spring 2012).

Human Difference and Global Engagement (DE)

Another important change was the transformation of the Diversity and Difference (D) perspective into the Human Difference and Global Engagement (DE) requirement. This change was in part prompted by the NSSE 2011 results (NSSE 2011 Benchmark Report) in which only 42 % of Muhlenberg seniors reported that their Muhlenberg education contributed quite a bit or very much to their “understanding people of other racial and ethnic backgrounds,” despite the diversity requirement in the former curriculum. The new requirement broadens the previous D perspective by including a broader range of potential courses, and clarifying the requirements that the Curriculum Committee uses to evaluate courses that might fulfill the DE requirement. It also eliminates the focus on non-western cultures that defined the previous D requirement and allows students to study human differences wherever they are encountered while stressing a global point of view. Each Muhlenberg student now completes a minimum of two DE courses (College Catalog). These changes foreground the College's goal that students encounter cultures geographically or ethnically distant from their own.

Culminating Undergraduate Experience (CUE)

The CUE was designed in part to increase rigor in the senior year by requiring all students to participate in a capstone experience within their major discipline. While Muhlenberg students noted a higher level of academic challenge (60.5) during their first year in comparison to benchmark institutions (58.7), their perception of rigor increased only slightly in the senior year (62.2), a score comparable to benchmark institutions (62.6) (NSSE 2011 Results). In response to these data, CUEs are intended as the “capstone experience in a major and provide the opportunity for students to clarify their relationship to a discipline, demonstrate their mastery of content, reflect on accumulated content and experiences, and open new paths for the future” (Catalog 2014-2015, 39).

Writing Across the Curriculum

The new curriculum maintains the Writing Across the Curriculum program. Students complete a minimum of three writing intensive (W) courses: a First-Year Seminar (FYS) and two additional W courses, at least one of which is specified by the major for discipline-specific writing experiences. Courses with W designations require a minimum of 15 pages of writing spread over at least three assignments with one or more papers involving revision. Most W courses, however, require far more writing than this minimum. Enrollment caps of 15-20 students allow sufficient time to focus on the writing process (Catalog 2014-2015, 37). Every department now offers at least one W course within the major, and many have integrated writing throughout their curriculum. First-Year Seminars, required of all students since 1994, have stabilized in number (42 per year) but grown in diversity of subject matter. Faculty across the College teach these small, discussion-oriented classes that stress critical reading, writing, and thinking.

Connection with Academic Major and Minor Programs

One of the trademarks of a Muhlenberg education is that it provides ample opportunity for students to double major, or major/minor in more than one discipline, as well as to study off-campus, either abroad or in Washington, D.C. In fact, 70% of Muhlenberg students graduate with either a double major, or a major and one or two minors (2014–2015 Source Book), and more than half in recent years studied abroad (Study Abroad Data Fall 2006–Spring 2014). To continue enabling students to fulfill these educational goals, the faculty was committed to not increasing the number of new courses required for the new general academic curriculum. Instead, the faculty aimed to promote the goal of integration by encouraging multiple overlaps between major and minor programs and the general academic requirements. For example, both a W course and a CUE course are completed in the major. Additional double-counting of academic skills, distribution requirements, and cluster courses toward majors and minors is also acceptable and gives students flexibility in meeting their requirements. While double-counting helps to address faculty concerns about staffing the signature elements of the general education requirements as well as major and minor programs, comprehensive tracking of staffing resources is needed to identify pressures and surpluses to ensure the long-term sustainability of all elements of the curriculum.

Faculty Commitment and Oversight of the General Education Curriculum

During the entire curriculum renewal process, the faculty as a whole demonstrated a shared commitment to the importance of the general education curriculum through their participation in focus groups, surveys, retreats, conferences, workshops, and fora. From the beginning, faculty articulated the importance of developing academic program goals and aligning the general education with those goals. Many faculty worked tirelessly on committees and task forces during the revision process, often during summers when committees do not typically convene. Since its implementation in 2013, faculty continue to participate in development workshops (e.g., Cluster workshop each May) panel discussions (e.g., CUE and global engagement course development) and other activities to support the new curriculum. With funds from the Andrew W. Mellon foundation, the Provost's Office, in collaboration with the Faculty Center for Teaching, has organized ongoing workshops to support the implementation of the new curricular elements.

Curricular changes are governed by the Academic Policy Committee (APC) and the Curriculum Committee (CC) (Faculty Handbook, 14). Both are standing faculty committees comprising faculty from all academic divisions and students. APC exercises "primary responsibility for long-range planning in academic areas." This planning includes making "recommendations to the faculty for the structure, formation, and organization of faculty divisions, departments, academic programs, majors and minors, and committees for the eventual recommendation by the faculty concerning such matters to the President and the Board of Trustees" (Faculty Handbook). CC exercises jurisdiction over the curriculum, including reviews of proposals for revised and new courses, and for significant changes in the requirements or structure of all major or minor programs. Based on its reviews, CC then makes appropriate recommendations for faculty action. The committee has developed [standardized forms](#) to guide departments in providing the necessary information and rationale when requesting new courses or GAR designations and has provided examples of proposals on its website. These actions have resulted in a better understanding of how proposals should be organized and a greater transparency in the CC's decision-making process.

At the beginning of each semester, the chair of CC sends to the faculty a list of deadlines for curricular changes that semester. When a designation for a new course is requested, CC evaluates how well the course fulfills the criteria for GAR designations listed in the College Catalog and how well the course syllabus communicates to students the larger Academic Program Goals it aims to meet. All new courses are carefully vetted and approved by CC then sent to the full faculty for a vote. To request a new cluster, faculty pairs complete an application that includes cluster and course learning goals, proposed shared integrative assignments, and details about each course (Cluster Proposal Form). Similarly, when a department develops a course or experience for the CUE, application is first made through CC, and then goes to the full faculty for a vote (CUE Proposal Form). An existing course requesting skills, distribution or requirement designation, including requests for Human Difference and Global Engagement (DE) Designation, requires only CC approval before being sent to the full faculty for information. W courses are reviewed and approved by the Writing Program Committee.

With the adoption of the new curriculum in 2013, greater efforts have been made to align course goals with both program and the Academic Program Goals. CC ensures that both new courses

and existing courses seeking a GAR designation clearly communicate their course goals and indicate which Academic Program goals they aim to fulfill. Finally, all department chairs are asked to make sure faculty in their departments include learning goals in their syllabi and explain how their course fulfills relevant Academic Program Goals.

Communication

The College communicates its general education goals to students through the College Catalog (College Catalog, 33-41) and the [website](#). Academic advisors, using internal documents such as first-year advisors' manuals and registrar's forms, further communicate the goals of the general education to students. Courses seeking general education skills or designations are required in the approval process to identify relevant goals in their syllabi, providing yet another opportunity to communicate the College's general education goals to students.

College Honors Programs

[Three College-wide honors programs](#) – Dana Scholars, Muhlenberg Scholars, and RJ Fellows– foster an intellectual and social community that begins for cohorts at Orientation and continues throughout their four years. These programs seek to engage and challenge our highest achieving students. Approximately 60 incoming students are chosen each year on the basis of merit indicators (2014-2015 Source Book, 86). The course-related hallmarks of the three programs begin in the first semester, as the members are enrolled in honors-designated FYs. Each program features common courses and co-curricular activities (e.g. community service, alternative spring breaks, and social events), foster creative and independent thinking and/or advanced research and scholarship. The RJ Fellows program has a symposium where seniors present their work to other students, faculty, and members of the local community. The Dana program has a similar experience for the senior year, where independent work is shared in a forum ([Merit Scholarships and Honors Programs](#)), and the Muhlenberg Scholars complete a Senior Scholars Project. Final year median cohort GPA ranges from 3.551 to 3.887 (these data examined honors cohorts from Classes 2009 through 2013) (Honors Programs Cohort Data 2009 - 2013).

Teacher Certification

The teacher certification program requires completion of certification requirements in accordance with the Pennsylvania Department of Education, in addition to a major. Muhlenberg prepares both traditional and Wescoe students in three certificate areas: elementary (pre-kindergarten-4th); middle (4th-8th in English, mathematics, and social studies); and secondary (7th-12th in biology, chemistry, English, environmental education, French, mathematics, physics, social studies, Spanish, and a cooperative program with Moravian College in music education). The certification program is noteworthy for its connection to the College's mission as a liberal arts institution. The Muhlenberg Education Department's [mission statement](#) goes beyond the importance of career preparation to emphasize that students “have a responsibility to understand the implications of their work not only in regard to classroom practice, but in regard to ethical, moral, political, and social realities which shape American education”. Strongly related to this last goal is the significant fieldwork required in all core courses for certification.

Placements are made in a wide range of public schools. Diversity issues are also formally integrated into all of the core courses as evidenced by departmental syllabi. Thus, the department embraces Muhlenberg's mission of preparing students "equipped with ethical and civic values, and prepared for lives of leadership and service" (Catalog, 1).

Technology Resources

Digital resources support course learning outcomes in multiple ways. Students use internet resources out of the classroom for instructional and research assignments; faculty embed links to videos and databases in syllabi and presentations; and students and faculty augment in-class interactions with online applications. A 2012 faculty survey indicated that 82% respondents used Blackboard or Moodle for course management (Faculty Blackboard Survey 2012). Through Blackboard faculty may post syllabi and course documents; collect student assignments; and provide feedback through returned assignments, as well as Wikis, blogs, and online discussions.

The entire campus is connected via Wifi, which enables students to use their laptops or tablets in classes and across campus. All of Muhlenberg's standard classrooms have tech walls, which enable projection of PowerPoint, Excel, and Word documents on a screen, as well as access the internet, TV, videos and DVDs. Several classrooms have computers either at the student's seat, at workstations around the room, or in laptop carts available for use by students. In addition, some faculty use digital tools such as screen or voice capturing technologies to help foster the sharing of information with students outside the classroom.

In 2012 an Online Task Force recommended integrating online learning into classes and exploring blended master's and post-baccalaureate programs. In the summer of 2014 a blended course in Astronomy was offered, and in summer 2015 four blended and online courses were offered. These include: Media and Society, Introduction to Psychology, Physics for Life, and Introduction to American National Government. In addition, several departments, including Education; Languages, Literature, and Culture; Business; and Media and Communication, have implemented ePortfolios for some of their courses. In the Business program, starting with the class of 2017, all students must complete an ePortfolio before graduation.

The Office of Information Technology manages the College's computer network, maintains all hardware and software, maintains a help desk for faculty and students, and serves as a forward-looking resource in evaluating and implementing new technologies. College-wide technology support also exists in the Provost's Office, where an instructional design consultant assists faculty with the implementation of ePortfolios and online learning initiatives. In addition, various departments have staff that support technology needs: Media and Communication; Languages, Literatures and Cultures; Physics; and Chemistry.

Library Resources

The library strengthens the College's educational offerings and student learning outcomes with direct support through library staff and collections. Librarians work closely with faculty to embed information literacy instruction into courses in ways that address learning goals and student needs. Librarians also collaborate with individual faculty, designing and revising

information literacy-related assignments, as well as with faculty in some academic departments to scaffold information literacy skill development across core courses. Learning goals and outcomes address the spectrum of information literacy: finding, organizing, analyzing, creating, and sharing information (*Literacy Specific Assessments Overview 2015*). Moreover, the Library staff supports student learning outcomes through individual research consultation services. Librarians and faculty collaborate to select content and format of the collection, which emphasizes the curriculum, both majors and the liberal arts, and encompasses physical, digital, and multimedia resources. The collection enhances student learning and engagement, thereby encouraging lifelong learning. Librarians also support learning outcomes by implementing technology that improves access to information, enhances discoverability, and directly embeds resources through course linkages such as electronic course reserves and subject guides.

Martin Art Gallery

The Martin Art Gallery and its unique collection contribute to the educational mission of the College in numerous ways. The Gallery and other exhibition spaces serve the campus and larger community as a cultural resource that aims to educate by presenting engaging displays of contemporary and historical artwork and creative practices in a scholarly context. Exhibitions are frequently planned to complement the annual theme of the Center for Ethics program. The Martin Gallery's permanent collection of roughly 2500 unique objects is used for scholarship and research by students, faculty and the larger community.

EDUCATIONAL PROGRAM ASSESSMENT

The Academic Program Goals are met through the major/minor programs as well as the general academic program in Muhlenberg's curriculum. Muhlenberg has transparent, deliberate, systematic, and faculty-driven plans for assessing these goals. A hallmark of Muhlenberg's educational program assessment is that results are used not only to measure student outcomes but to inform and shape curriculum, pedagogy and academic planning.

Assessment of Individual Courses

Assessment of learning in individual courses is ongoing, contextualized, and multi-modal. Course syllabi state the learning goals for each course, including those relevant to the general education requirements, and course evaluation methods and criteria (*Memo to All Faculty re Syllabus Items 2014*). Further details about course goals can be found in Chapter 8. An examination of course syllabi reveals that traditional methods such as written assignments and examinations play a prominent role in the assessment of student learning at Muhlenberg. Alternative assessments such as portfolios (including ePortfolios), projects, presentations, and performances are used when valid and appropriate.

Assessment of Academic Majors and Minors

Evaluation of the content, rigor, coherence, and effectiveness of the academic programs occurs at several levels to ensure integrity and consistency with the College Mission. At the college level, Curriculum Committee (CC) reviews all proposals for new courses and modifications to major

and minor programs before they are brought to the full faculty for approval. Additionally, each academic department and program has articulated a mission statement and learning goals, along with an assessment plan to measure student outcomes through a range of direct and indirect assessment tools. To support the development and implementation of these assessment plans, the Dean of Institutional Assessment and Academic Planning (DIAP) has offered various professional development opportunities to model and to share tools (Program Assessment Workshop Agenda 2013 and 2014). The results of academic program assessments are submitted annually to the DIAP, who regularly compiles a summary of these reports to track progress and to share best practices across the institution (Academic Department Assessment Update, Fall 2014). Details on academic assessment plans can be found in Chapter 8.

Assessment of the General Education Program

One of the indications of the College's commitment to assessment is the General Education Assessment Plan (Muhlenberg College General Education Assessment Plan), approved by the faculty on November 7, 2014. Details about the plan are included in Chapter 8. The plan, created to ensure that our graduates demonstrate the College's academic program goals, provides evidence for the faculty's ongoing examination of the general academic program and ultimately supports faculty engagement in the scholarship of teaching and learning.

The plan documents an organized and sustained method of direct assessment to measure learning outcomes through evaluating student work and lists implementation dates for the assessment of all elements of the general education program. Tools and methods of assessing each element are developed by a group of faculty who teach courses that fulfill a particular element. Specifically, faculty develop a common rubric, select relevant assignments, evaluate student work, interpret results, and outline strategies for using findings to improve student learning. By fall of 2018, the first cycle of the general education assessment will have been completed. The plan includes three general education elements—Information Literacy, Writing, and Language—that have already gone through a complete or a partial assessment process. Results are shared in brief below.

Information Literacy

Under the management of the Information Literacy and Assessment Librarian, Trexler Library has conducted seven information literacy-specific assessments since fall 2007. Many of the projects have been joint undertakings with other stakeholders on campus, including the DIAP, the Writing Program, the Biology Department, and selected faculty. The direct and indirect assessments have included surveys, focus groups, and evaluation of student work with rubrics. Overall, findings from these assessments indicate that students generally meet or exceed expectations in key information literacy areas and that students' information literacy skills improve as they advance in class years. However, these assessments have also shown that students' knowledge and awareness can be narrow rather than deep, especially with respect to higher order skill areas such as evaluation and integration of information. These assessments have enabled library staff and faculty to: (1) better understand students' learning experiences and outcomes; (2) target teaching adjustments to improve student learning outcomes; (3) develop ongoing information literacy programming; and (4) facilitate dialogue among campus stakeholders around information literacy in related issues such as curriculum development. Plans

for future direct assessment of student learning in information literacy instruction in First-Year Seminars is underway. A list of assessments and key findings of each study are available in a January 2015 document ([Information Literacy-Specific Assessments](#)).

Writing

Muhlenberg College's academic goals related to writing include (1) developing students' abilities to communicate clearly and cogently and (2) to write and discuss as a means of learning and discovery. The Writing Program Committee (WPC) implemented its assessment plan in fall 2011. Direct assessment of 17 FYSs (with 230 students) was conducted in AY2011-2012 using student writing samples. The following results appear in an October 2014 WPC report ([Assessment of the Writing-Related Elements of the Curriculum](#)):

- 86% of students evaluated were prepared for college writing and most first-year students at least met expectations regarding grammar and style.
- 33.9% and 52.6% of first-year students were ranked as exceeds expectations and meet expectations respectively on the quality of ideas criterion (most valued and championed by the Writing Program).

After a pilot of indirect assessment of FYSs in spring 2013, the Writing Program Committee conducted a full implementation in fall 2013 using a survey to understand how first-year students perceived their FYS experience and to what extent student and faculty perceptions of college writing preparation correlated. Using survey responses from 124 students, the Writing Program Committee learned that there was a statistically significant change in students' perception of their own writing as result of their FYS (from 14.5% rating their college-level writing as very good to 50% rating their post-FYS writing as very good and 9.7% viewing their writing as excellent). Student survey data also aligned with faculty data from the direct assessment. The Writing Program Committee drafted and distributed their findings in a 2012 document titled [Guidelines and Best Practices for Teaching First-Year Seminars](#), thus fulfilling one of the principles of assessment in using data to inform teaching and learning. Plans for direct assessment of non-FYS, writing-intensive courses are underway.

Foreign Language

The Department of Languages, Literatures, and Cultures (LLC) engaged in a year-long process of embedded assessment of the language requirement in fall 2013 and spring 2014. Of the eight languages offered in the department, three – French, Italian, and Spanish – were chosen to be assessed in two domains of second language development (i.e., listening and writing) in order to recognize where students did not meet learning outcomes and to strengthen the deficient area of learning. Instructors of Elementary I & II and Intermediate I & II courses for the three languages developed common questions to be embedded during regularly scheduled final exams. A rubric was created to evaluate student responses. Results from these embedded assessments appear in a report of October 2014 ([LLC Embedded Assessment Report](#)). The report also documents the LLC's discussions, analysis, and future plans based on the results. Overall, results are consistent with the development of second language learning. More specifically, students' listening comprehension, a passive skill, was rated higher than their writing skills. And as expected given

more advanced grammatical expectations, Intermediate I & II listening and writing skill ratings were lower as compared to ratings in Elementary I & II. Discrepant results were analyzed by the members of the department for the purpose of informing practice. In particular, the department concluded that the writing skills component of Spanish Elementary I & II needs to be re-examined and strengthened.

Indirect Assessment of the General Education Program

The 2013 HEDS Senior Survey by Academic Program Goals and the NSSE 2014 Results for Academic Program Goals were used to evaluate how well our students are meeting the three elements of the Academic Program Goals. Overall, students reported that their Muhlenberg education contributed significantly to the development of their critical reading and effective writing skills, the cultivation of their intellectual curiosity, and the broadening of their disciplinary and interdisciplinary knowledge base. However, fewer Muhlenberg seniors reported significant learning in the areas of integration and engagement and social responsibility. A summary of these findings can be found in the Summary of Indirect Assessment of the General Education Program.

Indirect Assessment of Overall Student Learning

The DIAP also administers an indirect assessment of student learning through the HERI (CSS) Senior Survey. The 2012 HERI Survey reports student responses to a range of questions regarding their overall academic experience at Muhlenberg. Combined percentages of Much Stronger and Stronger on a 5 point scale to the question, “Compared with when you first entered this college, how would you describe your...” yielded the following data highlighting the effectiveness of Muhlenberg’s academic programs:

- Knowledge of a particular field or discipline (99.6%)
- General knowledge (98.6%)
- Ability to think critically (94.5%)
- Analytical and problem solving skills (95.1%)
- Preparedness for employment after college (88.7%)
- Preparedness for graduate or advanced education (90.0%)

Combined percentages of Frequently and Occasionally on a 3 point scale to the question “How often have professors at your college provided you with...” yielded the following data highlighting the role of faculty in student learning in academic programs:

- Intellectual challenges and stimulations (98.8%)
- An opportunity to discuss coursework outside of class (98.1%)
- Feedback on your academic work outside of grades (94.8%)
- An opportunity to apply classroom learning to “real life” issues (94.1%)
- Advice and guidance about your educational program (93.7%)
- Help in achieving your professional goals (92.2%)

These data indicate that students perceive their education at Muhlenberg as academically rigorous. In addition, student responses to these questions corroborate the 92.4% overall undergraduate experience satisfaction rate reported in 2013 HEDS Senior Survey with the top three skills enhanced by Muhlenberg education being Critical Thinking, Effective Writing, and Information Literacy. Effective Speaking, defined as “conveying accurate and compelling content in clear, expressive, and audience-appropriate oral presentations,” has 55.1% of students reporting that they often or very often made an oral presentation during their undergraduate education. In response many departments are implementing structures to support the development of oral communication skills in the major.

RELATED EDUCATIONAL ACTIVITIES

Individualized Instruction

Muhlenberg College notes four kinds of individualized instruction on student transcripts: internships, practica, independent study, and independent research (Catalog 2014-2015, 65-67). The faculty assumes primary responsibility for maintaining the academic integrity and quality of these experiences through close advising and consultations with students at the time of the initial design of the experience and throughout its completion. Students engaged in these opportunities and faculty who supervise them are provided with resources such as an internship manual (Internship Manual, revised September 2014) and [student research and scholarship information](#) provided by the Provost and the Dean of Academic Life. These resources help ensure educational experiences that are of benefit to the student and that contribute to the intellectual climate on campus.

A recent report on independent study/research and internships (Student Research and Internship Update: Summer 2013-Spring 2014) shows that during the period studied 18% of the student population and 65% of full-time faculty were involved in these opportunities. These numbers indicate an eagerness on the part of students for individualized instruction and the generous willingness on the part of faculty to create and mentor these experiences. The report reveals that the largest percentage of independent research fell within the Natural Sciences and Mathematics division, while internships were predominantly in the social sciences. It should be noted that mentoring independent study courses and research activities with students as well as supervising internships and practica during the academic year are generally uncompensated for faculty and are not taken into load considerations. The Provost’s and Dean’s offices do support summer research opportunities for students by offering stipends as well as free housing and a course unit of credit. Students may also compete for Summer Research Stipends (\$2,600 plus housing) in a wide range of disciplines.

The College tracks individualized instruction and student perceptions of their effectiveness through the HEDS Senior Survey. In the 2013 Survey, 55.4% of seniors said they had participated in an internship, 46.1% said they had worked with faculty on research, and 43.8% said they had taken advantage of independent study opportunities during their four year course of study. Of respondents, 90% expressed satisfaction with their off-campus educational experiences including internships, and 88.8% were satisfied with their independent study/research experiences.

Co-curricular Offerings

Co-curricular programming of all kinds enhances the College's intellectual climate, in part, by bringing together diverse viewpoints and experiences and making possible exchanges that might not otherwise be sparked in a more homogeneous and regularized classroom setting. Many co-curricular programs are developed by centers or offices specifically charged with a co-curricular mission such as the [Center for Ethics \(CE\)](#), the [Institute for Jewish-Christian Understanding \(IJCU\)](#), the [Office of Multicultural Life \(OML\)](#), the [Institute of Public Opinion \(MCIPO\)](#), and the [Women's and Gender Studies program \(WST\)](#). Other co-curricular experiences build upon the academic and classroom environment through opportunities made available to students, such as performance ensembles in the Department of Music and public performances in the Department of Theatre and Dance. These experiences are not credit-bearing nor, in the case of the Theatre and Dance performances, are they transcribed.

Fora organized on topics such as the Constitution or Sustainability provide venues for community members, scholars, and professionals representing diverse viewpoints to model the reasoned and civil debate articulated in the [College Mission](#). Programming is frequently topical, allowing students to examine current events in an intellectually critical framework.

Collaborations exist among constituents on campus and within the local community. For example, faculty and students are regularly involved in the selection and implementation of the annual Center for Ethics theme, and the Center encourages faculty to incorporate the theme into their courses and performance spaces. Dana Scholars senior experience is directly linked to the Center's theme; specifically, Dana Scholars do independent study projects on the theme and present their work in a forum open to the campus. In another example, the IJCU presents a play, talk back, and small group discussions each year to middle schoolers and high school students around the theme of Youth and Prejudice: Reducing Hatred, Lessons of the Holocaust. IJCU draws on playwriting and performance skills of Theatre students, and students from various classes team with community members to facilitate small group discussions. Some funds are available for faculty to incorporate themes into their classes or to sponsor outside speakers on topics related to their courses.

Community Engagement

Activities connecting students to local communities through praxis methodologies address the College's mission to develop citizens committed to understanding the diversity of the human experience, equip them with moral and civic values, and prepare them for lives of leadership and service (Catalog, 1). In 2010 the College received the Carnegie Classification for Community Engagement and was re-classified for this prestigious award in 2015. Every year since 2008, the College has also been named to the President's Honor Roll for community service. The College supports community engagement through two full-time staff members in the Office of Community Engagement, financial support for transportation and other activities, and a dedicated vehicle to facilitate community activities.

Academic service-learning, internships and community-based research are the most frequently utilized pedagogies to connect students' coursework to community relationships. Each year there

are more than 20 courses across disciplines that engage students directly in work with local communities. [The Office of Community Engagement](#) oversees these activities and strives to “connect Muhlenberg and Allentown communities in meaningful, deep partnerships aimed at creating change; facilitate individual understanding of social identities, civic engagement, and community; and enhance our communities’ ability and desire to critically analyze, learn, and dialogue about important social justice issues.” Course objectives for service-learning classes, co-curricular programming, and community-based research address elements of these objectives. Non-credit programs such as the Civic Fellows and the Alliance for Justice Active Leadership Retreat program promote the objectives through readings, reflection, discussion and active participation. In addition to those activities, many students take advantage of internships with Muhlenberg’s community partners associated with academic departments and the Career Center. The Community Internship Program is one such program that allows students to apply for internships with non-profit and government organizations and receive a stipend for their work.

With approximately 10 % of our student body engaged in service-learning each year (Community Service Honor Roll Application 2013, 20) and more than 60 % involved in work with local communities (Community Engagement – Participation by class year), community engagement brings diverse perspectives into the classroom, enlivens and broadens students’ out-of-class conversations, and enhances the intellectual climate on campus. In a recent survey of students engaged with local communities during the fall semester of 2014, students cited that they gained greater awareness of the valuable impact engagement can have on themselves and on local communities, developed skills enabling them to connect with people from different backgrounds, and learned the importance of listening to and sharing stories with people beyond the confines of the campus (Community Engagement Student Comments from Survey).

Global Education

[The Office of Global Education](#) (OGE) strives to provide academic opportunities for students and faculty members to develop global awareness and exposure to diverse traditions and perspectives through participation in off-campus programs, both internationally and domestically. Approved programs enable students to engage in the academic and social life of host institutions in North America, South America, Europe, Asia, Africa, and Oceania. In addition, programs that provide opportunities for experiential learning through internships and field work and independent research projects are available to integrate intellectual explorations with involvement in local communities. The OGE also provides support services for faculty members to develop short-term, faculty-led study abroad programs, to participate in international faculty development seminars, to visit and evaluate foreign host institution sites, and to foster teaching and research opportunities abroad.

The [list of approved programs](#) includes options with geographic diversity, language immersion, beginner and intermediate-level language acquisition with English courses, internships, volunteer opportunities, service-learning, and independent and group field research projects. The approved programs provide opportunities for all majors and minors. There are also programs that serve students who want to go abroad and take general academic requirements or electives in addition to, or instead of, any major or minor courses.

During their semester off-campus, students pay Muhlenberg tuition and room, and if there is a meal plan, they pay Muhlenberg board. They retain all financial aid with the exception of work-study. The OGE encourages students with Pell Grants to apply for Gilman scholarships in addition to those offered by the program providers (Semester Long Study Abroad and Muhlenberg Financial Aid spreadsheet).

Increasingly, short-term study abroad ([Muhlenberg Integrated Learning Abroad, MILA](#)) has been linked to a semester-long course on the Muhlenberg campus that includes a one-, two-, or three-week stay abroad, led by one or more faculty members, at sites including Costa Rica, Turkey, Bangladesh, China, Greece, Italy, Ghana, Botswana, Spain, Morocco, and France. While there are three to six of these programs each year, with support from the Andrew W. Mellon Foundation, faculty are developing five to seven additional MILA courses in sites including Senegal, Spain, and Italy. Since the course is taken during the semester, students are not charged additional tuition for these faculty-led, short-term programs. However, students are charged for study trip expenses. Since AY2013-2014, the OGE, working with the Development Office, has made financial aid available for qualifying students (Semester Long Study Abroad and Muhlenberg Financial Aid spreadsheet).

Ten years ago, between one-quarter and one-third of Muhlenberg students studied abroad during their four years, in either a semester-long or short-term program. Currently, between 52 and 54% of the last few graduating classes have studied abroad for a semester or on a short-term program. Two-thirds of Muhlenberg students who study abroad go for a full semester, above the norm compared to nationwide figures. Nationally, the majority of students who study abroad go for less than a semester in short-term programs. In the 2011 edition of Open Doors, Muhlenberg ranked 39th in the Top 40 Baccalaureate Institutions By Total Number of Study Abroad Students. In the 2014 edition, we ranked 30th (Study Abroad Data Fall 2006 – Spring 2014).

Over the last decade, the OGE has sought to increase the numbers of three under-represented groups going abroad: multicultural students, males, and science students. There have been some modest improvements for each group. For example, in AY 2011-2012, only 9% of Muhlenberg students going abroad were students of color, increasing to 14.5 in AY2012-2013, a significant improvement in groups of multicultural students. There has also been an increase in science and math students going abroad. Improvements have also taken place among males. Nationally, for the last two decades, the average for males is 36%, females 64%. Given that the Muhlenberg student body is almost 45% male, in the last seven years the number of male students going abroad made up an average of 28% of all students going abroad. This is an improvement from the previous six years (Study Abroad Data Fall 2006 – Spring 2014).

Assessment of study abroad programs is undertaken on three different levels. First, periodic site visits occur by either faculty members or members of the OGE. Secondly, each returning student is interviewed one-on-one by the Dean of Global Education about the housing, academics and any other topics the student wants to discuss. The third assessment tool is an anonymous survey that the returning students are asked to complete.

Results from student surveys indicate that 92 % of students said their study abroad experience was valuable or very valuable. More than 70% of the students reported experiencing “great growth” in understanding different cultures, in gaining maturity and self-confidence, and in gaining interpersonal skills and the ability to adapt. More than 65% reported “great growth” in gaining a different perspective on American culture and in self-awareness. Moreover, 84% said that integration of coursework with intercultural opportunities was good or very good. For 72% of the students surveyed, the availability of a study abroad program was important or very important in their decision to attend Muhlenberg (Study Abroad Re-Entry Survey Report Sp 2013 and Study Abroad Survey Results 2012).

Semester in Washington, DC

The [Semester in Washington, DC](#) is an Evangelical Lutheran Church in America (ELCA) college consortial program open to juniors and seniors in all majors. Students are admitted after a review of their resume, writing sample, transcript, and letter of recommendation. The program’s primary function is to integrate academic and experiential learning. Students take courses not offered on our campus and also do internships based on academic interest. These internships include positions in Congress, the U.S. Attorney General’s Office, U.S. Chamber of Commerce, the Smithsonian Institution, and the National Institutes of Health (2014-2015 Source Book, 60).

Prestigious Awards Program

The Postgraduate Awards Initiative was established by the Dean of Academic Life (DAL) in 1998 and renamed the [Prestigious Awards Program](#) in 2006. This program identifies a broad pool of talented students as rising sophomores and assists them in developing insights and skills to build competitive applications for prestigious awards such as NSF, Goldwater, Fulbright, and Truman. Faculty members serve as advisors (each for a particular award) to current students and recent graduates. The DAL holds informational meetings for all students with a GPA of 3.4 and higher and meets individually with over sixty interested students a year. Faculty serve as advisors to particular awards. To encourage early preparation and revision of written statements, students may participate in an internal competition for the President’s Award for an Outstanding Junior, whereby the student writes a mock application and is interviewed one year in advance of the actual competition. Students and faculty alike have praised the process, which helps students undertake the serious work of gaining self-knowledge through focused conversation with faculty and the Dean as they write their applications. While the College stresses the value of the process rather than focusing on awards received, the record of actual awards or finalist status has been strong since the initiation of the program. See Source Book for recent recipients (2014 – 2015 Source Book, 78).

Summer Business Institute 2014

In the summer of 2014, Muhlenberg College inaugurated the [Summer Business Institute](#)– Liberal Arts @ Work. This program was designed specifically with non-business majors in mind and was intended to deepen an understanding of the ways in which a liberal arts education can prepare students for careers in the corporate world. Staffed by Muhlenberg faculty, professional staff and successful executives, many of whom are alumni, and administered through the Wescoe

School, the program sought to give participants a competitive edge in the job market. The Summer Business Institute Assessment 2014 showed very good results overall and produced several suggestions for improvement and enhancement.

The Wescoe School

The Wescoe School operates under the College's Mission and also has its own mission statement. The specific purpose of the Wescoe School is to "provide lifelong learners the opportunity to continue and enhance their education and to do so in ways that recognize their experience, maturity, motivation, life circumstances and capacity for independent scholarship" (Catalog, 55). Celebrating over 100 years of adult education, the Wescoe School offers traditional liberal arts majors and accelerated degree programs, and oversees the College's summer study program. Over the past decade, in an effort to align student preparation with local workforce trends, concentration areas in Healthcare Management, Human Resources Leadership, Financial Services, and Supply Chain Management have been added to the Business Administration major in the Accelerated Degree Program.

Drawn from the local community, the student population is richly diverse, comprising adults of varying age, socioeconomic, racial, and cultural backgrounds. Wescoe is a provider for the local Careerlink/Workforce Investment Board, which allocates funds to downsized workers for academic retraining after a lay-off. Student veterans and current military personnel are a thriving group in the Wescoe student population. The Wescoe School was selected by US News and World Report as the #1 Liberal Arts School for Veterans in 2014 and has been named a Military Friendly School for multiple years by GI Jobs Magazine.

The Dean of the Wescoe School reports to the Provost of the College and through the Provost to the President and Board of Trustees. All curricular changes to Wescoe programs are approved by the Wescoe School Academic Policy and Curriculum Committee (WSAP/CC) and then by the full Muhlenberg College faculty. The WSAP/CC committee includes four full-time faculty members who also teach in the Wescoe School and are elected by the faculty to serve for three-year terms; two academic department chairs whose departments offer Wescoe courses and who are appointed each year to the committee by the Provost and President; and two Wescoe students appointed by the Dean of the Wescoe School. Members of the WSAP/CC, in conjunction with the Wescoe School staff, brought a national honor society chapter for adult learners – Alpha Sigma Lambda – to the Muhlenberg campus in 2009. The induction ceremony is held annually, and several founding members assist in planning the event each year. In addition, the Provost and Dean of Academic Life are inducted members and attend the event each year. Members of WSAP/CC also attend Wescoe commencement events each year.

The faculty teaching in the Wescoe School include full-time Muhlenberg faculty, adjuncts teaching in both the day and Wescoe programs, and adjuncts who teach exclusively for Wescoe. All faculty teaching in the Wescoe School must have a minimum of a subject-appropriate master's degree; in nearly all cases, they also have prior college teaching experience.

The graduation rates for students pursuing their Bachelor degree through the accelerated degree program range from 77.8 % to 100 % over the last four years. Learning goals for traditional liberal arts courses in the Wescoe School are the same as those for courses taught during the day school. For courses in the [accelerated degree program](#), learning goals include not only the content of the courses but also skill development in areas such as collaboration, communication, team work, and leadership. The Wescoe School assesses student learning through course evaluation forms, advising sessions, and is in the process of administering a post-graduation survey. Additionally, students pursuing majors in the accelerated degree program are required to complete a capstone project with an outside organization. An evaluation rubric is given to the faculty panel (course instructor and two other faculty members) to assess the project. A rubric is also given to the organizational partner to evaluate the work the student team performed for their organization. The results of these assessments are reviewed by the Dean of the Wescoe School and Wescoe administrators to assess outcomes and identify potential refinements in the program or capstone experience.

An annual best practices workshop is hosted by the Wescoe School each January and is well attended by adjunct faculty. The workshop begins with a general session sharing information germane to all faculty. This is followed by break-out sessions in which faculty teaching in the traditional program and those teaching in the accelerated degree program form sub-groups to address issues particular to their respective areas.

The Wescoe School is fully integrated into the larger Muhlenberg community, most notably in the piloting of new college-wide initiatives. The Dean was a member of the Online Task Force appointed by the President, which initiated the recommendation for Muhlenberg to create a small number of high quality online courses. The College's first blended learning course was offered during summer 2014 by a Wescoe adjunct faculty member who has extensive online teaching experience. Additionally, Wescoe, in conjunction with the Provost's Office, worked with a market research firm to prepare a feasibility study to evaluate the viability of offering a small number of blended-learning master's or post-baccalaureate programs in areas in which the College has particular strength. In addition, the Wescoe School has been active in the College's diversity initiative. Wescoe alums of color participated in the Alumni Office's Celebration of Diversity. The Wescoe School submitted to the Diversity Task Force a successful proposal that calls for Wescoe alumni to serve as mentors to traditional aged multicultural students.

SUMMARY

The Muhlenberg faculty have developed and implemented a new general education curriculum that not only complements existing major and minor programs but strengthens academic rigor and intellectual breadth. With an emphasis on academic skills, intellectual breadth, integration, global engagement and social responsibility, Muhlenberg students engage in signature elements that build coherence throughout the four-year educational experience. The curriculum is directly linked to the academic program goals and the College's Mission, and a plan has been developed and approved by faculty for assessing the new general academic curriculum. Students' educational experiences are complemented by co-curricular programs and opportunities for study abroad, individualized instruction and community engagement. Since the new general education curriculum is its early stages of implementation, much work remains to evaluate and refine it.

Success depends in large part on the faculty's continued commitment to the curriculum, as well as the College's capacity to support faculty development through workshops, course development grants, and flexible scheduling.

SUGGESTIONS

While results of student surveys and direct assessments show high levels of achievement in many of our academic program goals (e.g., critical thinking, writing, and information literacy), students report lower achievement levels with respect to speaking effectively. The curriculum should be more intentional about where students learn public speaking and oral presentation skills, and both direct and indirect assessment strategies concerning oral communication should be developed.

The number of students studying abroad has increased dramatically over the past several years. In addition, new MILA courses, new programs abroad, and the new general education curriculum have placed overwhelming demands on the staff and resources of the Office of Global Education. We suggest that the Office be allocated resources that align with the most recent Board of Observer's recommendations, so that Muhlenberg can continue to support and sustain the quality of global education consistent with the College's mission.

RECOMMENDATIONS

We recommend that the College track the allocation of resources to ensure course offerings and staffing for signature elements of the new curriculum (e.g., clusters, CUE's) are sustainable without sacrificing commitment to major and minor programs, as well as elements of the curriculum that were maintained (e.g., FYS).

The Wescoe School uses indirect assessments to evaluate student learning, as well as capstone projects to assess team learning outcomes within majors completed in the Accelerated Degree Program. We recommend that a plan also be developed for the direct assessment of individual student learning outcomes that are aligned with the Accelerated Degree Program goals.

CHAPTER 7: STUDENT SUPPORT SERVICES AND CAMPUS LIFE

Standard 9: The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

OVERVIEW

Addressing elements of Standard 9, this chapter examines services provided to support students' educational and social development, consistent with "educating the whole person" (Mission). The primary offices that deliver these programs are in academic affairs, most overseen by the Dean of Academic Life (DAL), and in student affairs under the Vice President for Student Affairs and Dean of Students (DOS). The Chaplain, an ordained Lutheran pastor, oversees religious life opportunities. The DAL supervises services that support student learning and educational opportunities such as prestigious awards and accommodations for students with disabilities. The DOS supervises services including housing, health, campus safety, leadership development/Greek life, athletics, social activities, and Seegers Union (which serves as a liaison with Sodexo dining services). This chapter addresses types of support available, the collaborative nature of intentional programming, how services are communicated to students, and ongoing assessment. The chapter is divided into four sections: (1) support for the transition from high school to college life; (2) services and programs available to students while enrolled in the College; (3) support available to students in their transition from college to the next phase of their lives; (4) ongoing planning to support an increasingly diverse student population.

The working group reviewed information from the websites of the student service offices, annual reports and program review documents, results from national surveys (NSSE, HERI, HEDS), and assessments distributed by student service offices. Information about diversity planning came from the Diversity Strategic Plan.

TRANSITION FROM HIGH SCHOOL TO COLLEGE

Muhlenberg students often start their transition from successful applicant to first-year student at the admission department's Through the Red Doors (TTRD), the spring on-campus program for all admitted students. Typically, over 300 prospective students and families attend. Faculty from all majors, current students, and staff are available. The day-long program includes information on financial aid and financing, academic programs, extracurricular activities, and residential life.

June Advising

June Advising begins the year-long transition to the College. As stated in the [Philosophy of Orientation](#),

Faculty, current students and staff, working collaboratively, develop a learning environment that balances challenge and support so every first-year student has an opportunity to succeed in the transition from high school to college life. Experiences in the first year are intended to contribute to the student's

intellectual, personal and social growth, and to the student's integration into a community committed to balanced and responsible engagement in academics, residential life, and extracurricular activities. The College monitors that engagement and provides support through close work among faculty, staff and upperclass students who have been carefully selected and trained to assist first-year students.

Students and families attend one of five days of June Advising, each day beginning with welcoming remarks by the President, Dean of Admission and Financial Aid, Provost, and DAL and ending with students signing the Matriculation Ledger at the President's house. The day is designed to help students reflect upon becoming part of the college community, begin to build friendships, and meet with an advisor to choose the first semester's classes. The advising session lays the groundwork for the strong student-advisor relationship at the College, wherein the faculty member helps the student assume responsibility for academic decisions. The 2014 June Advising Survey indicates the typically high level of student satisfaction with programming. Across all sessions, 88% or higher found the content very helpful or helpful (June Advising Report 2014).

Pre-Orientation

Some students start their first year in special interest programs taking place prior to Orientation Weekend. For example, international students attend workshops on American academic expectations and receive information such as how to set up a bank account. Emerging Leaders (EL) also participate in academic workshops and are assigned peer and staff mentors. The RJ Fellows, an honors cohort, meet to set the tone for their four years as change agents. Finally, the Office of Community Engagement and the Chaplain co-lead [Connect with the Community](#), which engages students with community partners and familiarizes them with their new home in the Lehigh Valley.

Orientation Weekend

Student Advisors (SAs), Resident Advisors (RAs), alumni, athletes, and Greeks help families with move-in so new students are settled in their rooms before three days of intentional programming that assist their transition to college. They interact in small groups and meet with their First-Year Seminar, numbering no more than fifteen students, to help them connect with others. Programs discuss responsibilities, including the Academic Integrity Code and residential life, and students reflect on their own characteristics through [StrengthsQuest](#) activities. They are encouraged to seek assistance through trained peers such as RAs and Writing Assistants and through professionals in offices such as the Academic Resource Center and Counseling.

A survey administered to all first-year students following Orientation Weekend asks them to rate the experience (First-Year Orientation Assessment 2014). Responses indicate that programming is effective in promoting students' understanding of several areas, including advising, safety on and off campus, and expectations for residential living. Almost 80% agreed that the Sedehi Diversity Project made them think about what it means to be part of a diverse community. Assessment assists in program planning for the next academic year.

WHILE AT MUHLENBERG

Most formal academic services are overseen by the DAL with the DOS responsible for campus life support. For some programs, June Advising, Orientation, and the Behavioral Intervention Team, there is direct collaboration between the two offices. The DAL oversees the Pre-Professional Advising Office, the Senior-Year Experience, the Career Center, and the newly combined and reorganized Academic Resource Center (ARC) and Office of Disability Services (ODS). The DAL is also responsible for academic standing, academic integrity, and special initiatives such as prestigious awards and student research funding. All offices in this chapter maintain extensive websites with information about services and programs. Many also communicate their activities through electronic newsletters, the daily electronic 'Berg Bulletin, Facebook, LinkedIn, Seegers Union digital signs, targeted email to student, staff and faculty, campus mail, and flyers in reception areas. Moreover, offices such as the DOS and Residential Services maintain an open door policy during office hours.

Division of Student Affairs (DoSA)

The division, overseen by the DOS, includes Athletics, Campus Safety, Judicial Affairs, Multicultural Life, Residential Services, Seegers Union (which serves as liaison to the dining services vendor), Counseling Services, Health Services, Student Activities, Title IX, Greek Life/Student Leadership, and Community Engagement. All of these entities directly affect the quality of student life by providing services, social programming, or both. Reflecting the [Mission](#), the DoSA is committed to “educating the whole person.” Programming focuses on activities that contribute to students’ understanding of the “diversity of the human experience” and seek to equip them with “ethical and civic values” while preparing them for “lives of leadership and service.” The division’s mission is “to engage students in the development of personal values, characteristics, and abilities that prepares them to be contributing members of their communities.” DoSA has five goals that align with this mission guiding programming and services across offices.

Through oversight of the Social Code, the DOS Office assists students with judicial issues on campus and in Allentown. This responsibility supports the student body by keeping the campus safe for all constituents and educating students on responsible behavior in community. The Judicial Officer oversees the investigation of student complaints, adjudicates student conduct infractions at the pre-hearing level, and reviews the Social Code to keep it current and in compliance with state and federal mandates. One initiative is the Medical Amnesty Policy, which allows for students under the influence of alcohol to be transported to a local hospital for treatment and evaluation without judicial repercussions. The Office can also refer students to Counseling Services and/or place students on an interim suspension should they be deemed a danger to themselves or others.

Communication with parents and College neighbors, as well as students, is important. Each semester the DOS distributes an e-newsletter to parents that includes useful information such as deadlines for housing choices and articles of interest, such as helping students cope when they call home in a panic. The DOS also meets with neighborhood constituents to hear concerns and complaints, and sends out communiqués to students about their responsibilities and opportunities

as neighbors. The Director of Residential Services assistant also meets with students who live off campus, as necessary, to reinforce standards of behavior.

Office of Community Engagement

The Office of Community Engagement oversees efforts to connect students with local Allentown communities. Chapter 6 discusses the Office's support for curricular community-engaged learning. More than 17 co-curricular weekly community engagement opportunities allow students to connect with youth, senior citizens and adults through collaborative programs and projects. While building relationships over time, students learn to connect across difference, enhance their communication skills and find a home within local communities. Through assisting with identified community desires, students are able to align their own goals with activities that will mutually benefit themselves and local communities including work with children learning to read, adults eager to enhance their English conversational skills and seniors desiring to connect with a different generation. Students are also able to connect with community members through numerous onetime events on and off campus, ride the Cardinal Shuttle downtown to attend local events, and eat in local restaurants and raise funds to support important community work. Results from the HEDS Senior Survey 2013 indicated that 71.4% of seniors reported participating in some type of community service.

Office of Multicultural Life

In the late 1980s, about two percent of Muhlenberg's enrollment were students of color. In recent years, the enrollments have increased to 12% - 15%. In order to better support our growing minority population, the College opened the Multicultural Center in 2006, then established the Office of Multicultural Life (OML) with a full-time Director in 2008. Currently, OML has a one-year program director and is searching for a recently approved full-time assistant director (Multicultural Life Assistant Director Job Description).

The OML understands diversity in a broad sense, including ethnic, gender, racial, and religious diversity, and seeks space for purposeful dialogue which "affirms the histories of marginalized communities." Ten student organizations are affiliated with the OML: the Asian American Association, the Black Student Association, Comunidad Latina, the Feminist Collective, FUZiiON (a dance group), the International Student Association, the Muslim Student Association, Soul Sound Steppers, Students for Queer Advocacy, and Supporting Women of Color. In addition to supporting groups, OML coordinates peer mentoring for individual incoming students from under-represented groups by pairing them with upper-class students also from multicultural backgrounds. That first-year student can also engage diversity through the Passport program, whereby s/he receives punches on a Mule Kick-Start Card for attendance at designated programs. Punches earn prizes for the bearer.

In 2009 and 2011, OML collaborated with the Provost's Office and Admissions to send delegations to the National Conference on Race and Ethnicity (NCORE.) OML also participates in the First-Year Orientation diversity play, the Sedehi Project, and cooperates with admissions and the DAL to support the Emerging Leaders Program (EL), an initiative to double the number

of students from historically under-represented populations, particularly students of color, and to support their success at the College.

Begun informally as Jump Start by the DAL and Admissions in 2008 and renamed EL in 2011, the program is modeled on the [Posse Foundation's youth leadership development program](#). ELs have the opportunity to be part of an intellectually committed and civically engaged cohort. The cohort--members of designated First-Year Seminars—participate in a pre-orientation program focusing on academic skills and expectations (the bridge component of EL), as well as leadership development and civic engagement. Each student is assigned a peer mentor and a staff mentor. Peer mentors meet with students weekly to help them adjust to campus life, then meet periodically with staff mentors to discuss mentees' progress. The staff mentor meets with each mentee regularly throughout the student's first two years. Faculty advisors, who also teach the seminars, have ongoing contact with ELs inside and outside the classroom.

Starting in Spring 2016, first- and second- year ELs will be invited to an annual leadership retreat. Rising juniors will be invited to participate in summer sessions designed to assist them develop skills and attitudes for success in graduate programs and academic careers. The sessions will be led by a faculty member in English and Africana Studies.

Student Leadership Programs and Greek Life

The Office of Student Leadership Development and Greek Affairs focuses on self-reflection and awareness as the basis for developing leadership. In 2011, the Director of Student Leadership Programs (DSLPP) used the Clifton [StrengthsFinder](#) tool to develop leadership groups, starting with RA and SA trainees. (SLP-ADAUpdates 2012-2015) In fall 2012 and fall 2013, candidates for the Student Orientation Advising and Planning Committee (SOAP) were asked to reflect on how their strengths training would influence their work on SOAP. Students with more strengths training provided a more sophisticated understanding of how their own strengths could be employed on the committee (SLP-ADAUpdates 2012-2015). The Clifton Strengthsfinder questionnaire was incorporated into Orientation for the Class of 2016.

Three fraternities and five sororities have recognized chapters at Muhlenberg College. In 2006 the College changed its relationship with Greek organizations from one of management to one of development. The DSLPP works with Greek leaders to ensure that each chapter meets the minimum standards for continued recognition at Muhlenberg. Annual reviews document chapter compliance with College and national organization standards. Chapter leaders meet with the Director monthly. These students may benefit from a targeted focus on leadership development since when asked in a survey "how serving as an officer impacted their self-concept," fraternity and sorority leaders were more likely to assess their performance in terms of particular accomplishments than in terms of skill development (SLP-ADAUpdates 2012-2015).

Athletics and Recreation

The primary mission of the Department of Athletics and Recreation is to serve as a partner in the educational mission by meeting the needs of students through a coordinated program of intercollegiate, recreational and instructional activities that serve as a foundation for a successful

life. Athletics are affirmed as integral to the College in the Mission and Strategic Goals and Initiatives. The NCAA Division III philosophy and the mission statement of the Centennial Conference also serve as guides in the development of athletic policies and procedures.

The College sponsors a comprehensive 22-sport intercollegiate athletics program, offering varsity competition opportunities to 592 student-athletes. The Mules compete in the Centennial Conference in all sports and are members of the National Collegiate Athletic Association Division III and Eastern College Athletic Conference. Muhlenberg's Department of Athletics and Recreation offers eight intramural sports, in which 535 students participate. There are three club teams and several fitness classes, in which 155 and 600 students participate, respectively.

Muhlenberg's coaches work diligently to identify, attract, and retain an increasingly diverse group of qualified prospective student athletes. Additionally, the department is devoted to educating the whole person through experiences within and beyond athletic endeavors, including the Student-Athlete Mentors (SAM), Student-Athlete Advisory Committee (SAAC) and the Step Up! Mules bystander intervention programs.

Office of Student Activities

The Office of Student Activities (OSA) plans, supports and promotes diverse cultural, educational, social and recreational programs, which enhance the quality of campus life and community spirit. These programs contribute to the College's mission to educate the whole student and develop lifelong learners. The Muhlenberg Activities Council (MAC), a student organization, works closely with OSA to recommend and organize activities such as concerts, dances and comedians that are of interest to our diverse student body. Student participation in special interest clubs and organizations connected to academic departments or Greek fraternities and sororities provide valuable opportunities for student engagement. The OSA assists recognized student organizations in providing programming for Muhlenberg students and assists students wishing to create a new student organization.

Office of Residential Services

The Office of Residential Services (ORS) offers "a variety of safe, comfortable and well-maintained housing options." Staff "work with students to promote a living environment that is civil, appreciative of differences, and conducive to academic success and personal growth." Their interactions with students and programming are aimed at developing a sense of community among students, honing transferable life skills, supporting the intellectual life on campus, and providing leadership opportunities through Resident Advisor (RA) and office staff positions. Staff also work with the DOS and the DAL to support students with overlapping academic and social problems. RAs, undergraduates who are trained and supervised by the ORS, serve as liaisons with ORS for their residents. RA training provides information regarding conflict mediation, referrals, and dealing with and documenting possible policy violations in order to maintain an environment conducive for study, sleep, and socializing.

Students appreciate the rich variety of housing options that include older residence halls, newer buildings of various sizes, and Muhlenberg Independent Living Experience (MILE) Houses. Students can also choose group interest housing such as the Community Garden House. The College has invested in maintaining residence halls, with East Hall's renovation in 2014 and at least one major residence hall targeted for refurbishment each summer. The staff is committed to good service, open door communication, and to continuous improvement of programs based on assessment (Student Services - First Cycle).

Dining Services

As part of an active Student Union, Dining Services practices creative and cultural menu planning, expert food preparation, and innovative presentation that is driven by customer input. The program vision focuses on supporting Muhlenberg's strong sense of community. In fall 2010, the Wood Dining Commons opened featuring an award-winning kosher program with separate Star K certified Meat and Star D certified Dairy kitchens. Dedicated to supporting local and sustainable efforts, the culinary team has established relationships with local organizations to provide fresh, local and organic produce and products. To support the College's global initiatives, the team has diversified menus relying on guidance from the Multicultural Cuisine group which reviews new menu features to ensure the accuracy and authenticity of ingredients.

Dining services gathers customer feedback in a variety of systematic and creative ways in order to improve service: comments left on the napkin board are reviewed with action responses posted; focus groups target topics such as reusable take-out containers, retail kosher program, and summer meal plans; the annual Dining Alliance brings together students, faculty and staff members to enjoy lunch and conversation with dining management; and the bi-annual survey sent to all students, faculty and staff assesses customer service, food quality and menu variety. Results from these assessments inform short and long-term program changes to ensure a continued high level of performance. Since Wood Commons opening in 2010, the dining program has consistently scored exceptionally high in terms of customer satisfaction, ranking in the top 25 nationally when compared to benchmarks. In fall 2014, 97% of survey participants responded as being satisfied or very satisfied and 98% being likely or very likely to recommend Muhlenberg dining to a friend. Additional feedback from students comes from the Seegers Union Student Advisory Board (SUSAB) and the student dining service interns.

Health Center

Student Health Services (SHS) promotes student health and well-being through health care and wellness education. A staff of registered nurses, nurse practitioners and doctors, under the Director of the Health Center, offer services ranging from first aid and evaluation for illness and injury to ongoing wellness services including gynecological exams, allergy shots and medication delivery. In AY2013 – 2014, well visits made up the largest segment of diagnoses, with a total of 993. SHS staff also offer information sessions on alcohol responsibility, STDs, diet and physical fitness in college residences (SHS Annual Report 2013 - 2014).

In partnership with the Public Health program, the SHS sponsors [Peer Health Advocates at Muhlenberg](#) (PHAM), a student organization dedicated to promoting health and wellness across campus. PHAM leaders must apply to the program, and those selected complete certified peer education training. PHAM participates in Orientation Weekend, Wellness Fairs and Destressor Days, and they have a website to promote their programming. PHAM also collaborated with the Title IX Coordinator to implement the Consent is Sexy campaign described elsewhere in this chapter (SHS Annual Report 2013 - 2014).

The Health Center conducts assessments of their services throughout the year. At least once a week students who come to the SHS are asked by a staff member to complete a survey. Results from satisfaction surveys for AY2013-2014 indicate that the Center is meeting students' expectations. For questions in areas including courtesy, attentiveness to needs, explanations, time for questions and appropriateness of treatment, students responded with a mean of 4.8 out of 5, with 94% Agreeing or Strongly Agreeing with the positively framed statement (SHS Satisfaction Survey Results).

Counseling Services

With a Director, Assistant Director, two counselors, several graduate interns, and an administrative assistant, Counseling Services (CS) serves about 1140 clients a semester. Most counseling is offered through individual sessions and consultations (CS Monthly Stats 2013 - 2014). CS also offers group counseling sessions, educational presentations to student organizations and in residence halls and collaborates on sessions for faculty. Students seek out the CS with a variety of developmental concerns (e.g., homesickness, roommate conflicts) and mental health issues (e.g., anxiety, depression, bipolar disorder, alcohol/drug abuse, sexual assault). CS is an integral part of Orientation, providing programs on health and wellness issues that address sexual assault and alcohol and drug use. The Director teaches a module in the Fitness and Wellness course that focuses on the College's medical amnesty policy and drug/alcohol policies. A counseling professional is on-call during non-office hours to address emergency situations. Examples of mental health programs include Doggie Destressor Days during finals, LGBT speakers, healthy relationship programs, groups for study abroad students transitioning back into life at Muhlenberg, and a monthly mental health newsletter posted in restrooms across campus. CS also oversees the Sexual Assault Resource Team (SART) and the Sexual Assault Student Services (SASS) hotline. Members of both groups are trained by the Director and the local Crime Victims Council.

Campus Safety

The Mission of the Department of Campus Safety/Police (CSP) is to achieve excellence and professionalism while maintaining a safe and orderly community for students, faculty, staff and visitors. CSP is committed to providing an environment conducive to learning and personal growth, while seeking to protect all who come to campus. CSP enforces institutional policies and all federal, state, and local laws supporting the academic mission. They strive to accomplish their mission while adhering to core values of integrity, professionalism, and service.

In addition to the Director, CSP comprises twelve sworn, full-time police officers, four sworn reserve officers, five dispatchers and an office manager. All Officers receive on-going training in areas that require quick and appropriate response and are CPR, 1st Aid and AED certified. CSP also oversees the student-run Emergency Medical Services on campus which includes over forty students. They are available when the Health Center is closed to provide immediate medical attention and work closely with off-campus emergency responders when needed.

Title IX Coordinator

In response to the Department of Education's (DOE) expectations that institutions have a position to oversee policies and procedures for addressing sexual violence, Muhlenberg appointed a Title IX Coordinator in January 2012. Through this coordinator, the College developed a comprehensive policy for addressing sexual misconduct involving students, either as the complainant/victim or respondent. The Muhlenberg College Sexual and Gender-Based Misconduct Policy is based on a model developed by the National Center for Higher Education Risk Management Group (NCHERM) and vetted by the DOE, Office for Civil Rights. This model policy was amended to take into consideration the College judicial process outlined in the Social Code. The policy was developed and is maintained by the Title IX Coordinator in consultation with the Student Conduct Officer and College Counsel.

In accordance with the White House [It's on Us program](#) and the Violence Against Women Act (VAWA) of 1994, the Title IX Office focuses on prevention training. Muhlenberg's bystander training programs started with the [Consent is Sexy](#) campaign organized with [PHAM](#), a student organization affiliated with the Health Center and the Public Health major. Students for Reproductive Justice (SRJ) and PHAM collaborated with the Title IX Office to participate in the It's on Us initiative. As part of efforts to recognize sexual assault as a community issue, SRJ and PHAM produced a [YouTube video](#) to promote the initiative. Independent of the Title IX office, the Athletics Department joined the NCAA Step Up Program. Each team receives training in alcohol and sexual assault prevention through Step Up Muhlenberg, recognized by the NCAA.

The Title IX Coordinator also collaborated with the Dean of Institutional Assessment and Academic Planning to administer the HEDS Sexual Assault Survey to first year, sophomore, and junior students in spring 2015. Results will be shared with relevant stakeholders to inform revisions to campus policies and practices. Other initiatives include mandatory online sexual assault training for all new students and annual visits by the Coordinator to every Fitness and Wellness (F&W) class, a course required for graduation and usually taken in the first year. The two most recent entering classes (Class of 2017 and Class of 2018) took the Lasting Choices training offered through United Educators. The College is currently assessing this program and looking into alternatives. The Title IX Director visits every F&W class to discuss the Sexual and Gender-Based Misconduct Policy, Student Policy and Resource Guide, and conduct bystander education.

Behavioral Intervention Team

The Behavioral Intervention Team meets weekly during the academic year. Members represent a cross-functional team of administrators: the DOS, Student Conduct Officer, Director of

Residential Services, DAL, Director of Health Center, Director of Counseling Services, and Director of Campus Safety. The Team discusses students of concern in order to monitor and assist proactively, including determining if a student is a threat to him/herself or others. The directors of counseling and student health only observe since they must observe FERPA and their professional associations' standards of confidentiality. To assist the Team, the College plans to implement Maxient, a software program providing an integrated database for student conduct records, in spring 2016.

Religious Life

The mission of Religious Life (RL) at Muhlenberg is to provide spiritual support and hospitality to the entire College community, to support the College's relationship with the Evangelical Lutheran Church in America, to offer opportunities for worship, prayer or other practices for our represented religious, spiritual and cultural communities, to offer educational, cultural, leadership development and other opportunities to the College community, and to encourage interfaith cooperation and engagement in order to enrich the lives of individuals and to work together for the common good.

The College Chaplain (a Lutheran pastor who serves the full campus community) and Jewish Chaplain/Hillel Director provide pastoral guidance to students of any or no religious background. In addition, RL includes the off-campus ministries invited to have a presence on campus: the Roman Catholic Campus Ministry and DiscipleMakers Christian Fellowship.

The Chaplain's Office offers religious services on campus for the Protestant, Roman Catholic and Jewish communities and supports holy day celebrations for underrepresented religious groups (e.g. Hindus and Muslims). The Chaplain also coordinates Alternative Spring Break trips, the College Common Hour schedule, and programs to support students in learning about diverse religious and spiritual traditions. The Interfaith Leadership Council, a student group, convened by the Chaplain serves to build bridges between the religious communities on campus and offers programming to the full student body.

Dean of Academic Life

The DAL works with faculty and staff to foster students' development of effective plans to meet their goals as they prepare for rewarding lives and careers. Committed to empowering all students in their learning, the DAL directly provides and oversees support for students in experiences on and off campus.

Three DAL programs support academically talented students: the Prestigious Awards Initiative (PAI), Student Travel grants, and Summer Research Stipends. Since its inception, PAI has resulted in over one hundred-twenty awards for students and recent graduates, including two Truman Awards, twenty-three Fulbright fellows, and nineteen NSF Graduate Research Fellowships. With these grants, students have pursued studies at Princeton, Harvard, Brown, Vanderbilt, the University of Wisconsin, and universities overseas. Additional information about the PAI is found in Chapter 6. Summer Research Stipends allow students to devote the summer to close collaboration with a faculty member on an independent project in any discipline. The

Faculty Development and Scholarship Committee reviews student proposals and provides a ranked list to the DAL for seven available grants. The stipends pay the student \$2,600 and include academic credit and paid housing. Any student may apply for Student Travel funds to present the results of scholarly research at regional, national, or international conferences. While around \$18,000 is typically allocated each year to support student academic travel, during AY2014–2015 \$23,000 was distributed to 80 different students. The average award is \$300.

The DAL also supports student learning through academic judicial process, which addresses violations of the Academic Integrity Code. A description of the Code and behaviors considered violations are in the Student Guide. The DAL guides faculty members through the process of informing students of suspected violations, may help faculty members determine the most appropriate course of action, and works closely with students on options in response to allegations of violations. Additional information about this process is found in Chapter 1.

The College endeavors to assist students avoid academic difficulty. The DAL monitors student academic performance each semester. At the end of each semester (and at mid-terms for all first-years and students already flagged), the Dean contacts any student whose academic performance indicates a cause for concern. The College Catalog provides information concerning the relationship of number of courses attempted and related grade point averages that would trigger Academic Warning, Academic Probation, or Academic Suspension (Catalog, p. 44). Students placed on Probation or Warning are encouraged to meet with the DAL periodically to review academic progress. During the probation period, typically no more than two semesters, the College may remove the student from probation, continue the student on probation, or dismiss him/her from the College. Students seeking re-admittance must apply to the DAL and provide convincing evidence of the ability to complete the degree.

The DAL is also responsible for processing any waivers of academic policy in consultation with a faculty sub-committee. This includes waivers for late withdrawal from a class, for course designation, and for study abroad in the senior year.

Academic Resource Center (ARC)

Recently combined and reorganized under a newly designated Assistant Dean of Academic Life for Academic Resources and Disability Services, the offices continue to collaborate in support of student learning.

ARC provides three kinds of services to students:

- Direct content area tutoring, using peer tutors who are nominated by the faculty requesting tutoring services for their students and trained by the ARC staff;
- Course-specific assistance through trained undergraduates Learning Assistants (LAs) who attend class, hold office hours, and supplement classroom instruction provided by the faculty through weekly workshops;
- Learning skills instruction, through group workshops facilitated by Transition Mentors and individual academic assistance sessions provided by professional learning specialists.

ARC professional staff include a Tutorial Coordinator who is responsible for the Peer Tutoring Program; two Learning Specialists (in addition to the Director/Assistant Dean) who work directly with students in academic difficult and students learning disabilities, overseeing academic accommodations, and assisting tutors in developing strategies to help their tutees; a full-time ESL specialist; a presidential assistant who does data analysis, marketing, oversight of the data base, and who is responsible for the ARC newsletter; and an Office Manager.

Four types of peer support are available. The College's peer tutoring program is certified by the International College Reading and Learning Association to the Master Tutor Level. Peer Tutors, nominated by faculty and trained by professional staff, work individually or in small group sessions on specific subjects. Head Tutors assist in the training and supervision of Peer Tutors. Transition Mentors conduct study skills workshops.

Supported since 2007 by funds from the Oak Foundation, Muhlenberg created the Learning Assistant (LA) program in 1999 to support students with learning differences in at-risk courses (e.g., calculus, biology, chemistry, critical thinking, and psychological statistics). LAs, nominated by faculty, complete a credit psychology course titled Adult Personal and Cognitive Development and are attached to specific courses. Working with the instructor, LAs attend the class, hold weekly workshops for students in those courses, consult frequently with the instructor, and provide individual tutoring, as necessary. LAs provide supplemental instruction both inside and outside the classroom, reviewing difficult concepts, reinforcing effective study and test preparation strategies, and helping students build critical thinking and problem-solving skills. During AY2014 -2015, 24 LAs per semester supported courses across the curriculum. ARC staff and LAs have shared this peer support model at numerous national conferences and in consultations with other institutions.

Results of annual assessments developed with the Dean of Institutional Assessment and Academic Planning enable ARC to evaluate programmatic effectiveness (Academic Resource Center Annual Report 2013-2014). Assessment of the LA program (Academic Resource Center Student Evaluation Fall 2014) in Microeconomics, Statistical Analysis, Mind and Brain, Organics Chemistry I and General Physics I, show the average rating in response to the question "Overall, how helpful were the Learning Assistants in the course?" was 8.7 on a 10-point scale with higher ratings indicating more positive perceptions. Additional data (Academic Resource Center Student Evaluation Fall 2014) show that students who regularly attend workshops have higher GPAs than those who do not. Faculty members are very satisfied with their LAs, and many LAs report that their experience was significant in graduate school acceptance, acceptance as a graduate TA, or a successful job search. Many LAs consider this role as one of their most meaningful college activities (Board of Observers Narrative Report on Learning Assistants 2008).

Office of Disability Services

The Office of Disability Services (ODS) was created in 2006 in response to the increasing numbers and complexity of disability concerns. Staff are dedicated to ensuring nondiscrimination and equal access to all programs, services, and activities for qualified students with disabilities. ODS works with students, staff, and faculty in developing and implementing strategies for a

successful learning experience, while maintaining the academic standards and integrity of the College. Understanding that an informed college community is better able to address the multiple issues related to disabilities, ODS strives to keep constituencies abreast of current information regarding laws and regulations and the means to achieve compliance. Collaboration across the campus touches virtually every faculty member and office: library, information technology, housing, registrar, plant operations, and more. For example, the Director and ORS have worked together on the application process for special housing requests. The Director convenes an advisory board—including faculty, directors of health services and counseling, admissions, ARC, and others—once a semester in order to educate, consult, and collaborate. The office serves as the central location for receipt and retention of information regarding students with disabilities and coordinates services for them. Confidentiality is scrupulously observed.

In response to increased needs, the ODS staff has been expanded over the past five years, most recently in 2015. Personnel include a full-time Director, two ten-month professionals, and a part-time office assistant. ODS works closely with ARC specialists to determine and implement academic accommodations, including note taking, extended time, and other test-taking accommodations.

ODS engages in ongoing communication with staff at other postsecondary institutions and oversees compliance with laws regarding access to higher education for students with disabilities. The Director is a liaison between the College and the student's off-campus mental and/or physical health providers, making sure that qualified students with disabilities have access to various assistive technology services and devices in classrooms, residences, and other campus locations. Advocacy for students and compliance with ADA have required a significant commitment of resources by the College.

ODS, in consultation with the Dean of Institutional Assessment and Academic Planning, surveys students, parents and faculty annually. The most recent student survey (Office of Disability Services Student Satisfaction Survey Fall 2014) shows a high degree of satisfaction among students with disabilities. More than 90% of respondents agreed or strongly agreed that ODS staff are knowledgeable, sensitive to disability-related needs and that they meet to discuss accommodations in a timely fashion. There is a similar level of agreement that the staff is courteous and welcoming and helpful when scheduling testing appointments. Finally, 87% of respondents strongly agree or agree that they are satisfied with the assistance they receive from ODS.

Writing Center

The Provost oversees the Writing Center, which is co-directed by two faculty members and managed by an Assistant Director. The College's mission to "develop independent critical thinkers" (Catalog 2014-2015, 1) is supported by the Writing Program, described in Chapter 6, which emphasizes writing as a mode of learning. The Writing Center, which supported 122 W courses and 42 first-year-seminars in AY2014-2015, is staffed by writing tutors who are trained in a semester-long course, ENG 298 Writing Theory. These tutors offer thirty-minute appointments, on both a drop-in and appointment basis, during which they can help students find and develop a thesis, revise a draft, organize a paper, sharpen their use of research, and learn

ways of checking and correcting their grammar. Over 1200 such sessions occur annually, and tutors typically provide feedback to instructors about their students' sessions. The Center also administers the Writing Assistant (WA) and Writing Associate Programs, which embed Center tutors in first-year seminars and upper-level writing courses, respectively. In addition, tutors serve as Writing Mentors for students needing weekly, in-depth support; these students must be referred by either a faculty member or the staff of the ARC. Data on student usage of the Center show an increase in individual tutorial sessions for the past five years (Writing Center Annual Report 2014 – 2105). Additional information on Writing Program Assessment is discussed in Chapter 6.

The Registrar's Office

While meeting student demand for online registration, the College has increased many online services through the Registrar's Office. Online registration was implemented in 2008, and students can also access much useful information online, including their transcript, an audit of general academic requirements, and course offerings. Staff are still available in person and by phone. Student satisfaction is high; 91.3% of seniors who used the office reported being generally or very satisfied with services (HEDS Senior Survey Results 2013). Since confidentiality of student records is vital, the Registrar's Office conducts FERPA training sessions with faculty and staff, provides information to incoming students and parents through a June Advising flyer from the DAL's office, and processes students' FERPA information. While all offices observe confidentiality, additional release forms may be required in offices such as ODS, Health, and Counseling.

TRANSITIONING TO LIFE AFTER COLLEGE

Career Center

Reporting to the DAL, the Career Center is student-focused and aims to prepare graduates for lives of leadership and service in society. Programs target students at all four years of college beginning with Through the Red Doors programming and Orientation. The Center reaches virtually all first-year students in the Career Wellness sessions in the Principles of Fitness and Wellness course required for graduation. These sessions focus on major selection, career fit, and ways in which students can begin the exploration process. Information about assessment of these sessions is found in chapter 8.

The Center engages with faculty through the Career Liaison program, whereby a staff member has ongoing communication with a counterpart in an academic department. Counselors also make discipline-specific presentations in classes. For example, staff give course presentations across class years, including in a capstone course, for the department of accounting, business, economics, and finance. There are also collaborative programs in physics, psychology, chemistry, French, and Spanish.

Career programs also serve special populations including ELs, athletes, Greeks, Phone-a-Thon Callers, RAs, student worker staff, and Peer Tutors. Topics include internships, the job search, graduate school applications, career paths, and transferable skills and attitudes developed inside

and outside the classroom. The Center participated in the First Destination Survey, in accordance with NACE guidelines, to identify and assess post-graduation placements, reported one year out. Out of 484 traditional full-time graduates 91.7% responded to the survey. About 68% of those responding reported having full-time employment with about 28% engaged in advanced studies (Career Survey Class of 2011). Four hundred fifty-nine out of 500 members of the Class of 2012 responded, with 66% in full-time employment and 28% in advanced studies (Career Survey Class of 2012). The Class of 2013 indicated similar outcomes (Source Book) with 67% in full-time jobs and 24% in advanced studies.

Pre-Professional Advising

Muhlenberg's Pre-Professional Advising office provides support for students and alumni preparing for careers in law, medicine, and the other health professions such as dentistry, veterinary medicine, optometry, pharmacy, and physical therapy. The mission is to guide those interested in legal and health careers toward setting realistic goals and maximizing their undergraduate education. The office provides guidance at every step of the process: selecting appropriate and challenging courses, gaining relevant experience outside of the classroom, preparing for professional school admissions tests, and applying to specific programs. There are daily walk-in hours for quick questions, individual appointments with the pre-professional advisor, and informational workshops for all class years. Law and healthcare professionals and admission representatives meet with interested students on campus. A law fair is held at Muhlenberg on alternate years. From 2009-2014, 115 students/alumni completed applications for medical school and 108 were ultimately accepted (almost 94%); while 208 students/alumni applied to law school and 187 were ultimately admitted (just under 90%). Not all who were admitted chose to matriculate (Information from Director of Pre-Professional Advising).

Senior Year Experience (SYE)

The Senior-Year Experience (SYE), housed in the Career Center, is directed by the Manager of Academic Transition and Engagement. The SYE builds on the academic environment by supporting seniors in their transition from college to the world of work, additional formal education, and citizenship. Programs offer sites of reflection and integration of experiences inside and outside the classroom. The signature program, Reality MC, is a weekend that offers opportunities to strengthen and expand professional skills, a networking reception with alumni, and other opportunities for conversations to more deeply explore life questions that often arise in the senior year. The [Senior Reflection Series](#) brings students back together with their peers from their First-Year Seminar.

Under the guidance of FYS instructors, students and faculty have the opportunity to reflect upon where they have been and where they see themselves going. SYE also works with the Chaplain to mount the Living on Purpose series of presentations by speakers--nominated by students, faculty, and staff—who offer personal perspectives on their life choices and values.

INTO THE FUTURE

As the demographics of the college-age population have changed, the College has responded by working to increase diversity among students and staff. The Diversity Strategic Plan (DSP), initiated by the Diversity Strategic Planning Committee (DSPC) and finalized in consultation with the entire Muhlenberg community, articulates the principles and goals of the College. The DSP sets forth strategies for increasing diversity on campus, especially students of color, and for supporting student success of an increasingly diverse population.

Supporting a Diverse Student Body

As noted in Chapter 5, the College enrolled 305 multicultural students in a student body of 2176 (14%) for fall 2014. In addition to the changing ethnic and racial diversity described in that chapter, international students represent a new aspect of diversity on campus. Since fall 2012, the number of international students has more than doubled, from 10 students to 26 students (Source Book). These numbers are expected to continue to increase as Admissions actively recruits abroad. Support for cultural adjustments, as well as reading and writing skills, is essential for student success.

The College also has long been known for success in working with students with disabilities, an area of student diversity with significant growth over the past two decades. Approximately 20% of the Class of 2017 and the Class of 2018 have disabilities, about double the national average. Fifty-two students from the Class of 2009 had documented disabilities (Office of Disability Services Student Data 2009 - 2013), while the Class of 2018 includes 103 such students. Of those 103 students, about 40% have multiple diagnoses requiring multiple accommodations. The number of accommodated testing appointments grew by a factor of 2.5 from AY2006-2007 to AY2013-2014, increasing from 679 to 1800 requests. These rapidly increasing numbers have strained resources. Clearly, the needs of this group must be considered as the College moves forward.

The Diversity Strategic Plan identified six over-arching goals. Two goals are directly related to the missions, goals, and programs supported by student service offices: (1) Cultivate a campus community that is supportive of inclusion, justice and social equality and (2) Actively recruit and retain a student body with increasing numbers of students from historically underrepresented and marginalized groups. Accomplishing these goals requires collaboration across all departments providing student services. Only a coordinated effort will give us the flexibility and responsiveness to continue providing the quality and range of services to support student success. The DSP includes strategies to ensure a supportive, inclusive campus community based on social equality and mutual respect. The Emerging Leader program, multicultural programming, and ESL support need to be sustained and expanded, as necessary. Additional programs consistent with cultural competence and best practices will be important.

SUMMARY

In support of our mission to provide “an intellectually rigorous undergraduate education within the context of an inclusive and diverse campus,” student services at Muhlenberg subscribe to a culture of collaboration that supports the success and development of the whole student. Clear strengths in this area are the cooperation between academic affairs and student affairs, and the availability of staff dedicated to student development who understand that student success often requires strategies tailored to the individual. Two models of collaboration are the Behavioral Intervention Team’s coordinated approach in identifying and supporting at-risk students and the ODS’s coordinating work with faculty, students, and numerous offices across the institution. Yearly events, such as Through the Red Doors, June Advising, Pre-Orientation, and Orientation, would not be as effective and well organized without the hard work and partnership of faculty and staff from many departments. In another type of collaboration, the College engages in empowering training of students as peer educators—RAs, LAs and Peer Tutors, WAs, PHAM peer educators, and more. These students already embody lives of leadership and service.

Muhlenberg staff committed to student services work hard to support current students and are dedicated to preparing for the needs of future generations. To do so they stay current on topics such as the changing demographics of college students and how new technologies affect student learning and expectations. Our limitations in this area are resources—personnel, space, and budget. Recently, in the newly combined and reorganized ARC and ODS, the College has been responsive by expanding the ESL position in the former and adding full-time professional help in the latter. Moreover, a full-time administrative line in Multicultural Life has been approved, and a search is underway.

SUGGESTION

As the College moves toward a more diverse student body, we should continue to carefully assess resources in high-traffic, high-impact student services. Long-term planning, both financial and programmatic, is vital to ensure effective support for an increasing number of students from historically underserved populations, international students, and students with disabilities.

CHAPTER 8: INSTITUTIONAL ASSESSMENT AND STUDENT LEARNING ASSESSMENT

Standard 7: The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

Standard 14: Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

OVERVIEW

This chapter provides a description and analysis of the processes at Muhlenberg that support institutional assessment (Standard 7) and student learning assessment (Standard 14). We examined how and where assessment is embedded in planning at the institutional and departmental level, as well as how results are used to support institutional and departmental missions. Given that well-articulated student learning outcomes (SLOs) are the foundation of student learning assessment, we reviewed SLOs at the course, program, and institutional level and evaluated the types of assessment done at each level in the institution. We examined institutional planning documents, documents from Board of Observers (BoO) program reviews, assessment reports provided by the Dean of Institutional Assessment and Academic Planning (DIAP) and the Director of Institutional Research and Records (DIRR), the College website, a sample of course syllabi, and data from faculty, staff, and student surveys. Based on our research and analysis, we developed a clear understanding of assessment activities across the institution. In this chapter, we outline how results are used to inform revision and improvement, how assessment work is communicated and supported at the College, and how the College can build on our current culture of assessment to improve procedures and support.

INSTITUTIONAL PLANNING AND ASSESSMENT

Strategic Plan

The development of Muhlenberg's most recent strategic plan, *Momentum: Muhlenberg's Strategic Plan: 2010 – 2015*, was informed by an environmental scan of the financial and demographic factors affecting private liberal arts higher education, a comprehensive SWOT analysis of Muhlenberg's competitive position, and a review of benchmark data from the College's top 12 admissions overlap institutions. The President's Planning Group reviewed comparative data from a variety of assessment instruments (e.g., 2009 Admitted Student Questionnaire (ASQ), 2008 National Survey of Student Engagement (NSSE), 2007 Association of Independent Colleges and Universities of Pennsylvania (AICUP) First Year Student Survey, and 2008 College Senior Survey (CSS) from the Higher Educational Research Institute).

Regular assessment is built into the plan through updates on the progress of each initiative integrated into an annual report posted on the President’s website (Strategic Initiatives Progress Report – 2014). The assumptions on which the financial model for the plan was based are assessed annually by the Chief Business Officer and Treasurer and at times by others (Senior Staff, Trustee Discount Rate Group, and the Budget Advisory Committee). While the discount rate is closely tracked because of its impact on available resources for expense lines in budgets across the institution, funds earmarked for strategic initiatives remain unchanged by discount rate fluctuations.

Diversity Strategic Planning

The recent diversity planning process relied heavily on assessment results during the development of strategic goals and initiatives and informed the structure of the plan itself (Diversity Strategic Plan). The early work of the Diversity Strategic Planning Committee (DSPC) involved plenary sessions with Senior Staff to discuss key metrics that related to the College’s diversity efforts. These included: diversity enrollment data for the past decade; data on faculty recruitment and retention of faculty from underrepresented populations; staff diversity data and recruitment strategies; and student survey data from the past 5 years that assessed diversity perceptions and experiences.

As part of the DSPC’s work, the Data Review subcommittee analyzed existing survey results (ASQ and HERI Senior Survey) by race/ethnicity to provide a disaggregated picture of how Muhlenberg students experience diversity on our campus. Another subcommittee compiled an inventory of campus diversity-related programming for the past five years. In addition, the entire DSPC participated in a critical review of diversity plans from peer institutions using a common rubric.

Assessment not only informed the shape of the plan but was also embedded in the plan to monitor progress. The proposal form used as part of the open invitation for community members to submit initiatives for consideration by the committee required information about how the initiative would be assessed. As initiatives are implemented faculty and staff responsible for this work are encouraged to consult with the DIAP for support in developing a comprehensive strategy to measure effectiveness in achieving the objectives. Results from these assessments will be integrated in an annual progress report on the plan that will be shared with the College community.

Online Learning Initiative

In September 2012, President Helm appointed a Task Force on Technology and Online Learning to explore opportunities for online learning and to outline recommendations for how the College should proceed in this “historical moment of rapidly evolving technological capacity” (Online Task Force Final Report). Informed by the College’s mission, the goals of the strategic plan, and the [MSCHE Nine Hallmarks of Quality](#), the Task Force crafted a Digital Liberal Arts Vision Statement endorsed by the Board at its April 2013 meeting.

Muhlenberg will distinguish itself as a liberal arts college with the faculty expertise, electronic content and resources, facilities and the institutional collaborations to prepare its graduates to identify, evaluate, create, and apply digital tools to novel problems as they pursue lives of leadership and service.

The final report outlined a set of eight other recommendations to guide the integration of digital technologies across the institution (**Online Task Force Final Report**).

Assessment played a key role in the task force work. A review of sample syllabi from an online course provider (Semester Online, a unit of 2U), results from focus groups with Muhlenberg students who completed online courses at other institutions (**Summary of Online Course Focus Groups 2012**), and findings from a survey of first-year students on the need for online resources to support skill development informed the development of the group's recommendations. Subsequent market research conducted by Aslanian shaped plans to consider a select number of hybrid master's programs (**Online Graduate Degree Research 2014**). The implementation of the Task Force recommendations by the Associate Dean for Digital Learning and the new Digital Learning Team has included faculty surveys to: (1) target technology support for new faculty; (2) assess faculty interest and expertise in the integration of spatial mapping technology; and (3) evaluate student perceptions of ePortfolio assignments. In addition, the DIAP partnered with the instructor of the first summer hybrid course to develop a course assessment that could inform planning for additional hybrid and online courses. Moreover, faculty who developed online or blended courses offered in summer 2015 were required to embed assessments into their courses to track student perceptions and learning.

INSTITUTIONAL ASSESSMENT

Institutional Benchmarking and Tracking

At the Senior Staff level, the annual IPEDS Data Feedback Report provides benchmark data on key student, faculty and staff metrics such as student diversity, tuition/fees, amounts of grant or scholarship aid, faculty salaries, and number of full-time staff. The Institutional Dashboard (**Institutional Dashboard 2014**) is compiled from data supplied by the Senior Staff in what they consider major areas of concern: Academic and Student Life, Admissions and Financial Aid, and Finance and Fundraising. The information is used by the Staff to track data trends in key markers over a five-year period. The Dashboard is also shared with Trustees each fall to keep them informed on the institution's overall health.

Board of Observers (BoO) Program Reviews

Developed to provide an opportunity for self-study, evaluation, and opportunities for continuous improvement, the BoO process gives departments a vehicle to provide evidence of the work they are doing and a comprehensive overview of departmental operations. The visiting team is asked to engage with the campus community as they look at a department's strengths and challenges and make recommendations. The group also provides volunteer leadership experience to alumni, parents, and friends of the College.

The **BoO** process of reviewing academic and administrative departments began during the 2005 spring semester and continued through the 2011 spring semester. The second cycle of the process began in the 2012 spring semester. During the second round, departments evaluate progress from the first round of review.

Considerable support is provided to academic and administrative departments as they develop a briefing book and prepare for the BoO visit. The President's Assistant oversees scheduling for the three-day visit and works with the department to recruit a team of content experts and members of the BoO who have a deep knowledge and interest in the specific academic discipline or administrative area. The DIRR provides a standard set of data to academic programs that is specific to each department with relevant comparisons. Requests for additional data or institutional comparisons are met in a timely manner. Guidelines for the contents of the briefing book are available and the DIAP provides guidance throughout the process.

Within several weeks of a Board of Observers visit, the team report is sent to the department, supervisor, DIAP, the relevant Senior Staff member, and the President. The team report and the department's response are shared with the appropriate Board of Trustees committee where the department chair or administrative director (or vice president) highlights the main recommendations and responds to any questions posed by the Trustees. These discussions provide a rich forum for academic and administrative departments to highlight strengths and challenges with Trustees and Senior Staff. Recommendations from BoO reviews have informed facilities planning and renovations (e.g., Rehearsal House, Sociology and Anthropology offices and classrooms, renovations to Seegers Union, renovation of Trumbower Science Building to alleviate a mold problem, and rental of space at Cedar Crest College for art studio students), curricular revision (e.g., Mathematics and Computer Science Department, Philosophy Department) and personnel decisions (e.g., Mathematics and Computer Science department's decision to target new hires in areas of applied math and statistics).

The following are specific examples of recommendations and responses from academic and administrative departments:

- The **Media and Communication Department** went through the first cycle of the process. The team recommended the department consider restructuring COM 101, 201, and 301 and developing a capstone experience for all seniors. The department responded by setting up preliminary discussion to change the noted courses, and now all majors engage in a capstone experience.
- When the **Chemistry Department** participated in the second cycle of the process, the team recommended the faculty work with their alumni to bring in expertise, connections, and resources for current students. The department responded by sending out an involvement survey to alumni with suggested ways to assist on campus or offer shadowing or internship opportunities. A website review during the fall 2014 semester found information posted about recent alumni and their post-graduation plans.
- The **Public Relations Department** (PR) underwent the first cycle of the process. Noting the broad responsibilities of the department, the team recommended that PR develop a greater social media presence for the College. The Vice President for PR confirmed that, as a result

of the recommendation, funding was made available for a full-time staff member dedicated to social media, web content, and electronic communications.

- The [Health Center](#) has participated in the second cycle of the process. The BoO team recommended establishing a fee structure for prescription medications and basic services as well as developing protocols for the nurses to prescribe medication for straightforward issues (i.e. strep throat and pink eye) to free up the clinical hours of the physician and Director of the Health Center, a nurse practitioner. The department implemented a fee structure in fall 2014 and agreed to establish a protocol for the nursing staff to prescribe medication under the supervision of the Health Center physician. A website review during the fall 2014 semester showed the new fees listed under the clinical services page.

Mission and Goals for Administrative Units

Under the direction of the Dean of Institutional Assessment and Academic Planning (DIAP), 33 of the 34 administrative units have written mission statements that shape the direction of their departments (Administrative Department Assessment Plans AY 2012 and department website search). Of the 34 departments, 70% include their mission statements on their department web page, although goals are not as prevalent. Most departments (62%) clearly have the mission statement titled as such, while some (9%) imply a mission in their list of responsibilities on their web page. Online access to mission and goals promotes a transparency of what each department espouses to do.

Assessing Institutional Effectiveness

Across administrative offices, departments administer surveys and track outcome data to gauge the extent to which programs and services align with goals and objectives. For example, Admissions uses results from the Accepted Student Questionnaire (ASQ) to assess how accepted students who enroll at the College view the institution compared to students who enroll at another college. Since 2009 students who withdraw from Muhlenberg complete an exit survey to identify reasons for their departure (Exit Survey Report Fall 2013 and Exit Survey Report 2014). Recently we modified the instrument to provide information from students who take a leave of absence since we found that some of these students did not return after their leave. Each fall results from the exit survey are presented to Senior Staff. Trends across years are tracked and findings have informed admissions communications. Results from the annual Career Survey that tracks post-graduation plans of seniors (the response rate is around 90%) are posted on the Admissions website and provide powerful evidence of the outcomes of a Muhlenberg education.

On a regular basis, the offices that oversee June Advising and First-Year Orientation conduct assessments to gauge student and parent perceptions of the programs. The survey instruments are regularly revised to ensure alignment with the objectives of the sessions. Recently, we revised the item on this survey that measured perceptions for the orientation diversity play (Sedehi Project) to reflect the current goals of the play. Institutional services, such as the Health Center, Disability Services, and Sodexo Dining, administer surveys to members of the community who use their offices to assess satisfaction and to evaluate future needs. Results are shared with supervisors and included in program review briefing books. Based on recent assessments, the Health Center has developed additional ways to communicate services and the availability of

appointment scheduling, Sodexo Dining Services developed an action plan to target speed of service, and Residential Services planned a training program for Resident Assistants to improve their understanding of diversity issues and of appropriate responses to discriminatory behavior in the residence halls. Surveys administered by the Development and Alumni Affairs Office to evaluate programming during Homecoming and Reunion weekend provided valuable information on how to engage participants from non-Reunion years in the weekend events.

Administrative Department Annual Assessment Reports

Administrative departments provide annual assessment reports to the DIAP. The template and process began in 2011. These reports include what assessment a department has completed, what was learned from the assessment, and how the information was used to inform program change during the past calendar year. In addition, departments are asked to provide copies of their assessments and results. This process also provides a means to indicate any support that might be needed for future assessment efforts.

While most departments are utilizing surveys as their main tool for collecting information about their area, there are some units implementing different means of assessment (e.g. reflection, focus groups) to assess program impact. Departments have autonomy to develop the assessment strategy for the work they do. Examples of recent activities are below:

- Library collections staff annually review the usage of physical and electronic resources. Information is exported from the library systems and vendor-supplied information to review usage statistics. This information is used in the planning for the collections, including what materials to maintain on campus, how budget dollars should be allocated to enhance current collections, and what are the needs of students, faculty, and staff for resources.
- Career Center staff conduct a workshop for all Fitness and Wellness classes, providing students with an evaluation that includes the learning objectives for each workshop. Students are asked to identify two action steps as a result of the presentation, which is a targeted outcome of the workshop. Information gathered from the evaluation informs future workshops.
- The Director of Sorority and Fraternity Life, Student Leadership, and Orientation facilitates an annual review of recognized sororities and fraternities. This process provides a measure of how each group has done throughout the year. A review of previous annual reviews has shown that groups with strong student leadership and established management systems outperform groups without these elements. There is also interest in designing a more developmental approach toward assessing a group's effectiveness versus the current binary approach.

A review of assessment reports from 2012 through 2014 indicated that 58% of departments are using assessment data to inform program change, 27% indicated an intent to use data to inform revisions, and 15% did not provide a clear response on how information was being used (Administrative Department Assessment Plans).

Supporting and Communicating Institutional Assessment

In response to a recommendation in the previous Self-Study, the College created the position of Associate Dean for Institutional Assessment in 2006. Reporting to the Provost, the Associate Dean was responsible for overseeing student learning and institutional assessment and developing a culture of assessment across the institution. Increased planning and advancement responsibilities added to the position in 2013 resulted in the current title of Dean of Institutional Assessment and Academic Planning (DIAP). Working closely with Director of Institutional Research and Records (DIRR), the Dean provides oversight and support for assessment activities at all levels across the institution.

The DIAP and the DIRR maintain a website to facilitate communication and support for assessment work on campus. The campus community can view various forms of publicly shared data (i.e., the Common Data Set and Source Book), accreditation information, and assessment links. Additionally, national survey instruments, administration schedules, and recent reports are available to facilitate the sharing of assessment results.

Throughout the year, the DIRR works with the Dean of Admission and Financial Aid to create both long- and short-term enrollment projections. These projections inform planning for various offices across campus. A short-term projection is shared weekly over the summer months with the President, Provost, Dean of Students, Dean of Admission and Financial Aid, DIAP, Registrar, and Treasurer.

The 2014 Annual Report provided a forum for wider communication of institutional assessment activities and results. In an effort to be more open and transparent with members of the larger Muhlenberg community, President Helm asked Senior Staff to highlight the types of data their offices collect and show how these results inform decision-making in each of their areas. The result was a comprehensive and engaging story of the College's work to measure institutional effectiveness and student learning.

STUDENT LEARNING ASSESSMENT

Academic Program, Department, and Course Goals

Since 2011, academic departments/programs have made great strides in defining their mission statements and learning goals, disseminating these on the web, and ensuring each course articulates its learning goals on the syllabus. This is in great part because of the concerted effort of the Office of Institutional Assessment and Academic Planning, which provides support and guidance as departments develop and/or refine their program goals and critically evaluate their curriculum maps. Further guidance comes from the Dean of Academic Life, who sends all faculty, twice a year, a memo to remind instructors to include course goals on their syllabi (Memo to All Faculty re Syllabus Items 2014). Thus, while 57% of programs had their goals on the web in 2011 (Major & Minor Mission & Goals on Web), in 2014 94% of academic programs had program learning goals on their websites, 79% of programs had a curriculum map that aligned courses with specific learning goals, and 95% of Fall 2014 courses outlined learning goals on their syllabi (Dept Chair Survey Results 2014). In just a two-year time frame (2012 to

2014), faculty and staff recognized that more academic programs had developed clear statements of expected learning outcomes (Institutional Assessment Rubric Results 2012 and Institutional Assessment Rubric Results 2014).

These changes also coincide with more faculty articulating on their syllabi how some of their courses' goals and assignments clearly align with the College's academic program goals. The following are excellent examples:

- A majority of Muhlenberg College courses require students to develop their writing skills as they learn and discover new information. For example, Intermediate Accounting students become proficient in written communication used in the field by writing informal reports, proposals, documentation of research using accounting databases, and formal reports, including transmittal letters, abstracts, and executive summaries (ACT-323 Fall 2014).
- The students in the Culminating Undergraduate Experience (CUE), Cell Biology of Human Disease, refine their skills in reading, writing, interpretation, and discussion by reading primary scientific literature and posting on an online discussion board three questions about the data, which will be later discussed in class (BIO-405 Spring 2014). Students are also required to create an original graphic representation of their research topic, encouraging students to “create and interpret ideas using various modes of representation.”
- While Dance Technique and Performance strives to cultivate performance skills, students write weekly papers in which they reflect upon, analyze and synthesize their previous week's work, performances, and reading assignments. For example, one prompt was, “Reflect on your definition of dance technique. How does artistry inform technique and how does technique inform artistry? Discuss in relation to the readings... your dancing in modern, ballet, and lab as well as our trip... to watch the Batsheva Dance Company” (DNC-115 Fall 2014). Assignments like these develop several intellectual practices goals including the creation and interpretation of ideas using various modes of representation.

Institutional Assessment of Student Learning

The DIAP and the DIRR developed a multi-year schedule for administration of student surveys. Results from a variety of standardized instruments (National Survey of Student Engagement, HEDS Senior Survey, HERI Senior Survey, CIRP First Year student survey, BSSE First Year survey, DLE survey) are used to provide indirect evidence of high school learning experiences and first year students' expectations for their education; seniors' perceptions of how well their Muhlenberg experience developed fundamental skills and knowledge; satisfaction with services and facilities; and student participation in high impact activities (e.g., study abroad, internships, undergraduate research). On a regular basis the Dean shares results from these assessments with Senior Staff, the Board of Trustees, Parents Council, faculty committees, Student Affairs directors, Dean of Academic Life directors, Development staff, Admissions staff, and faculty and student affairs professionals attending summer assessment workshops. The College's [NSSE results](#) are posted on the IR/Assessment website.

The results have been used in a variety of ways to support student learning. For example, as part of the recent general education review, faculty examined results from diversity items across several instruments (Diversity Forum Feb 2012). While there was some improvement across

time in students' perception of how well they met specific diversity learning goals, the results did not meet faculty expectations. In response, the new academic requirements include an enriched Human Difference and Global Engagement element (HDGE) where students complete two courses that fulfill the HDGE learning goals. The new two-course Cluster requirement was created to bolster students' integrative learning skills and increase opportunities for students to connect concepts across disciplines. According to results on the 2008 NSSE, students were not as strong in these areas as they were in critical thinking and writing, two skills that are intentionally developed across the four-year academic program.

As part of our general education assessment plan, we have aligned items from all the student surveys we do with our academic program goals (Assessment of Academic Goals by Survey 2012). Chapter 6 outlines results from these assessments. As noted in the plan approved by our faculty in November 2014, results from these assessments are shared annually with the Academic Policy Committee (APC) and Curriculum Committee (CC). APC and CC use the results to make determinations whether enforcement of existing catalog language for various General Education designations needs to be changed, whether the catalog language itself is adequate for achieving our Academic Program Goals, and whether those Goals themselves should be maintained or revised (General Education Assessment Plan Approved 11-7-14).

General Education Assessment

With the adoption of the new curriculum in 2013, we have realigned course goals with Academic Program Goals. When a designation for a new course is requested, the main criteria CC uses to evaluate the request are how well the course fulfills the goals listed in the College Catalog for the relevant designation and how well the course syllabus communicates the fulfillment of these goals and the larger Academic Program Goals to students ([see proposal forms](#)). Many pre-existing courses, most notably those carrying the old D (Diversity) designation which are migrating to the DE (Human Difference and Global Engagement) designation, are being re-evaluated by CC to ensure the course syllabi meet the same standard of communicating course, designation, and Academic Program Goals as do newly developed courses. CC has asked several instructors to revise the learning goals in their syllabi before the migration could be approved. Finally, all department chairs are asked to work with their faculty to ensure that every syllabus has learning goals and an explanation of how a course fulfills Academic Program Goals.

In addition to the continual monitoring of new and existing courses for alignment with Academic Program Goals, a comprehensive plan to assess the entire General Education Curriculum is underway. An ad hoc joint subcommittee of APC and CC devised a plan to assess the General Education Curriculum (General Education Assessment Plan Approved 11-7-14 and Schedule for General Education Assessment Plan 2014) based on existing work, and the faculty approved this plan in Fall 2014. Details of the existing general education assessment work on writing, information literacy, and foreign language are summarized below. A team of three faculty members who teach cluster courses oversaw a comprehensive assessment of integrative learning in clusters. Evaluation of student work occurred spring 2015 with analysis planned for fall 2015. Direct assessment of each of the four divisional designations in the Intellectual Breadth requirement will be coordinated by a team of two faculty who teach courses in that designation with support from the DIAP. After each assessment cycle is completed, the coordinating team

will share their results with APC and CC. These results will inform both the maintenance and the evolution of the General Education curriculum as APC and CC carry out their duties armed with this information. Planning for direct assessment of the Natural Sciences and Mathematics (SC) requirement will begin spring 2015, with collection of student work to take place in fall 2015 and analysis in spring 2016.

Writing Assessment

The Writing Program Committee (WPC), in consultation with the DIAP and selected faculty, has developed and led a program of writing-related assessment since 2011. Direct and indirect assessment activities have included surveys and evaluation of student work using rubrics. In response to the findings of these activities, the WPC created a best practices document and convened a number of events and workshops based on assessment results to support faculty in the teaching of writing. The WPC continues to develop and grow writing-related assessment activities. The in-progress direct assessment of other writing-intensive courses is, for example, intended to serve as the basis for another best practices document for instructors (*Assessment of the Writing-Related Elements of the Curriculum*). More information on the assessment of writing skills can be found in Chapter 6.

Information Literacy Assessment

Librarians, in collaboration with the DIAP and selected faculty, have developed and led a program of information literacy-related assessment since 2007. The direct and indirect assessments have included surveys, focus groups, and evaluation of student work with rubrics. Librarians and faculty continue to develop and grow information literacy-related assessment activities. The in-progress direct assessment of First-Year Seminar information literacy instruction will, for example, help us experiment with integrating direct and authentic assessment of student learning into our pedagogy (*Information Literacy Assessment Report 2015*). Chapter 6 provides more details about information literacy assessment at the College.

Foreign Language Assessment

The Department of Languages, Literatures, and Cultures (LLC), in collaboration with the DIAP, began the process of developing an embedded assessment of the general education foreign language requirement in AY 2013-2014. This direct assessment included knowledge-based questions evaluated using a rubric. Faculty and instructors convened to discuss processes and findings of this trial phase. LLC aims to further develop and expand foreign language-related assessment activities. In 2014-2015, for example, faculty and instructors in the department are working to incorporate the Common European Framework for Reference for Languages as a tool for both indirect and direct assessment of student learning (*Language Instruction Assessment Report 2014*). More detailed information about Foreign Language Assessment can be found in Chapter 6.

Academic Department Student Learning Assessment

For the past five years, academic departments have submitted annual assessment update reports to the Dean of Institutional Assessment and Academic Planning (DIAP). Since 2013, all departments have done some form of assessment. Presently, a majority (76%) of departments complete some form of indirect assessment, usually a senior survey. Significantly, there has been a notable increase in the number of departments that implement direct assessment: in 2012 eight (38%) departments did direct assessment and this number rose to twelve (57%) by 2014 (Academic Department Assessment Plans Spreadsheet Academic Year 2013-2014).

The biggest challenges remain with the 17 interdisciplinary majors/minors. In 2010, none of these programs had implemented any program assessment (Academic Department Assessment Plans-Academic Year 2010-2011). By 2014 some form of assessment was done in almost half of these interdisciplinary programs: 35% indirect and 18% direct, with 6% doing both forms of assessment (Academic Department Assessment Plans Spreadsheet Academic Year 2013-2014).

A variety of direct assessments are used across campus, each of which has provided individual departments/programs with data informing curricular changes or revisions to department assessment methods. The following are examples from across the curriculum in AY 2013-2014:

- The Biochemistry program carried out direct assessment of knowledge and problem solving skills. Students generally did very well, except for one question on how to figure out an enzyme's structure. The program directors are going to develop "more guided inquiry components" to more effectively structure learning that topic (Biochemistry 2014).
- The Music Department used direct assessment in Music Theory III to evaluate the students' understanding of advanced concepts in chromatic harmony. While the students did well overall, they frequently missed one specific chord; thus, the department plans to give greater emphasis to this in Music Theory III (Music assessment update 2014).
- The Philosophy Department developed a normalized, well-calibrated assessment of final papers for two CUE courses. It based its assessment rubric on the department's learning goals and focused on evaluating "argument analysis and evaluation," "reflective analysis" and "scholarship." The results showed that 91% met or exceeded expectations (Philosophy 2014).
- The Physics Department adapted Southeast Missouri State's rubrics for oral presentation skills and research posters in order to evaluate, respectively, Modern Physics students' oral presentations and those of Physics majors who presented in the Summer Science Poster Session. While the "students met or exceeded expectations with their Modern Physics" oral presentations, there were more varied outcomes with the students' summer research posters. The Physics Department "will continue to require presentations in Modern Physics and assess this skill on a five-year-cycle" and give their summer research students better guidance during poster preparation (Physics Department Assessment Plans Update 2014).
- Final papers in 300-400 level Sociology and Anthropology courses were blindly evaluated by two reviewers, using a rubric the department had developed from a number of sources. Forty percent met expectations, and more seniors than juniors met expectations. The department decided that, because a "disjuncture between the 300-level final papers" (research proposals)

and the rubric existed, it might be better to use “alternative measures (assignments) in 300 level courses to assess goal 2” (Sociology Anthropology 2014).

Over the past four years, 60.9% of academic departments (14 out of 23) have clearly demonstrated concrete changes to courses or the program itself in their annual departmental assessment reports. An additional 30.4% (7 out of 23) have included evidence that is strongly suggestive (but not definitive) that they have made such changes in response to assessment findings.

Student Affairs Student Learning Assessment

The Division of Student Affairs (DoSA) considers student learning when developing and reviewing programs and experiences. In 2008 the DoSA leadership team created a mission statement, learning goals, and a vision statement. Each department then worked on mission statements and learning goals that were aligned with the divisional mission and goals.

More recently, DoSA has looked at different methods to assess the work happening across departments. A webinar (Assessment 2.0: Innovative Strategies for Student Affairs Assessment) was hosted on campus and open to members of the division in December 2013. The session offered ideas and fostered discussion on other ways to assess student learning. Two DoSA staff shared their work at the 2014 summer campus workshop for faculty and staff. Alongside their faculty colleagues, they discussed assessment projects and shared how the data were used to inform decisions and change in their departments. In the fall of 2014 the DoSA leadership team participated in a two-part workshop on Logic Models facilitated by the DIAP. The first session focused on the development of Logic Models to align each department’s activities with its mission statement and departmental goals, as well as with the Division’s mission, vision, and goals. In the second session, participants used their models to establish an assessment plan for at least one activity. The informal responses from participants indicated that this approach was helpful in better understanding and visualizing the alignment process. In general, the division has made considerable progress in implementing assessments into their work, but there is still room for improvement. While some departments have clear goals established for the majority of their programs and activities, others have a more basic foundation with plans to further develop learning goals across all programs.

One of the more robust examples of assessment in the DoSA is the Resident Assistant (RA) e-portfolios. As part of their on-going training and regular communication with supervisors, RAs develop an ePortfolio where they reflect on specific learning goals associated with their position. Responses to an end-of-the-year reflection have been reviewed using an adapted version of the AAC&U integrative learning VALUE rubric. DoSA staff have implemented other assessments to evaluate student learning. Three recent examples are described here. In the first, a project using both indirect and direct measures involved the assessment of a recent sexual assault prevention campaign. The Title IX coordinator collaborated with a student group, Peer Health Advocates at Muhlenberg (PHAM), and a public health instructor to develop this two-pronged approach. PHAM members administered a survey to students who viewed the campaign, while students in the public health course wrote reflections that evaluated the campaign based on health education research. In another example, First-Year Orientation is regularly evaluated using a survey

designed in consultation with the DIAP. This information is used by the Coordinator of Orientation and the Dean for Academic Life as they plan the next Orientation program. Assessment is also built into the DoSA annual Speaker Series, a program that exposes students to topics and ideas connected to the division's learning goals. At the end of every program, students are asked to respond to a one-minute question to determine if learning goals were met. The Division has made considerable progress in the development of activities to assess student learning; however, more effort needs to be made in developing ways to share the information gleaned from assessments with colleagues and students across campus and with off-campus constituents (Administrative Department Assessment Plans).

ePortfolio Initiative

The development of ePortfolios can help students see how their coursework helps them build workplace knowledge and skills, which in turn makes them stronger candidates for employment opportunities. ePortfolios allow students to document their learning progress and hone reflective practices, while providing faculty and staff an authentic tool for direct assessment. Since 2010, an [ePortfolio initiative](#) has been undertaken at both curricular and co-curricular levels, including eight academic courses, the business major, student teaching semester, RAs, and undergraduate research. To assure that ePortfolios are closely tied to course goals and/or co-curricular objectives, faculty members and student affairs staff work closely with the DIAP and the Instructional Design Consultant in designing and implementing ePortfolio-related activities. Assessments are also conducted at different levels to elicit student critical feedback for further improvement.

Summer Business Institute

As described in Chapter 6, The 2014 Summer Business Institute - Liberal Arts at Work provided an intensive introduction to the principles of management for non-business majors in an experiential summer program format. Faculty and staff organizers, in collaboration with the DIAP, developed and administered an assessment to gauge the impact of the Institute on participants' content knowledge, as well as participants' perceptions of the program (Summer Business Institute Assessment 2014). Students in a marketing research class also conducted extensive interviews with Institute participants. Assessment data have been shared with faculty, administrators, and outside organizations who participated in the Institute, as well as Parents Council. The assessments have guided planning for future offerings of the Institute. For example, in response to student feedback, the pacing and content of the curriculum and daily schedules will be adjusted to provide students more opportunities to process and reflect upon their learning.

Global Education

Since AY 2007-2008 the Office of Global Education conducts several assessments each year related to students' study abroad experiences. The Dean of Global Education interviews each student the semester s/he returns to campus (Office of Global Education Department Assessment Update 2012). The office, in collaboration with the DIAP, has also administered a survey to gauge students' study abroad experiences and to assess learning outcomes (Study Abroad Data Fall 2006-Spring 2014, Study Abroad Re-entry Survey Report Spring 2013, Study Abroad

Survey Results 2012). Moreover, members of the office and/or faculty visit study abroad sites. Additionally, an in-depth assessment of the Maastricht University program was conducted in 2012. Data from these assessments help the College evaluate programs' suitability for future students. Results from these assessments are described in Chapter 6.

Supporting and Communicating Student Learning Assessment

Support for student learning assessment in academic departments, general education, and student affairs has significantly increased since the College dedicated an administrative position to oversee and support assessment activities. The Dean of Institutional Assessment and Academic Planning organizes a yearly assessment workshop that addresses key topics such as methods and tools to directly assess student learning (Program Assessment Workshop Agenda 2013) and “aligning assessment activities with student learning goals: logic models” (Program Assessment Workshop Agenda 2014). Muhlenberg faculty and staff from an array of departments present to their peers the assessment tools they use, the challenges they have had, and the useful information they have gleaned from their assessments. In addition to these regular summer workshops, the Dean works with department chairs and student affairs staff to facilitate targeted workshops for their programs and meets with department assessment liaisons and administrative staff to consult on assessment projects. In the past ten years, we have sent teams to several assessment workshops and institutes (e.g., AAC&U General Education and Assessment, AAC&U Engaging Departments Institute, Middle States Annual Conference), have scheduled on-campus viewings of assessment webinars (e.g., a 2013 NASPA webinar on assessment strategies for Student Affairs, co-sponsored by the Dean and the student affairs assessment liaison), and have supported individual faculty attendance at disciplinary assessment conferences. Assessment resources are made available on the [IR/Assessment website](#), the [Faculty Center for Teaching site](#), and a dedicated Blackboard site accessible to all interested faculty and staff.

Student learning assessment results are shared in a myriad of ways at the College. In addition to institutional assessment data already highlighted, the [IR/Assessment website](#) provides a link to the most recent [NSSE results](#), the College's [UCAN profile](#), and results from the [Teagle Foundation Assessment project](#). At the annual summer workshops, faculty and staff share assessment tools and results from their work. Materials from these sessions, which may include department reports on findings, are posted on the Assessment Blackboard site. General education assessment materials and reports are also shared with faculty and staff who want access to these documents. The DIAP regularly presents student survey results to President's Staff, the Educational Policies and Faculty Affairs Committee of the Board, faculty committees, the Parents Council and various administrative departments (e.g., Admissions, Development and Alumni Affairs, Student Affairs).

SUMMARY

In the past five years there has clearly been an increase in the quality, quantity, communication and support of assessment activity at the College, both to evaluate and improve institutional effectiveness and to measure and support student learning. All academic and major administrative departments have undergone a comprehensive Board of Observers review and

fifteen departments have completed the second cycle in the process. In general, these outside reviews have provided opportunities for valuable reflection and analysis for departments; however, standard guidelines for teams on the function of the review and the College's expectations for the final report could serve to clarify the team's work during and after the campus visit. The annual assessment reports, which have become standard practice for academic and administrative departments, show that most programs and units are integrating assessment activities into their work. Results from both the Manager Staff survey (Manager Staff Survey Report 2014) and the Department Chair survey (Dept Chair Survey Results 2014), however, indicate that there may not always be clear communication at the department or at the institutional level in how assessment results are used for planning and resource allocation.

At the institutional level, there is considerable evidence that student learning assessment has been used to inform curricular change, including the recent General Education revision. Furthermore, the comprehensive General Education Assessment Plan provides a clear structure for ongoing attention to all elements in the program and the expectation that compelling assessment evidence will be used to inform revisions to requirements as needed. While the Assessment Plan assures that both indirect and direct evidence of student learning at the institutional level will be evaluated (already implemented for Writing, Information Literacy, Foreign Language, and the Cluster requirement), there is still variability across academic departments and programs in the development of direct assessment tools to measure student learning. In addition, faculty need to pay closer attention to closing the loop and using results to inform meaningful changes that improve student learning. Staffing structures in interdisciplinary majors and minors have complicated attempts to assess learning goals since these faculty are often involved in assessment activities in their home departments.

SUGGESTIONS

While there is clear communication of institutional mission and goals on the College website, not all academic and administrative departments have articulated their program mission and goals on their sites. We suggest that as part of the website revision, all departments should be encouraged to communicate their mission and goals in a manner that aligns with institutional statements.

While there are guidelines and support for department briefing books developed for the Board of Observer review process, there are no standard guidelines for visiting team reports. We suggest that a template for visiting team reports be developed to ensure more standardization of the process across reviews.

While there is evidence that recommendations from BoO reviews have informed planning and resource allocation, particularly in the area of facilities renovation, faculty and staff perceive a weak link between the outcome of these reviews and the planning/budgeting cycle. We suggest that the institution earmark a pool of funds to support the implementation of one-time initiatives that follow from BoO recommendations and that a process be developed for departments to apply for these funds to support projects informed by these reviews and the assessment results summarized in briefing books.

While assessment work and findings are shared with a varied and broad audience, there is still room for improvement in what results we communicate and how we communicate this information. We suggest that the institution build on its strong recent history of transparency and communication and develop a regular cycle for the presentation of student learning results to a broader audience, including annual presentations at meetings of the faculty, department chairs, administrators and staff.

APPENDIX A

Composition of Steering Committee

Co-Chairs

Dr. Jack Gambino	Professor of Political Science
Dr. Kathleen Harring	Dean of Institutional Assessment and Academic Planning and Professor of Psychology

Steering Committee Members

Bruce Anderson	Chair & Professor of Chemistry
Mike Bruckner	Vice President for Public Relations
Michele Deegan	Chair & Associate Professor of Political Science
Kent Dyer P'07, P'10	Chief Business Officer & Treasurer
Laura Edelman	Professor of Psychology
Jane Flood	Chair & Associate Professor of Physics
Chris Hooker-Haring '72 P'04, P'10	Dean of Admission & Financial Aid
Michael Huber P'14	Dean of Academic Life & Professor of Mathematics
Christine Ingersoll	Professor of Chemistry, Director of the Faculty Center for Teaching
Callista Isabelle	Chaplain
Elizabeth McCain	Chair & Professor of Biology
John Ramsay P'12, P'14	Provost
Mark Stein	Chair & Associate Professor of History
Ken Butler (Process Assistant)	Executive Assistant to the President

Composition of Working Groups

Like the Steering Committee, the working groups include a broad representation of the Muhlenberg community. Members represent diverse positions with expertise directly related to the charge of their working group. Six of the working groups include at least one Muhlenberg alumnus and/or parent.

Group #1: Standards 1 (Mission) and 6 (Integrity)

Co-chairs: Callista Isabelle, Mark Stein	
Kelly Cannon	Outreach and Scholarly Communication Librarian
Lee Kolbe	Title IX Coordinator in the Division of Student Affairs
Tad Robinson	Associate Professor of Philosophy
Cynthia Amaya Santiago '01	Senior Associate Director & Coordinator of Multicultural Recruitment

Group #2: Standards 2 (Planning) and 3 (Resources)

Co-chairs: Bruce Anderson, Kent Dyer

Rebekkah Brown '99	Vice President of Development and Alumni Relations
Don Dale (2013-2015)	Associate Professor of Economics
Tina Hertel	Director of Trexler Library
Harry Miller (2013 – 2015)	Director of Information Technology
Patrick Williams	Assistant Professor of Neuroscience and Biology

Group #3: Standards 4 (Governance) and 5 (Administration)

Co-chairs: Mike Bruckner, Jack Gambino

Melissa Falk '92	Associate Dean of Admission and Financial Aid
Susan Kahlenberg '93	Associate Professor of Media and Communication
Richard Romeo '79	Trustee
Anne Speck	Vice President of Human Resources
Bruce Wightman	Professor of Biology

Group #4: Standards 7 (Institutional Assessment) and 14 (Student Learning Assessment)

Co-chairs: Kathy Haring, Elizabeth McCain

Adam Clark	Associate Professor of Physics
Nicole Hammel '01	Director of Institutional Research & Records
Jen Jarson	Head of Public Outreach & Information Literacy Services
Information Literacy and Assessment Librarian	
Jan Schumacher	Director of Residential Services

Group #5: Standards 8 (Student Enrollment) and 9 (Student Services)

Co-chairs: Laura Edelman, Jane Flood, Chris Hooker-Haring

Alana Albus	Director of the Career Center
Aaron Bova '00	Senior Associate Director of Housing Services
Wendy Cole (2013-2015)	Director of the Academic Resource Center & Assistant Dean of Academic Life
Karen Green	Dean of Students & Vice President for Student Affairs
Robin Riley-Casey	Director of Multicultural Life
Jeremy Teissere	Associate Professor of Biology and Neuroscience

Group #6: Standard 10 (Faculty)

Co-chairs: Michele Deegan, John Ramsay

David Amdur (2013-2014)	Assistant Professor of Economics
Krista Bywater	Assistant Professor of Sociology and Anthropology
Amy Hark	Associate Professor of Biology
Chris Herrick	Professor of Political Science
James Peck	Professor of Theatre Arts & Associate Dean for Diversity Initiatives

Group #7: Standards 11 (Academic Programs), 12 (Gen Ed) and 13 (Related Educational Activities)

Co-chairs: Michael Huber, Christine Ingersoll

Curtis Dretsch	Professor of Theatre Arts
Beth Halpern	Director of Community Engagement
Jane Hudak	Dean of the Wescoe School of Muhlenberg College
Cathy Kim	Lecturer & Coordinator of Professional Programs
Donna Kish-Goodling	Dean of Global Education & Professor of Economics
Trevor Knox	Associate Professor of Accounting and Economics
Holmes Miller	Chair of Accounting, Business, Economics and Finance & Professor of Business
Lora Taub-Pervizpour	Associate Dean for Digital Learning & Professor of Media and Communication

Trustee Liaison Group

Mr. Richard Crist, Jr. '77, P'05, P'09 – Board Chair
Dr. Lance Bruck M.D. '89
Ms. Linda Cenci '75, P'06
Ms. Julie Hamre '72
Mr. Rich Romeo '79
Ms. Donna Tyson '78

Student Liaison Group

Brandon Hamilton '16 – Student Government Association President (2013-2014)
Matt Dacher '16 - Political Science and International Studies major
Carly Lyon '16 - English major
Megan Nehila '16 - Media & Communications major
Jeff Funk '16 - Sociology major and Women Studies minor
Jessica Wilson '16 - Chemistry major and Music minor

Note: Titles refer to positions or ranks held as of May 2015.

APPENDIX B

Fundamental Elements Roadmap

I. Standard 1 – Mission and Goals

A. clearly defined mission and goals that:

- guide faculty, administration, staff and governing bodies in making decisions related to planning, resource allocation, program and curriculum development, and definition of program outcomes
 1. Chapter 1: Mission, pp. 7-9
 2. Chapter 2: Planning, pp. 18-21
 3. Chapter 2: Resource Allocation, pp. 20-21
 4. Chapter 2: Library Resources, pp. 29-30
 5. Chapter 3: Organizational Structure and Responsibilities, pp. 36-40
 6. Chapter 3: Faculty Role in Shared Governance, pp. 45-46
 7. Chapter 4: Recruitment of Diverse Faculty, p. 50
 8. Chapter 5: Student Selection and Managing the Applicant Pool, pp. 63-64
 9. Chapter 5: Diversity, pp. 64-66
 10. Chapter 6: Educational Offerings, pp. 68-73
 11. Chapter 6: Educational Assessment, pp. 76-78
 12. Chapter 6: Community Engagement, pp. 81-82
 13. Chapter 6: The Wescoe School, pp. 85-86
 14. Chapter 7: Division of Student Affairs, pp. 90-91
 15. Chapter 7: Athletics and Recreation, pp. 92-93
 16. Chapter 7: Into The Future, p. 103
 17. Chapter 8: Institutional Planning and Assessment, pp. 105-107
 18. Mission and Goals for Administrative Units, pp. 109
 19. Chapter 8: Student Learning Assessment, pp. 111-116
- include support of scholarly and creative activity, at levels and of the kinds appropriate to the institution's purposes and character
 1. Chapter 1: Mission, pp. 7-8
 2. Chapter 4: Support for Enhancing Teaching, pp. 53-54
 3. Chapter 6: General Education, pp. 69-71
- are developed through collaborative participation by those who facilitate or are otherwise responsible for institutional improvement and developments
 1. Chapter 1: Changes to the Mission Statement, pp. 9-10
- are periodically evaluated and formally approved
 1. Chapter 1: Mission pp. 7-8
 2. Chapter 1: Changes to the Mission Statement, pp. 9-10
- are publicized and widely known by the institution's members
 1. Chapter 1: Communicating the Mission, pp. 10-11

B. mission and goals that relate to external as well as internal contexts and constituencies

1. Chapter 1: Mission, pp. 7-8

- C. institutional goals that are consistent with mission
 1. Chapter 1: The Mission Informs Goals and Objectives, pp. 8-9
 2. Chapter 1: Integrity, p. 11
 3. Chapter 6: Educational Offerings, p. 68
 4. Chapter 6: General Education, p. 69-71
 5. Chapter 7: Athletics and Recreation, pp. 92-93
- D. goals that focus on student learning, other outcomes, and institutional improvement
 1. Chapter 1: Mission, pp. 7-8
 2. Chapter 1: The Mission Informs Goals and Objectives, pp. 8-9
 3. Chapter 2: Planning, pp. 18-19
 4. Chapter 5: Diversity, pp. 64-66
 5. Chapter 6: Academic Program Goals, p. 69
 6. Chapter 6: General Education, p. 69-73
 7. Chapter 6: Educational Program Assessment, pp. 76-79
 8. Chapter 8: Institutional Planning and Assessment, pp. 105-107
 9. Chapter 8: Assessing Institutional Effectiveness, pp. 109-110
 10. Chapter 8: Student Learning Assessment, pp. 111-117

II. Standard 2 – Planning, Resource Allocation, and Institutional Renewal

- A. goals and objectives or strategies, both institution-wide and for individual units that are clearly stated, reflect conclusions drawn from assessment results, are linked to mission and goal achievement, and are used for planning and resource allocation at the institutional and unit levels
 1. Chapter 1: Mission, pp. 7-9
 2. Chapter 2: Institutional Strategy, p. 18
 3. Chapter 8: Institutional Planning and Assessment, pp. 105-107
- B. planning and improvement processes that are clearly communicated, provide for constituent participation, and incorporate the use of assessment results
 1. Chapter 2: Planning process, p. 18
 2. Chapter 2: Participation, p. 19
 3. Chapter 8: Assessment results, pp. 105-118
- C. well defined decision-making processes and authority that facilitates planning and renewal
 1. Chapter 2: Process, p. 19
 2. Chapter 3: Organizational Structure and Responsibility, pp. 35-41
- D. the assignment of responsibility for improvements and assurance of accountability
 1. Chapter 2: Responsibility, p. 19
 2. Chapter 3: Board Responsibility, p. 35
 3. Chapter 8: Responsibility, pp. 109-110
- E. a record of institutional and unit improvement efforts and their results
 1. Chapter 2: Improvement efforts, p. 19

- F. periodic assessment of the effectiveness of planning, resource allocation, and institutional renewal processes
 - 1. Chapter 2: Periodic assessment, p. 19
 - 2. Chapter 8: Strategic plan, pp. 105-106
 - 3. Chapter 8: Benchmarking, p. 107

III. Standard 3 – Institutional Resources

- A. strategies to measure and assess the level of, and efficient utilization of, institutional resources required to support the institution’s mission and goals
 - 1. Chapter 1: Mission, pp. 7-9
 - 2. Chapter 2: Resource utilization strategy, pp. 19-23, 25
- B. rational and consistent policies and procedures in place to determine allocation of assets
 - 1. Chapter 2: Allocation procedures, pp. 19-21
- C. an allocation approach that ensures adequate faculty, staff, and administration to support the institution’s mission and outcomes expectations
 - 1. Chapter 2: Adequate staffing, pp. 21, 24, 28, 30, 31
- D. a financial planning and budgeting process aligned with the institution’s mission, goals, and plan that provides for an annual budget and multi-year budget projections, both institution-wide and among departments; utilizes planning and assessment documents; and addresses resource acquisition and allocation for the institution and any subsidiary, affiliated, or contracted educational organizations as well as for institutional systems as appropriate
 - 1. Chapter 2: Annual budget, pp. 19-20
 - 2. Chapter 2: Multi-year budget, pp. 18, 20
 - 3. Chapter 2: Assessment based, pp. 19-20, 29
 - 4. Chapter 3: President and Senior Administration, pp. 36-39
- E. a comprehensive infrastructure or facilities master plan and facilities/infrastructure life-cycle management plan, as appropriate to mission, and evidence of implementation
 - 1. Chapter 2: Master plan, pp. 26, 33
- F. recognition in the comprehensive plan that facilities, such as learning resources fundamental to all educational and research programs and the library, are adequately supported and staffed to accomplish the institution’s objectives for student learning, both on campuses and at a distance
 - 1. Chapter 2: Support for facilities, pp. 25-26, 29
- G. an educational and other equipment acquisition and replacement process and plan, including provision for current and future technology, as appropriate to the educational programs and support services, and evidence of implementation
 - 1. Chapter 2: Technology, pp. 26-27
 - 2. Chapter 2: Support of programs, pp. 26-27, 29-30

- H. adequate institutional controls to deal with financial, administrative and auxiliary operations, and rational and consistent policies and procedures in place to determine allocation of assets
 - 1. Chapter 2: Institutional controls, pp. 21-23, 25-26, 29, 31
- I. an annual independent audit confirming financial responsibility, with evidence of follow-up on any concerns cited in the audit's accompanying management letter
 - 1. Chapter 3: Annual audit, pp. 37
- J. periodic assessment of the effective and efficient use of institutional resources
 - 1. Chapter 2: Periodic assessment, pp. 20, 23, 31-32

IV. Standard 4 – Leadership and Governance

- A. a well-defined system of collegial governance including written policies outlining governance responsibilities of administration and faculty and readily available to the campus community
 - 1. Chapter 1: Communication of Policies, p. 15
 - 2. Chapter 1: Ensuring Equity, pp. 15-16
 - 3. Chapter 3: Overview, p. 34
 - 4. Chapter 3: Board of Observers: Transparency and Accountability, pp. 41-42
 - 5. Chapter 3: Faculty, pp. 39-40
 - 6. Chapter 3: Students, pp. 40-41
 - 7. Muhlenberg College Charter
 - 8. Muhlenberg College Bylaws
 - 9. Working Resolutions of the Board of Trustees
 - 10. [Faculty Handbook](#)
 - 11. [Trustees Handbook for Managers](#)
 - 12. [Student Policy and Resource Guide](#)
- B. written governing documents, such as a constitution, by-laws, enabling legislation, charter or other similar documents, that:
 - delineate the governance structure and provide for collegial governance, and the Structure's composition, duties and responsibilities. In proprietary, corporate and similar types of institutions, a separate document may establish the duties and responsibilities of the governing body as well as the selection process
 - 1. Chapter 3: Organizational Structure and Responsibilities, pp. 35-41
 - 2. Muhlenberg College Charter
 - 3. Muhlenberg College Bylaws
 - 4. Working Resolutions of the Board of Trustees
 - assign authority and accountability for policy development and decision making, including a process for the involvement of appropriate institutional constituencies in policy development and decision making
 - 1. Chapter 3: Organizational Structure and Responsibilities, pp. 35-41
 - 2. Chapter 3: Board of Trustees: Transparency and Accountability, pp. 41-42
 - provide for the selection process for governing body members
 - 1. Chapter 3: Board of Trustees, pp. 35-36

- C. appropriate opportunity for student input regarding decisions that affect them
 - 1. Chapter 3: Students, pp. 40-41
 - 2. Chapter 3: Student Participation in College Governance, p. 47
- D. a governing body capable of reflecting constituent and public interest and of an appropriate size to fulfill all its responsibilities, and which includes members with sufficient expertise to assure that the body's fiduciary responsibilities can be fulfilled
 - 1. Chapter 3: Board of Trustees, pp. 35-36
- E. a governing body not chaired by the chief executive officer
 - 1. Chapter 3: Board of Trustees, pp. 35-36
- F. a governing body that certifies to the Commission that the institution is in compliance with the Requirements of Affiliation, accreditation standards and policies of the Commission; describes itself in identical terms to all its accrediting and regulatory agencies; communicates any changes in its accredited status; and agrees to disclose information required by the Commission to carry out its accrediting responsibilities, including levels of governing body compensation, if any
 - 1. Executive Summary, pp. 2, 4-5
 - 2. Chapter 3: Board of Trustees, pp. 35-36
 - 3. Certification Statement, p. 6
- G. a conflict of interest policy for the governing body (and fiduciary body members, if such a body exists), which addresses matters such as remuneration, contractual relationships, employment, family, financial or other interests that could pose conflicts of interest, and that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution
 - 1. Chapter 3: Board of Trustees: Transparency and Accountability, pp. 41-42
- H. a governing body that assists in generating resources needed to sustain and improve the institution
 - 1. Chapter 2: Endowment, p. 22
 - 2. Chapter 8: Institutional Planning and Assessment, pp. 105
- I. a process for orienting new members and providing continuing updates for current members of the governing body on the institution's mission, organization, and academic programs and objectives
 - 1. Chapter 3: Board of Trustees, pp. 35-36
- J. a procedure in place for the periodic objective assessment of the governing body in meeting stated governing body objectives
 - 1. Chapter 3: Board of Trustees, pp. 35-36
 - 2. Chapter 3: Board of Trustees: Transparency and Accountability, pp. 41-42
- K. a chief executive officer, appointed by the governing board, with primary responsibility to the institution
 - 1. Chapter 3: The President and Senior Administrators, p. 36

- L. periodic assessment of the effectiveness of institutional leadership and governance
 - 1. Chapter 3: Board of Trustees, pp. 35-36
 - 2. Chapter 3: Board of Observers: Transparency and Accountability, pp. 41-42
 - 3. Chapter 3: Assessing Presidential Performance, p. 42
 - 4. Chapter 8: Board of Observers (BoO) Program Reviews, pp. 107-109

V. Standard 5 – Administration

- A. a chief executive whose primary responsibility is to lead the institution toward the achievement of its goals and with responsibility for administration of the institution
 - 1. Chapter 3: The President and Senior Administrators, p. 36
 - 2. Chapter 2: Planning, Resource Allocation, pp. 18-20
- B. a chief executive with the combination of academic background, professional training, and/or other qualities appropriate to an institution of higher education and the institution’s mission
 - 1. Chapter 3: The President and Senior Administrators, p. 36
 - 2. President’s Curriculum Vitae
- C. administrative leaders with appropriate skills, degrees and training to carry out their responsibilities and functions
 - 1. Chapter 3: The President and Senior Administrators, pp. 36-39
 - 2. Chapter 3: Administrative Accountability and Effectiveness, pp. 43-44
 - 3. Senior Staff Curriculum Vitae
- D. qualified staffing appropriate to the goals, type, size, and complexity of the institution
 - 1. Chapter 2: Human Resources, pp. 31-32
 - 2. Chapter 3: The President and Senior Administrators, pp. 36-39
 - 3. Chapter 3: Administrative Accountability and Effectiveness, pp. 43-44
 - 4. Chapter 4: Faculty Composition, pp.48-50
- E. adequate information and decision-making systems to support the work of administrative leaders
 - 1. Chapter 3: Communication and the Flow of Information, pp. 42-43
- F. clear documentation of the lines of organization and authority
 - 1. Chapter 3: The President and Senior Administrators, pp. 36-37
 - 2. Chapter 3: Administrative Accountability and Effectiveness, pp. 43-44
- G. periodic assessment of the effectiveness of administrative structures and services
 - 1. Chapter 3: Administrative Accountability and Effectiveness, pp. 43-44
 - 2. Chapter 3: Personnel Development and Evaluation, pp. 44-45
 - 3. Chapter 8: Assessing Institutional Effectiveness, pp. 109-110
 - 4. Chapter 8: Administrative Department Annual Assessment Reports, p. 110
 - 5. Chapter 8: Supporting and Communication Institutional Assessment, p. 110

VI. Standard 6 – Integrity

- A. fair and impartial processes, published and widely available, to address student grievances, such as alleged violations of institutional policies. The institution assures that student grievances are addressed promptly, appropriately, and equitably
 - 1. Chapter 1: Integrity, pp. 11-13, 15
 - 2. Chapter 7: Dean of Students, p. 90
 - 3. Chapter 7: Dean of Academic Life, pp. 97-98
 - 4. [Student Policy and Resource Guide](#)
- B. fair and impartial practices in the hiring, evaluation and dismissal of employees
 - 1. Chapter 1: Integrity, pp. 11, 14-16
 - 2. Chapter 4: Faculty Composition and Recruitment, pp. 48-50
 - 3. Chapter 4: Faculty Evaluation, pp. 55-57
- C. sound ethical practices and respect for individuals through its teaching, scholarship/research, service, and administrative practice, including the avoidance of conflict of interest or the appearance of such conflict in all its activities and among all its constituents
 - 1. [Conflict of Interest Policy Statement](#)
 - 2. Chapter 1: Integrity, pp. 11-16
- D. equitable and appropriately consistent treatment of constituencies, as evident in such areas as the application of academic requirements and policies, student discipline, student evaluation, grievance procedures, faculty promotion, tenure, retention and compensation, administrative review, curricular improvement, and institutional governance and management
 - 1. Chapter 1: Integrity, pp. 11-16
 - 2. Chapter 3: Assessment: Autonomy, Communication, and Accountability, pp. 41-47
 - 3. Chapter 4: Faculty Evaluation, pp. 55-57
- E. a climate of academic inquiry and engagement supported by widely disseminated policies regarding academic and intellectual freedom
 - 1. Chapter 1: Integrity, pp. 14-15
 - 2. [Faculty Handbook](#)
- F. an institutional commitment to principles of protecting intellectual property rights
 - 1. Chapter 1: Integrity, pp. 11-12, 14
- G. a climate that fosters respect among students, faculty, staff, and administration for the range of diverse backgrounds, ideas, and perspectives
 - 1. Chapter 1: Integrity, pp. 11-15
 - 2. [Statement on Diversity](#)
- H. honesty and truthfulness in public relations announcements, advertisements, and recruiting and admissions materials and practices
 - 1. Chapter 5: Admissions Marketing Messages, pp. 66-67

- I. required and elective courses that are sufficiently available to allow students to graduate within the published program length
 - 1. Chapter 6: Educational Offerings, pp. 68-69
 - 2. Chapter 6: General Education, pp. 69-73
- J. reasonable, continuing student access to paper or electronic catalogs
 - 1. [Academic Catalog](#)
- K. when catalogs are available only electronically, the institution's web page provides a guide or index to catalog information for each catalog available electronically
 - 1. [Academic Catalog](#)
- L. when catalogs are available only electronically, the institution archives copies of the catalogs as sections or policies are updated
 - 1. [Academic Catalog](#)
- M. changes and issues affecting institutional mission, goals, sites, programs, operations, and other material changes are disclosed accurately and in a timely manner to the institution's community, to the Middle States Commission on Higher Education, and to any other appropriate regulatory bodies
 - 1. Chapter 1: Mission, pp. 7-9
 - 2. [Mission Statement website](#)
- N. availability of factual information about the institution, such as the Middle States Commission on Higher Education annual data reporting, the self-study or periodic review report, the team report, and the Commission's action, accurately reported and made publicly available to the institution's community
 - 1. [Middle States Website](#)
- O. information on institution-wide assessments available to prospective students, including graduation, retention, certification and licensing pass rates, and other outcomes as appropriate to the programs offered
 - 1. [Institutional Research and Assessment website](#)
- P. institutional information provided in a manner that ensures student and public access, such as print, electronic, or video presentation
 - 1. [Admissions Website](#)
- Q. fulfillment of all applicable standards and reporting and other requirements of the Commission
 - 1. Compliance Report sent to Commission in December 2015
 - 2. Certification Statement, p.6
 - 3. 2011 Periodic Review Report
- R. periodic assessment of the integrity evidenced in institutional policies, processes, practices, and the manner in which these are implemented
 - 1. Chapter 8: Institutional Planning and Assessment, pp. 105-107
 - 2. Chapter 8: Institutional Assessment, pp. 107-111
 - 3. [Institutional Research and Assessment website](#)

VII. Standard 7 – Institutional Assessment

- A. documented, organized, and sustained assessment process to evaluate and improve the total range of programs and services; achievement of institutional mission, goals, and plans; and compliance with accreditation standards that meets the following criteria:
- a foundation in the institution’s mission and clearly articulated institutional, unit-level, and program-level goals that encompass all programs, services, and initiatives and are appropriately integrated with one another (see Standards 1: Mission and Goals *and* 2: Planning, Resource Allocation, and Institutional Renewal)
 1. Chapter 8: Institutional Assessment, pp. 105-107
 2. Chapter 8: Institutional Assessment, pp. 109-112
 - systematic, sustained, and thorough use of multiple qualitative and/or quantitative measures that:
 - maximize the use of existing data and information;
 - clearly and purposefully relate to the goals they are assessing;
 - are of sufficient quality that results can be used with confidence to inform decisions
 1. Chapter 6: Educational Program Assessment, pp. 76-80
 2. Chapter 8: Institutional Assessment, pp. 109-110
 3. Chapter 8: Student Learning Assessment, pp. 111-117
 - support and collaboration of faculty and administration in assessing student learning and responding to assessment results
 1. Chapter 6: Educational Program Assessment, pp. 76-80
 2. Chapter 8: Supporting and Communicating Institutional Assessment, p. 111
 3. Chapter 8: Student Learning Assessment, pp. 111-118
 - clear realistic guidelines and a timetable, supported by appropriate investment of institutional resources
 1. Chapter 8: Institutional Assessment, pp. 107-111
 2. Chapter 8: Institutional Assessment of Student Learning, pp. 112-113
 3. Chapter 8: General Education Assessment, pp. 113-114
 4. Chapter 8: Academic Department Assessment, pp. 114-116
 5. Chapter 8: Student Affairs Student Learning Assessment, pp. 116-117
 6. Chapter 8: Supporting and Communicating Student Learning Assessment, p. 118
 - sufficient simplicity, practicality, detail, and ownership to be sustainable
 1. Chapter 8: Administrative Department Annual Assessment Reports, pp. 110
 2. Chapter 8: General Education Assessment, pp. 113-114
 3. Chapter 8: Academic Department Student Learning Assessment, pp. 115-116
 4. Chapter 8: Student Affairs Student Learning Assessment, pp. 116-117
 5. Chapter 8: Supporting and Communicating Student Learning Assessment, pp. 118

- periodic evaluation of the effectiveness and comprehensiveness of the institution’s assessment process
 1. Chapter 8: Administrative Department Annual Assessment Reports, p. 110
 2. Chapter 8: Academic Department Student Learning Assessment, pp. 115-116
 3. Chapter 8: Summary, pp. 118-119
- B. evidence that assessment results are shared and discussed with appropriate constituents and used in institutional planning, resource allocation, and renewal (see Standard 2: Planning, Resource Allocation, and Institutional Renewal) to improve and gain efficiencies in programs, services and processes, including activities specific to the institution’s mission (e.g., service, outreach, research)
 1. Chapter 2: Planning, Resource Allocation, pp. 18-20
 2. Chapter 5: Diversity, pp. 64-66
 3. Chapter 7: Orientation Weekend, p. 89
 4. Chapter 7: Dining Services, p. 94
 5. Chapter 7: Title IX Coordinator, p. 96
 6. Chapter 7: Academic Resource Center, pp. 98-99
 7. Chapter 8: Institutional Planning and Assessment, pp. 105-107
 8. Chapter 8: Institutional Assessment, pp. 107-111
- C. written institutional (strategic) plan(s) that reflect(s) consideration of assessment results
 1. Chapter 2: Planning, pp. 18-19
 2. Chapter 8: Institutional Planning and Assessment, pp. 105-107

VIII. Standard 8 – Student Admissions and Retention

- A. admissions policies, developed and implemented, that support and reflect the mission of the institution
 1. Chapter 5: Student Selection and Managing the Applicant Pool, pp. 63
 2. College Catalog: Admission Policy, pp. 4-6
- B. admissions policies and criteria available to assist the prospective student in making informed decisions
 1. College Catalog: Admission Policy, pp. 4-8
 2. [College Viewbook: Admission](#), pp. 34-35
 3. College Website: [“How We Review Applications”](#)
- C. programs and services to ensure that admitted students who marginally meet or do not meet the institution’s qualifications achieve expected learning goals and higher education outcomes at appropriate points
 1. Chapter 7: While at Muhlenberg, pp. 98-100
- D. accurate and comprehensive information regarding academic programs, including any required placement or diagnostic testing
 1. Chapter 5: Admissions Marketing Messages, pp. 66
 2. College Catalog: Admission Policy, pp. 4-8
 3. College Catalog: Students With Disabilities, pp. 24-25
 4. College Website: [“Majors, Minors & Certification”](#)
 5. College Website: [“Disability Services”](#)

- E. statements of expected student learning outcomes and information on institution-wide assessment results, as appropriate to the program offered, available to prospective students
 - 1. Chapter 6: Communication, pp. 74
 - 2. Chapter 8: Institutional Assessment and Student Learning Assessment, Student Learning Assessment, pp. 111
 - 3. “Explore, Engage and Connect: The Liberal Arts at Muhlenberg College” (Admissions Brochure)
 - 4. “[Muhlenberg Career Survey: Class of 2014](#)” (Admissions Brochure)
- F. accurate and comprehensive information, and advice where appropriate, regarding financial aid, scholarships, grants, loans, and refunds
 - 1. Chapter 5: Admissions and Financial Aid, Admissions Marketing Messages, pp. 66
 - 2. College Catalog: Expenses, pp. 9-12
 - 3. College Catalog: Financial Aid, pp. 13-17
 - 4. [College Viewbook: Financial Aid](#), pp. 39
 - 5. College Website: “[Financial Aid](#)”
- G. published and implemented policies and procedures regarding transfer credit and credit for extra-institutional college level learning that state the criteria established by the institution regarding transfer of credit
 - 1. College Catalog: Admission Policy, Admission of Transfer Students, pp. 7
 - 2. College Website: “[Applying as a Transfer](#)”
- H. ongoing assessment of student success, including but not necessarily limited to retention, that evaluates the match between the attributes of admitted students and the institution’s mission and programs, and reflects its findings in its admissions, remediation, and other related policies
 - 1. Chapter 5: Student Selection and Managing the Applicant Pool, pp. 63-64
 - 2. Chapter 5: Diversity, pp. 64-66
 - 3. Chapter 5: Marketing Messages, pp. 66-67
 - 4. Admissions and Financial Aid Annual Assessment Documents; referenced in Chapter 8, pp. 110

IX. Standard 9 – Student Support Services

- A. a program of student support services appropriate to student strengths and needs, reflective of institutional mission, consistent with student learning expectations, and available regardless of place or method of delivery
 - 1. Chapter 1: Mission Informs Goals and Objectives, p. 8
 - 2. Chapter 7: Overview, pp. 88
 - 3. Chapter 7: Transition from High School to College, pp. 88-89
 - 4. Chapter 7: While at Muhlenberg *through* Suggestions, pp. 93-104

- B. qualified professionals to supervise and provide the student support services and programs
 - 1. Chapter 3: Dean of Students, p. 38
 - 2. Chapter 3: Dean of Academic Life, p. 39
 - 3. Chapter 3: Personnel Development and Evaluation, pp. 44-45
 - 4. Chapter 7: Office of Multicultural Life, pp. 91-92
 - 5. Chapter 7: Health Center, pp. 94-95
 - 6. Chapter 7: Counseling Services, p. 95
 - 7. Chapter 7: Academic Resource Center, pp. 98-99
 - 8. Chapter 7: Office of Disability Services pp. 99-100
- C. procedures to address the varied spectrum of student academic and other needs, in a manner that is equitable, supportive, and sensitive, through direct service or referral
 - 1. Chapter 1: Mission, Goals and Integrity, Integrity, p. 15
 - 2. Chapter 6: Educational Program Assessment, p. 77
 - 3. Chapter 7: Transition from High School to College, pp. 88-89
 - 4. Chapter 7: Office of Multicultural Life, pp. 91-92
 - 5. Chapter 7: Student Leadership and Greek Life, p. 92
 - 6. Chapter 7: Office of Residential Services, pp. 93-94
 - 7. Chapter 7: Title IX Coordinator through Registrar's Office, pp. 96-101
- D. appropriate student advisement procedures and processes
 - 1. Chapter 7: Transition from High School to College, pp. 89-90
 - 2. Chapter 7: Pre-professional Advising, p.102
- E. if offered, athletic programs that are regulated by the same academic, fiscal, and administrative principles, norms, and procedures that govern other institutional programs
 - 1. Chapter 7: Athletics and Recreation, pp. 92-93
 - 2. Chapter 7: Title IX Coordinator, pp. 96
- F. reasonable procedures, widely disseminated, for equitably addressing student complaints or grievances
 - 1. Chapter 1: Integrity, pp. 11-12
 - 2. Chapter 1: Integrity, pp. 12-14
 - 3. Chapter 7: Division of Student Affairs, p. 90
 - 4. Chapter 7: Dean of Academic Life, p. 98
- G. records of student complaints or grievances
 - 1. Chapter 7: Behavioral Intervention Team, pp. 97-98
- H. policies and procedures, developed and implemented, for safe and secure maintenance of student records
 - 1. Chapter 7: Behavioral Intervention Team, p. 97-98
 - 2. Chapter 7: Registrar, p. 101
- I. published and implemented policies for the release of student information
 - 1. Chapter 7: Registrar, p. 101

- J. ongoing assessment of student support services and the utilization of assessment results for improvement
 - 1. Chapter 6: Educational Program Assessment, p.78
 - 2. Chapter 7: Transition from High School to College, p. 89
 - 3. Chapter 7: Office of Community Engagement, p. 91
 - 4. Chapter 7: Student Leadership Programs and Greek Life, p. 92
 - 5. Chapter 7: Office of Residential Services, p. 94
 - 6. Chapter 7: Health Center, p. 95
 - 7. Chapter 7: Title IX Coordinator, p. 96
 - 8. Chapter 7: Academic Resource Center, p. 99
 - 9. Chapter 7: Office of Disability Services, p. 100
 - 10. Chapter 7: Registrar's Office, p. 101
 - 11. Chapter 7: Career Center, p. 101
 - 12. Chapter 8: Board of Observers (BoO) Program Reviews, p. 107
 - 13. Chapter 8: Health Center, p 108
 - 14. Chapter 8: Assessing Institutional Effectiveness, p. 109
 - 15. Chapter 8: Administrative Department Annual Assessment Reports, p.110
 - 16. Chapter 8: Communicating Institutional Assessment, p. 111
 - 17. Chapter 8: Student Affairs, pp. 116-117
 - 18. Chapter 8: ePortfolio Initiative, .p 117

X. Standard 10 – Faculty

- A. faculty and other professionals appropriately prepared and qualified for the positions they hold, with roles and responsibilities clearly defined, and sufficiently numerous to fulfill those roles appropriately
 - 1. Chapter 4: Faculty Composition, pp. 48-50
 - 2. Chapter 3: Personnel Development and Evaluation, pp. 44-45
- B. educational curricula designed, maintained, and updated by faculty and other professionals who are academically prepared and qualified
 - 1. Chapter 6: The Muhlenberg Curriculum, pp. 68-73
- C. faculty and other professionals, including teaching assistants, who demonstrate excellence in teaching and other activities, and who demonstrate continued professional growth
 - 1. Chapter 4: Faculty Teaching and Advising Loads, pp. 51-53
 - 2. Chapter 4: Faculty Development, pp. 53-55
- D. appropriate institutional support for the advancement and development of faculty, including teaching, research, scholarship, and service
 - 1. Chapter 4: Faculty Development, pp. 53-55
- E. recognition of appropriate linkages among scholarship, teaching, student learning, research, and service
 - 1. Chapter 4: Faculty Evaluation, pp. 55-57

- F. published and implemented standards and procedures for all faculty and other professionals, for actions such as appointment, promotion, tenure, grievance, discipline and dismissal, based on principles of fairness with due regard for the rights of all persons
 - 1. Chapter 4: Faculty Handbook, pp. 57
 - 2. [Faculty Handbook](#), Section 3
- G. carefully articulated, equitable, and implemented procedures and criteria for reviewing all individuals who have responsibility for the educational program of the institution
 - 1. Chapter 4: Faculty Evaluation, pp. 55-57
- H. criteria for the appointment, supervision, and review of teaching effectiveness for part-time, adjunct, and other faculty consistent with those for full-time faculty
 - 1. Chapter 4: Faculty Composition and Recruitment, pp. 49
- I. adherence to principles of academic freedom, within the context of institutional mission
 - 1. Chapter 1: Academic Freedom, pp. 14
 - 2. [Faculty Handbook](#), Section 4.2
- J. assessment of policies and procedures to ensure the use of qualified professionals to support the institution's programs
 - 1. Chapter 4: Faculty Handbook pp. 57
 - 2. Chapter 3: Autonomy Communication, and Accountability, pp. 41-46

XI. Standard 11 – Educational Offerings

- A. educational offerings congruent with its mission, which include appropriate areas of academic study of sufficient content, breadth and length, and conducted at levels of rigor appropriate to the programs or degrees offered
 - 1. Chapter 1: The Mission Informs Goals and Objectives, pp. 8-9
 - 2. Chapter 6: General Education, pp. 69-73
 - 3. Chapter 6: Educational Program Assessment, pp. 76-77
- B. formal undergraduate, graduate, and/or professional programs—leading to a degree or other recognized higher education credential—designed to foster a coherent student learning experience and to promote synthesis of learning
 - 1. Chapter 6: Educational Offerings, p. 69
 - 2. Chapter 6: General Education, pp. 69-73
 - 3. Chapter 7: Dean of Academic Life *through* The Registrar's Office, pp. 97-101
 - 4. Chapter 8: Student Learning Assessment, pp. 111-118

- C. program goals that are stated in terms of student learning outcomes, periodic evaluation of the effectiveness of any curricular, co-curricular, and extra-curricular experiences that the institution provides its students and utilization of evaluation results as a basis for improving its student development program and for enabling students to understand their own educational progress (see Standards 9: Student Support Services and 14: Assessment of Student Learning)
 - 1. Chapter 6: Educational Offerings, pp. 68-69
 - 2. Chapter 6: Educational Program Assessment, pp. 76-77
 - 3. Chapter 6: Related Educational Activities, pp. 80-88
 - 4. Chapter 7: While At Muhlenberg, pp. 90-93

- D. learning resources, facilities, instructional equipment, library services, and professional library staff adequate to support the institution's educational programs
 - 1. Chapter 2: Technology, pp. 26-29
 - 2. Chapter 2: Library Resources, pp. 29-31
 - 3. Chapter 6: General Education, pp. 69-73
 - 4. Chapter 6: General Education, pp. 74-75
 - 5. Chapter 7: Dean of Academic Life *through* The Registrar's Office, pp. 97-101

- E. collaboration among professional library staff, faculty, and administrators in fostering information literacy and technological competency skills across the curriculum
 - 1. Chapter 2: Technology, pp. 26-28
 - 2. Chapter 2: Library Resources, pp. 29-30
 - 3. Chapter 6: Technology, pp. 74-75
 - 4. Chapter 6: Educational Program Assessment, p. 77
 - 5. Chapter 6: Library, pp. 75-76
 - 6. Chapter 8: Student Learning Assessment, p. 115

- F. programs that promote student use of a variety of information and learning resources
 - 1. Chapter 6: General Education, pp. 69-73
 - 2. Chapter 6: Educational Program Assessment, pp. 76-79
 - 3. Chapter 7: Dean of Academic Life *through* The Registrar's Office, pp. 97-101

- G. provision of comparable quality of teaching/instruction, academic rigor, and educational effectiveness of the institution's courses and programs regardless of the location or delivery mode
 - 1. Chapter 7: The Registrar's Office, p. 101
 - 2. Chapter 8: Online Learning Initiative, pp. 106-107

- H. published and implemented policies and procedures regarding transfer credit that describe the criteria established by the institution regarding the transfer of credits earned at another institution. The consideration of transfer credit or recognition of degrees will not be determined exclusively on the basis of the accreditation of the sending institution or the mode of delivery but, rather, will consider course equivalencies, including expected learning outcomes, with those of the receiving institution's curricula and standards. Such criteria will be fair, consistently applied, and publicly communicated
 - 1. Compliance Report sent to Commission on December 2015

- I. policies and procedures to assure that the educational expectations, rigor, and student learning within any accelerated degree program are comparable to those that characterize more traditional program formats
 - 1. Chapter 6: Related Educational Activities, pp. 84-86
- J. consistent with the institution's educational programs and student cohorts, practices and policies that reflect the needs of adult learners
 - 1. Chapter 6: Related Educational Activities, pp. 84-86
- K. course syllabi that incorporate expected learning outcomes
 - 1. Chapter 6: Educational Program Assessment, p. 76
 - 2. Chapter 8: Student Learning Assessment, pp. 112-113
- L. assessment of student learning and program outcomes relative to the goals and objectives of the undergraduate programs and the use of the results to improve student learning and program effectiveness (see Standard 14: Assessment of Student Learning)
 - 1. Chapter 6: Educational Program Assessment, pp. 76-79
 - 2. Chapter 8: Institutional Assessment, pp. 107-111
 - 3. Chapter 8: Student Learning Assessment, pp. 111-118

XII. Standard 12 – General Education

- A. a program of general education of sufficient scope to enhance students' intellectual growth, and equivalent to at least 15 semester hours for associate degree programs and 30 semester hours for baccalaureate programs (An institution also may demonstrate how an alternative approach fulfills the intent of this fundamental element.)
 - 1. Chapter 6: Academic Program Goals, p. 69
 - 2. Chapter 6: General Education, pp. 69-72
 - 3. Chapter 6: Academic Skills and Distribution Requirements, p. 70
- B. a program of general education where the skills and abilities developed in general education are applied in the major or concentration
 - 1. Chapter 6: Educational Offerings, p. 68
 - 2. Chapter 6: Academic Skills and Distribution Requirements, p. 71
 - 3. Chapter 6: Clusters, p. 71
 - 4. Chapter 6: Culminating Undergraduate Experience (CUE), p. 71
 - 5. Chapter 6: Writing Across the Curriculum, p. 72
 - 6. Chapter 6: Connection with Academic Major and Minor Programs, p. 72
- C. consistent with institutional mission, a program of general education that incorporates study of values, ethics, and diverse perspectives
 - 1. Chapter 6: Academic Program Goals, p. 68
 - 2. Chapter 6: Human Difference and Global Engagement (DE), p. 71
 - 3. Chapter 6: Co-curricular Offerings, p. 81
 - 4. Chapter 6: Community Engagement, pp. 82-83

- D. institutional requirements assuring that, upon degree completion, students are proficient in oral and written communication, scientific and quantitative reasoning, and technological competency appropriate to the discipline
 - 1. Chapter 6: Academic Skills and Distribution Requirements, p. 70
 - 2. Chapter 6: Curriculum: Writing Across the Curriculum, p. 72
- E. general education requirements clearly and accurately described in official publications of the institution
 - 1. Chapter 6: Academic Skills and Distribution Requirements, p. 71
 - 2. Chapter 6: Communication, p. 74
- F. assessment of general education outcomes within the institution's overall plan for assessing student learning, and evidence that such assessment results are utilized for curricular improvement
 - 1. Chapter 6: Human Difference and Global Engagement (DE), p. 71
 - 2. Chapter 6: Culminating Undergraduate Experience (CUE), p. 72
 - 3. Chapter 6: Educational Program Assessment, pp. 76-79
 - 4. Chapter 8: Institutional Assessment of Student Learning, pp. 111-113
 - 5. Chapter 8: General Education Assessment, pp. 113-114
 - 6. Chapter 8: Writing Assessment, p. 114
 - 7. Chapter 8: Information Literacy Assessment, p. 114
 - 8. Chapter 8: Foreign Language Assessment, p. 114

XIII. Standard 13 – Basic Skills

- A. systematic procedures for identifying students who are not fully prepared for college level study
 - 1. Chapter 5: Student Selection and Managing the Applicant Pool, pp. 63-64
- B. provision of or referral to relevant courses and support services for admitted under-prepared students
 - 1. Chapter 7: Academic Resource Center, pp. 99-100
- C. remedial or pre-collegiate level courses that do not carry academic degree credit
 - 1. Not applicable

XIV. Standard 13 – Certificate Programs

- A. certificate programs, consistent with institutional mission, that have clearly articulated program goals, objectives and expectations of student learning and that are designed, approved, administered, and periodically evaluated under established institutional procedures
 - 1. Chapter 6: Teacher Certification, p. 74-75
 - 2. [Wescoe School Certificate Programs](#)
- B. published program objectives, requirements, and curricular sequence
 - 1. Chapter 6: Teacher Certification, p. 74-75
 - 2. [Education Program Requirements](#)
 - 3. [Wescoe School Certification Programs](#)

- C. program learning goals consistent with national criteria, as appropriate
 - 1. Chapter 6: Teacher Certification, p. 74-75
 - 2. [Education Program Learning Goals](#)
- D. available and effective student support services
 - 1. Chapter 6: Teacher Certification, p. 74-75
 - 2. [Wescoe School Student Support Services](#)
- E. if courses completed within a certificate program are applicable to a degree program offered by the institution, academic oversight assures the comparability and appropriate transferability of such courses
 - 1. Chapter 6: Teacher Certification, p. 74-75
 - 2. [Wescoe School Certificate Programs](#)

XV. Standard 13 – Experiential Learning

- A. credit awarded for experiential learning that is supported by evidence in the form of an evaluation of the level, quality and quantity of that learning
 - 1. [Wescoe School Credit for Prior Learning](#)
- B. published and implemented policies and procedures defining the methods by which prior learning can be evaluated and the level and amount of credit available by evaluation
 - 1. [Wescoe School Credit for Prior Learning](#)
- C. published and implemented policies and procedures regarding the award of credit for prior learning that define the acceptance of such credit based on the institution’s curricula and standards
 - 1. [Wescoe School Credit for Prior Learning](#)
- D. published and implemented procedures regarding the recording of evaluated prior learning by the awarding institution
 - 1. [Wescoe School Credit for Prior Learning](#)
- E. credit awarded appropriate to the subject and the degree context into which it is accepted
 - 1. [Wescoe School Credit for Prior Learning](#)
- F. evaluators of experiential learning who are knowledgeable about the subject matter and about the institution’s criteria for the granting of college credit
 - 1. [Wescoe School Credit for Prior Learning](#)

XVI. Standard 13 – Non-Credit Offerings

- A. non-credit offerings consistent with institutional mission and goals
 - 1. [Wescoe School](#)
- B. clearly articulated program or course goals, objectives, and expectations of student learning that are designed, approved, administered, and periodically evaluated under established institutional procedures
 - 1. [Wescoe School](#)

- C. academic oversight assures the comparability and appropriate transferability of such courses, if courses completed within a non-credit or certificate program are applicable to a degree program offered by the institution
 - 1. Not applicable
- D. periodic assessment of the impact of non-credit programs on the institution's resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals
 - 1. Chapter 2: Resource Allocation, p. 21

XVII. Standard 13 – Branch Campuses, Additional Locations, and Other Instructional Sites

- A. offerings at branch campuses, additional locations, and other instructional sites (including study abroad locations and programs offered at business/corporate sites) that meet standards for quality of instruction, academic rigor, and educational effectiveness comparable to those of other institutional offerings
 - 1. [Wescoe School](#)
- B. activities and offerings at other locations meet all appropriate standards, including those related to learning outcomes
 - 1. [Wescoe School](#)
- C. adequate and appropriate support services
 - 1. [Wescoe School Student Support Services](#)
- D. periodic assessment of the impact of branch campuses, additional locations, and other instructional sites on the institution's resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals
 - 1. Chapter 2: Resource Allocation, p. 21
 - 2. Chapter 6: The Wescoe School, pp. 85-86

XVIII. Standard 13 – Distance Education, Distributed Learning, and Correspondence Education

- A. distance education or correspondence education offerings (including those offered via accelerated or self-paced time formats) that meet institution-wide standards for quality of instruction, articulated expectations of student learning, academic rigor, and educational effectiveness. If the institution provides parallel on-site offerings, the same institution-wide standards should apply to both
 - 1. Chapter 6: The Wescoe School, pp. 85-86
 - 2. [Online and Blended Course Offerings](#)
- B. consistency of the offerings via distance education or correspondence education with the institution's mission and goals, and the rationale for the distance education delivery
 - 1. Chapter 7: Online Learning Initiative, pp. 106-107
 - 2. [Online and Blended Course Proposal Process](#)
- C. planning that includes consideration of applicable legal and regulatory requirements
 - 1. Chapter 7: Online Learning Initiative, pp. 106-107

- D. demonstrated program coherence, including stated program learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded
 - 1. Not applicable
- E. demonstrated commitment to continuation of offerings for a period sufficient to enable admitted students to complete the degree or certificate in a publicized time frame
 - 1. Not applicable
- F. assurance that arrangements with consortial partners or contractors do not compromise the integrity of the institution or of the educational offerings
 - 1. Not applicable
- G. validation by faculty of any course materials or technology-based resources developed outside the institution
 - 1. Not applicable
- H. a system of student identity verification that ensures that the student who participates in class or coursework is the same student who registers and receives academic credit; that students are notified at the time of registration or enrollment of any additional student charges associated with the verification of student identity; and that the identity verification process protects student privacy
 - 1. Compliance Report submitted to Commission December 2015
- I. available, accessible, and adequate learning resources (such as a library or other information resources) appropriate to the offerings at a distance
 - 1. [Trexler Library](#)
- J. an ongoing program of appropriate orientation, training, and support for faculty participating in electronically delivered offerings
 - 1. Chapter 2: Digital Pedagogy, p. 27
 - 2. Chapter 4: Support for Enhancing Teaching, pp. 53-54
- K. adequate technical and physical plant facilities, including appropriate staffing and technical assistance, to support electronic offerings
 - 1. Chapter 2: Digital Pedagogy, p. 27
 - 2. Chapter 2: Staffing and Evolving Services, p. 30
- L. periodic assessment of the impact of distance education on the institution's resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals
 - 1. Chapter 2: Technology, pp. 26-29
 - 2. Chapter 2: Library Resources, pp. 29-31

XIX. Standard 13 – Contractual Relationships and Affiliated Providers

- A. contractual relationships with affiliated providers, other institutions, or organizations that protect the accredited institution's integrity and assure that the institution has appropriate oversight of and responsibility for all activities carried out in the institution's name or on its behalf
 - 1. Not applicable

- B. consistency of any course or program offered via contractual arrangement with the institution's mission and goals
 1. Not applicable
- C. adequate and appropriate accredited institutional review and approval of work performed by a contracted party in such functional areas as admissions criteria, appointment of faculty, content of courses/programs, instructional support resources (including library/information resources), evaluation of student work, and outcomes assessment
 1. Not applicable

XX. Standard 14 – Assessment of Student Learning

- A. clearly articulated statements of expected student learning outcomes (see Standard 11: Educational Offerings), at all levels (institution, degree/program, course) and for all programs that aim to foster student learning and development, that are:
 - appropriately integrated with one another
 - consonant with the institution's mission
 - consonant with the standards of higher education and of the relevant disciplines
 1. Chapter 6: Academic Program Goals, pp. 68-69
 2. Chapter 6: General Education, pp. 69-73
 3. Chapter 8: Academic Program, Department, and Course Goals, pp. 111-112
- B. a documented, organized, and sustained assessment process to evaluate and improve student learning that meets the following criteria:
 - systematic, sustained, and thorough use of multiple qualitative and/or quantitative measures that:
 1. Chapter 6: Educational Program Assessment, pp. 76-79
 2. Chapter 6: The Wescoe School, pp. 85-86
 3. Chapter 8: Student Learning Assessment, pp. 111-118
 - support and collaboration of faculty and administration in assessing student learning and responding to assessment results
 1. Chapter 6: General Education, pp. 69-73
 2. Chapter 6: Educational Program Assessment, pp. 76-79
 3. Chapter 6: The Wescoe School, pp. 84-86
 4. Chapter 8: Student Learning Assessment, pp. 112-117
 5. Chapter 8: Supporting and Communicating Student Learning Assessment, p. 118
 - clear, realistic guidelines and timetable, supported by appropriate investment of institutional resources
 1. Chapter 8: Institutional Assessment of Student Learning, p. 112
 2. Chapter 8: General Education Assessment, pp. 113-114
 3. Chapter 8: Academic Department Student Learning Assessment, pp. 115-116
 4. Chapter 8: Student Affairs Student Learning, pp. 116-117
 5. Chapter 8: Global Education, pp. 117-118
 6. Chapter 8: Supporting and Communicating Student Learning Assessment, p. 118

- sufficient simplicity, practicality, detail, and ownership to be sustainable
 1. Chapter 6: Educational Program Assessment, pp. 76-79
 2. Chapter 8: Student Learning Assessment, pp. 112-117
 - periodic evaluation of the effectiveness and comprehensiveness of the institution's student learning assessment processes
 1. Chapter 6: Education Program Assessment, pp. 76-77
 2. Chapter 8: Student Learning Assessment, pp. 111-117
 3. Chapter 8: Summary, pp. 118-119
- C. assessment results that provide sufficient, convincing evidence that students are achieving key institutional and program learning outcomes
1. Chapter 6: Educational Program Assessment, pp. 76-86
 2. Chapter 8: Academic Department Student Learning Assessment, pp. 115-116
 3. Chapter 8: Student Affairs Student Learning Assessment, pp. 116-117
 4. Chapter 8: Global Education, pp. 117-118
- D. evidence that student learning assessment information is shared and discussed with appropriate constituents and is used to improve teaching and learning
1. Chapter 6: General Education, pp. 69-71
 2. Chapter 6: Educational Program Assessment, pp. 77-78
 3. Chapter 6: The Wescoe School, pp. 85-86
 4. Chapter 8: Institutional Assessment of Student Learning, pp. 112-113
 5. Chapter 8: General Education Assessment, pp. 113-114
 6. Chapter 8: Academic Department Student Learning Assessment, pp. 115-116
 7. Chapter 8: Supporting and Communicating Student Learning Assessment, pp. 118
- E. documented use of student learning assessment information as part of institutional assessment
1. Chapter 8: Institutional Assessment, pp.107-110
 2. Chapter 8: Institutional Assessment of Student Learning, pp. 112-113
 3. Chapter 8: General Education Assessment, pp. 113-114
 4. Chapter 8: Academic Department Student Learning Assessment, pp. 115-116
 5. Chapter 8: Student Affairs Student Learning Assessment, pp. 116-117
 6. Chapter 8: Summary, pp. 118-119