Loyola University Maryland

Self-Study Design Document
Submitted to the Middle States Commission on Higher Education
Friday, May 31, 2019

I.   Institutional Overview

Mission

> *Loyola University Maryland is a Jesuit, Catholic university committed to the educational and spiritual traditions of the Society of Jesus and to the ideals of liberal education and the development of the whole person. Accordingly, the University will inspire students to learn, lead, and serve in a diverse and changing world.*

Loyola seeks to prepare students at both the undergraduate and graduate levels for lives of meaningful professional service and leadership. At Loyola, this means the curriculum is rigorous and faculty expectations are high. Students are challenged to understand the ethical dimensions of personal and professional life and to examine their own values, attitudes, and beliefs.

In addition to academic coursework, the Jesuit mission is supported through a variety of programs and events sponsored by various University departments.

Vision Statement

The education of men and women of compassion and competence, imbued with the desire to seek in all things the greater glory of God, represents the enduring aspiration of Loyola University Maryland. That ideal, first elucidated by St. Ignatius of Loyola, founder of the Society of Jesus and namesake of our

university, continues to guide Loyola as it strives to lead students, faculty, staff, alumni, and friends forward to the promise of an examined life of intellectual, social, and spiritual discernment.

In pursuing these goals, Loyola asserts a bold vision, which the University will attain by providing undergraduate students with a liberal education that transforms them, that ensures they place the highest value on the intellectual life, and that instills in them an understanding that leadership and service to the world are intimately connected. Likewise, Loyola will be a recognized leader in graduate education, offering programs which are responsive to the needs of the professional and academic communities it serves, inspiring its graduate students to leadership, and inculcating in them the knowledge that service to the larger world is a defining measure of their professional responsibilities.

In all of this, Loyola will remain ever mindful of the Jesuit precept that the aim of all education ultimately is the ennoblement of the human spirit.

Brief History and Campus Locations

Then known as Loyola College, the University was founded in 1852 in downtown Baltimore, relocating to its current Evergreen Campus in 1921. The University first offered graduate educational programs in 1949, became coeducational in 1971 following a merger with Mount Saint Agnes College, and adopted its current designation as Loyola University Maryland in 2009.

Loyola University Maryland operates at four locations in the greater Baltimore metropolitan area. One, the Evergreen Campus, is a traditional main collegiate campus in northern Baltimore City and primarily houses Loyola's undergraduate programs. The Timonium and Columbia centers focus on graduate programs and boast convenient access for working professionals. The University also operates the Loyola Clinical Centers at Belvedere Square in Baltimore City and at the Columbia center.

Students and Programs

For the current academic year, academic year 2018 – 2019, the University records a total student headcount of 5,645 students (4,729 FTE) across all academic programs. The total undergraduate enrollment is 3,879 students and the total graduate enrollment is 1,766 students. More than 50% of students are women and more than 25% of students identify as students of color.

The University offers the following undergraduate degrees:

- Bachelor of Arts (B.A.; 24 fields);
- Bachelor of Science (B.S.; 8 fields);
- Bachelor of Science in Engineering (BSE; 4 concentrations);
- Bachelor of Business Administration (BBA; 2 fields).

Additionally, the University offers a range of graduate programs in the following areas:

- Accounting
- Business and Management
- Education
- Emerging Media
- Data Science
- Psychology

- Speech-Language-Hearing Sciences
- Theology

Strategic Plan

Unanimously endorsed by Loyola University Maryland's board of trustees in October 2016, Loyola's current strategic plan, *The Ignatian Compass: Guiding Loyola University Maryland to Ever Greater Excellence*, represents the collective involvement and insights of more than 300 members of the Loyola community. Loyola's voices have sounded hopes, ideas, concerns, and compassion, all of which contributed to the development of *The Ignatian Compass's* four institutional priorities: Ignatian Citizenship; Ignatian Educational Innovation; Ignatian Engagement; and Ignatian Institutional Vitality and Sustainability.

II.   Institutional Priorities to be Addressed in the Self-Study

The Committee expects that each chapter, ordered towards a specific Standard for Accreditation, will engage with one or more of these four identified institutional priorities:

Chapters and MSCHE Standards for Accreditation	**Institutional Priorities**			
	Ignatian Citizenship	Ignatian Educational Innovation	Ignatian Engagement	Ignatian Institutional Vitality and Sustainability
Chapter 1 – Mission and Goals	X		X	
Chapter 2 – Ethics and Integrity	X		X	X
Chapter 3 – Design and Delivery of the Student Learning Experience		X	X	
Chapter 4 – Support of the Student Experience	X	X		
Chapter 5 – Educational Effectiveness Assessment	X	X		
Chapter 6 – Planning, Resources, and Institutional Improvement		X		X
Chapter 7 – Governance, Leadership, and Administration			X	X

With the guidance of the board of trustees and the president's cabinet, the University advances *The Ignatian Compass's* four priorities by addressing seven institutional strategic *areas of focus*, which Loyola's president, Rev. Brian F. Linnane, S.J., described in his October 2018 State of the University:

- Ensuring Institutional Vitality and Fiscal Integrity - *What are we doing to fund our mission and invest in our people, programs, and facilities? We will determine the right enrollment size and mix, investigate new programs to meet market and mission, and demonstrate the value of a Loyola education that individuals will want to invest in as prospective students and philanthropists.*

- Improving Yield and Retention - *How are we "inspiring demand" for Loyola? We will identify ways to increase the desire for a Loyola education through new recruitment and marketing efforts. We will develop engagement strategies with counselors, alumni, parents, and students. We will develop transfer student initiatives. We will integrate career services into our recruitment efforts. We will implement improvement strategies to increase student retention.*

- Creating a Culture of Philanthropy - *How will we raise more money for Loyola and meaningfully engage our alumni? Through philanthropy we will provide access to students, fulfilling our Jesuit mission and transform Loyola in significant ways. We will strengthen our outstanding academic and athletic programs, enhance what we can do in our Baltimore community, and increase scholarship opportunities for students.*

- Engaging Faculty and Staff - *How are we investing in the individuals who make Loyola a wonderful place to learn and work? We will develop initiatives to inspire and support the faculty, staff, and administrators who are central to our vibrant community. We will offer opportunities to engage with the mission and encourage participation through the office of mission integration, Campus Ministry, and the Center for Community Service and Justice.*

- Fostering Diversity, Equity, and Inclusion - *How will we become a more just, welcoming, inclusive community? We will expand the conversation around equity and inclusion to take a broader look at the climate on our campus. We will instill greater interfaith dialogue and understanding. We will promote inclusive academic excellence and deepen our collective understanding of high-impact practices and specific implications for the academic success of students of color. We will implement a multi-year plan for internationalization.*

- Cultivating Innovation and Entrepreneurship - *How will we continue to educate leaders for a diverse and ever-changing world? We will enhance the entrepreneurial ecosystem at Loyola and develop a Center for Innovation & Entrepreneurship as we educate and prepare our students for the future. We will offer students the tools and practice to become change agents for our community and beyond.*

- Enhancing Brand - *How will we strengthen Loyola's brand and the value of the Loyola degree? We will build a consensus and alignment on vision, mission, and purpose. We will drive and inspire internal pride and engagement. We will highlight the transformative experience of our*

students and promote the positive outcomes of our graduates. We will elevate Loyola's reputation.

The self-study will demonstrate how the University, vis-à-vis its efforts to advance the four institutional priorities of the strategic plan, complies with the Commission's seven standards for accreditation. The *narrative structure* of the self-study will specifically incorporate the language of the seven areas of focus. The steering committee is confident this approach will enable development of a cohesive narrative for a standards-based self-study.

III.   Intended Outcomes of the Self-Study

Through its self-study, the University intends **to secure successful reaffirmation of its accreditation** from the Middle States Commission on Higher Education. The University will develop its self-study **through an inclusive campus process** which focuses the University's **continuous improvement and innovation**.

This opportunity for self-study allows the University the opportunity to assess progress on Loyola's institutional priorities and areas of focus through the lens of the seven standards for accreditation. As Loyola's priorities are mission-based, the steering committee will ensure that the University's mission, broadly construed under Standard One, is integrated in to all portions of the self-study. Additionally, the self-study will reflect an institution-wide commitment to incorporating assessment into Loyola's day-to-day operations.

IV.   Self-Study Approach

The University's self-study will be a standards-based approach, with a chapter dedicated to each standard for accreditation. Institutional areas of focus will be integrated throughout the self-study narrative. The narrative will reflect how each standard is advanced vis-à-vis one or more institutional priorities. The evidence library will be organized by chapter cross referenced across standards where appropriate. Each standard will have a work group with primary responsibility for authorship of Its own report, regarding its assigned standard, which will be submitted to the steering committee for consideration and potential inclusion in the self-study.

V.   Organizational Structure of the Steering Committee and Work Groups

The *Committee on Institutional Effectiveness* is a standing committee of Loyola Conference, the University's shared-governance body. The steering committee's charge is:

> "*The Committee on Institutional Effectiveness is charged with assisting the Loyola Conference in its role to oversee the University-wide issue of institutional accreditation. The committee will report on the University's effectiveness at meeting its stated mission and goals through analyses of key measures informed by data and evidence. In doing so, the Committee on Institutional Effectiveness will report at least annually to the Loyola Conference on Loyola University Maryland's adherence to the accreditation standards of the Middle States Commission on Higher Education and will serve as the steering committee during major accreditation events.*"

The steering committee's co-chairs are the Accreditation Liaison Officer and Chair of the Faculty and Academic Senate, while the University's Director of Institutional Research serves as *ex officio* on the committee. The operations manager for the president's office will serve as project manager and provide administrative and logistical support to the steering committee during the self-study process. Membership on the committee is based upon occupancy of key institutional roles that align with the standards for accreditation. Current committee members are listed in the table below.

Name	Primary University Position/Title; (Role or Constituency Group, If Applicable)
Elizabeth Dahl, Co-Chair	Associate Professor of Chemistry (Chair of the Faculty and Academic Senate)
John McKiernan, Co-Chair	Assistant Vice President and Assistant Secretary to the Board of Trustees (Accreditation Liaison Officer)
Michelle Cheatem	Assistant Vice President for Student Development
Timothy Clark	Associate Professor of Mathematics and Statistics; (Committee on the Assessment of Student Learning) (Term - Spring Semester 2019)
John Coppola	Associate Vice President for Finance
Margaret Daley	Administrative Assistant for Engineering and Computer Science; (Staff Representative, Loyola Conference)
Elissa Derrickson	Dean of Undergraduate & Graduate Studies; Associate Professor of Biology
Katrina Dumont	Assistant Director of Institutional Research
Tracey Frey	Program Director for Academic Assessment and Effectiveness
Sharon Higgins	Associate Vice President for Marketing and Communications
Gregory Hoplamazian	Associate Professor of Communication
Nicole Jacobs, *ex officio*	Director of Institutional Research
Patricia Kanashiro	Assistant Professor of Management and International Business; (Enhancement of Teaching and Learning Committee)
Suzanne Keilson	Assistant Professor of Engineering; (Undergraduate Curriculum Committee)
Robert Kelly	Vice President and Special Assistant to the President
Tonya Lewis	Director of Graduate Programs, Loyola School of Education
Jonathan Malis	Associate Professor of Fine Arts

Name	Primary University Position/Title; (Role or Constituency Group, If Applicable)
Bahram Roughani	Associate Dean for Natural and Applied Sciences; Professor of Physics
Qi Shi	Assistant Professor of Educational Specialties (Committee on the Assessment of Student Learning) (Term - Beginning Fall Semester 2019)

Steering committee members will serve as co-chairs for seven distinct work groups, each responsible for demonstrating the University's compliance with a specific standard. Each work group is charged:

> [T]o support the work of the Committee on Institutional Effectiveness in assisting Loyola Conference in its role to oversee the university-wide issue of institutional accreditation. Work groups will report on the University's effectiveness at meeting its stated mission and goals, as applied to demonstrating compliance with a specific Middle States Commission on Higher Education standard for accreditation.

> Each work group is empowered to collect and analyze evidence related to a specific standard, using this evidence to assess and demonstrate the University's compliance with that specific standard. Further, each work group is expected to write preliminary and final draft reports regarding the University's compliance with a specific standard, supported by evidence gathered and evaluated by the work group, using a narrative structure that connects and relates the University's institutional priorities and areas of focus to the standard. Such evidence gathering shall prioritize identifying and utilizing processes and work product already conducted and generated by Loyola's extant committees and offices.

> Each work group is expected to approach the self-study process in a spirit of collaboration and peer-support, engaging with other work groups and the steering committee on the interconnected natures of the University's academic and administrative operations, broadly construed.

Faculty, staff, and administrative work group members are identified, primarily, through nominations from the steering committee and the president's cabinet. To ensure that both undergraduate and graduate student perspectives and experiences are fully considered during the self-study process, student members of work groups are/will be identified by the undergraduate Student Government Association and the Graduate Student Organization, in consultation with those groups' administrative advisors. Additionally, the steering committee may seek student nominations from the University's academic deans, who maintain their own student advisory bodies.

In addition to those formally invited to work group membership, other members of the Loyola community will be periodically invited to serve as resources, bringing special experience or expertise to the work group process.

Current work group rosters are below. Each entry also includes a brief description of each work group's self-identified *Related Institutional Priorities*, *Lines of Inquiry,* and currently identified *Evidence and Resources*.

N.B. - <u>Members of the steering committee are underlined</u>.

Standard One: Mission and Goals

- <u>Margaret Daley</u>, Administrative Assistant for Engineering and Computer science
- Kate Figiel-Miller, Assistant Director of Service-Learning
- <u>Jonathan Malis</u>, Associate Professor of Fine Arts
- <u>John McKiernan</u>, Assistant Vice President and Assistant Secretary to the Board of Trustees; Accreditation Liaison Officer
- Rev. John Savard, S.J., Rector, Loyola University Maryland Jesuit Community and Lecturer in Educational Specialties

Related Institutional Priorities: Ignatian Citizenship; Ignatian Engagement

Lines of Inquiry:

- To what extent does Loyola University Maryland meet Standard I?
- How does the University consider, identify, articulate, and prioritize its mission and goals?
- How does the University periodically assess identified mission and goals with eyes toward relevance, achievability, and opportunity for enhancement?

Evidence and Resources:

The work group will meet in person or virtually at least one time per month. It will begin by reviewing and considering how the University currently assesses its identified mission and goals, with focus on articulation of mission to the community, prioritization of goals, and opportunities for continuous improvement regarding institutional mission. Specific processes and resources will include the University's *Mission Priority Examen*, a comprehensive self-study exercise focused on the University's identity as a Jesuit, Catholic institution of higher education. Additional resources may include the University's mission-driven leadership development program for employees, the campus climate survey, and the interfaith strategic plan. Work will be divided among group members to gather the evidence necessary to support the attributes and activities identified in Standard I.

Standard Two: Ethics and Integrity

- Danielle Ballantyne, Associate Director for Financial Aid
- Rita Buettner, Director of University Communications
- <u>Elizabeth Dahl</u>, Associate Professor of Chemistry; Chair of the Faculty and Academic Senate
- <u>Katrina Dumont</u>, Assistant Director, Office of Institutional Research
- <u>Sharon Higgins</u>, Associate Vice President for Marketing and Communications
- Colleen Riopko, Director of Alumni Engagement
- Sharon Schillinger, Director of Benefits and Wellness

Related Institutional Priorities: Ignatian Citizenship; Ignatian Engagement; Ignatian Institutional Vitality and Sustainability

Lines of Inquiry:

- To what extent does Loyola University Maryland meet the criteria for Standard II?

- How has the University placed emphasis on ethics and integrity in the goals established for the institutional priorities of Ensuring Institutional Vitality and Fiscal Integrity, Engaging Faculty and Staff, Fostering Diversity, Equity, and Inclusion, and Enhancing Brand?

- What opportunities exist for Loyola University Maryland to improve its work in support of Standard II?

Evidence and Resources:

The work group will meet in person or virtually at least one time per month. It will begin by considering the different ways Loyola measures ethics and integrity in both its strategic planning and day-to-day operations. The group will identify the information and resources needed, relying on the institutional knowledge of group members. Work will be divided among group members to gather the evidence necessary to support the attributes and activities identified in Standard II.

Standard III: Design and Delivery of the Student Learning Experience

- Birgit Albrecht, Dean Class of 2021; Associate Professor of Chemistry
- Patrick Dempsey, Director of Digital Teaching and Learning
- Oliver Kish '20 – Undergraduate Student; Student Government Association Director of Academic Affairs (Term – Spring 2019)
- Tonya Lewis, Director Graduate Programs, School of Education
- Bahram Roughani, Associate Dean for the Natural and Applied Sciences; Professor of Physics

Related Institutional Priorities: Ignatian Educational Innovation; Ignatian Engagement

Lines of Inquiry:

- How does the Loyola assess the design and delivery of the student learning experience and curriculum?
- How does the University ensure the rigor and coherence of curricula and co-curricular programs?
- How does the University support innovation and delivery of a liberal arts education while honoring traditional Jesuit values and empowering students to live, learn, and lead in a diverse and changing world?
- How does the University ensure student success through mentorship and student-centered programs that address the current emerging needs of students?

Evidence and Resources:

The work group will rely upon existing committees and offices for the collection of evidence and analysis and will collaborate with other work groups during this process, notably the Standard V

work group. Those committees and offices include the Committee on the Assessment of Student Learning, the Enhancement of Teaching and Learning Committee, the Undergraduate Curriculum Committee, the Graduate Curriculum Committee, the National Fellowships Office, the Assessment Office for Messina (Loyola's co-curricular program to acclimate and orient first-year students to Loyola's academic environment), the Career Center, and the academic departments.

Standard IV: Support of the Student Experience

- Teddi Burns, Associate Athletic Director and Senior Women's Athletic Administrator
- Maureen Bush, Executive Director of Graduate Admission
- Michelle Cheatem, Assistant Vice President for Student Development
- Elissa Derrickson, Dean of Undergraduate and Graduate Studies; Associate Professor of Biology
- Mark Lee, Director of Technology and Graduate Student Services
- Jennifer Louden, Dean of Undergraduate Admissions
- Jason Parcover, Director of the Counseling Center

Related Institutional Priorities: Ignatian Citizenship; Ignatian Educational Innovation

Lines of Inquiry:

- To what extent does Loyola University Maryland meet Standard IV?
- What opportunities exist for Loyola University Maryland to improve its work in support of Standard IV?
- How does the University periodically assess support of the student experience in its institutional policies, processes, and practices, the manner in which these are implemented, and opportunities for improvement?
- How has the University placed emphasis on the support of the student experience in the goals established for the strategic plan priorities?

Evidence and Resources: The committee will meet monthly. During the first meeting, the co-chairs will discuss the committee charge, review the standard, and current institutional efforts to gather evidence that supports compliance with the standard. Each committee member will be assigned an area of focus within the standard to research and begin the process of collecting evidence. This assignment will be based on the member's expertise and role within the University.

Standard V: Educational Effectiveness Assessment

- Timothy Clark, Associate Professor of Mathematics and Statistics (Term - Spring Semester 2019)
- Tracey Frey, Program Director for Academic Assessment and Effectiveness
- Patricia Kanashiro, Assistant Professor of Management and International Business
- Qi Shi, Assistant Professor of Educational Specialties (Term - Beginning Fall Semester 2019)

Related institutional priorities: Ignatian Citizenship; Ignatian Educational Innovation

Lines of Inquiry:

- To what extent does Loyola demonstrate through evidence that Loyola's students have accomplished educational goals consistent with their program of study, degree level, and Loyola's mission?
- How does Loyola demonstrate that the University's educational goals meet expectations of higher education?
- How do the University's goals for academic excellence and student success support Loyola's mission and strategic priorities?
- What opportunities exist for Loyola to improve its work in support of educational effectiveness assessment?

Evidence and Resources:

The work group will rely upon existing committees and offices for the collection of evidence and analysis and will collaborate with other work groups during this process, notably the Standard III work group. Those committees and offices include the Committee on the Assessment of Student Learning, the Enhancement of Teaching and Learning Committee, the Undergraduate Curriculum Committee, the Graduate Curriculum Committee, the National Fellowships Office, the Assessment Office for Messina (Loyola's co-curricular program to acclimate and orient first-year students to Loyola's academic environment), the Career Center, and the academic departments.

Standard VI: Planning, Resources, and Institutional Improvement

- Adrian Black, Director of Public Safety
- John Coppola, Associate Vice President for Finance
- Karen Feeley, Director of Employee Engagement
- Greg Hoplamazian, Associate Professor of Communication
- Cheryl Moore-Thomas, Associate Vice President for Faculty Affairs and Diversity; Professor of School Counseling
- Brian Oakes, Assistant Vice President for Advancement
- Randall Saba, Interim Assistant Chief Information Officer
- Kiki Williams, Director of Facilities Management

Related Institutional Priorities: Ignatian Educational Innovation; Ignatian Institutional Vitality and Sustainability

Lines of Inquiry:

- How does Loyola University Maryland allocate its resources to allow the University and individual units to meet their objectives?
- How does Loyola University Maryland plan for adequate financial and human resources to meet the institution's or individual unit's objectives?
- How does the University measure and assess effective utilization of resources?
- What planning processes does the University use for sustaining maintenance of technology, facilities, and infrastructure?

- How does the University allocate resources to support educational innovation with respect to developing new academic programs or content?
- How does the University foster a culture of innovation across campus and outside the classroom?
- How are Loyola's strategic planning Initiatives prioritized in the planning, evaluation, and improvement of university programs or services.
- How does the University respond effectively to opportunities and challenges?

Evidence and Resources:

The work group will meet in person or virtually at least one time per month. It will begin by brainstorming and considering the different ways to identify evidence for the lines of inquiry listed above. The work group will also identify additional members of the Loyola community who can serve as resources regarding Standard VI.

Standard VII: Governance, Leadership, and Administration

- Kim Derrickson, Associate Vice President for Academic Budgeting, Data, and Governance; Associate Professor of Biology
- Suzanne Keilson, Assistant Professor of Engineering
- Robert Kelly, Vice President and Special Assistant to the President
- John McKiernan, Assistant Vice President and Assistant Secretary to the Board of Trustees; Accreditation Liaison Officer

Related Institutional Priorities: Ignatian Engagement; Ignatian Institutional Vitality

Lines of Inquiry:

- To what extent does Loyola University Maryland meet Standard VII?
- How do the University's governance bodies and structures provide, as appropriate, fiduciary guidance, support, and accountability for the president and senior academic and administrative leadership?
- How do the University's governance bodies and structures provide policy-level oversight of the University's academic enterprise, fiscal integrity, and administrative operations?
- How are the University governance bodies and policies periodically assessed and evaluated? How are results of such assessments and evaluations utilized to improve the functioning and structures of the University's governance bodies, senior leadership, and policies.

Evidence and Resources:

The work group will meet in person or virtually at least one time per month. The group will identify those processes and procedures currently utilized by the University to periodically evaluate, assess, and drive improvement across its leadership and governance structures. Specific resources will include the regular assessment of the board of trustees as a functional fiduciary body, and the work of the board's executive compensation committee to regularly evaluate the president and the University's senior leadership. The group will also review the University's embrace of best practices

for governance as recommended by professional organizations such as *The Association of Governing Boards of Universities and Colleges* and the *American Association of University Professors*.

VI. Editorial Prerogative and Guidelines for Reporting

An inclusive, collaborative process of the scope and complexity of a self-study will generate a significant volume of ideas, potential initiatives, and recommendations. All ideas, potential initiatives, and recommendations proposed to the steering committee by the work groups will be preserved and shared with the president and the president's cabinet for consideration, regardless of the steering committee's acceptance of such content for inclusion in the self-study. *The steering committee reserves final editorial prerogative for all substantive content of the self-study to itself.*

The steering committee co-chairs, in consultation with the University's office of marketing and communications, reserve final prerogative regarding style, grammar, punctuation, formatting, layout, and similar technical or aesthetic aspects of the self-study to themselves.

Work groups for each standard should submit a final report of not more than 15 pages in Microsoft Word. Each work group report shall be single-spaced, Calibri (body) 12-point, and written for a general audience. Each report should state logical, objective conclusions and recommendations based upon analysis of evidence presented in the report.

Additional style guidelines and conventions include:

- Data tables may be included in the text, as appropriate. Alternatively, tables can be compiled in an appendix. Visual aids such as pie charts and graphs should be designed in color.

- Appendices to each report should include any visual aids or data that would not fit within the text of the report.

- Do not use abbreviations, such as "SoE" ("School of Education"), in the body of the text; use only one space between sentences; lists should be bulleted, not numerical or alphabetical, unless reflecting a specific ranking or prioritization; use footnotes for citations, not endnotes; do not use parentheses or dashes.

Use	Instead Of
the University, the Department	we, our
Loyola or the University	Loyola University (as a shorthand for Loyola University Maryland)
Psychology Department	psychology department
online	on-line
internet	web
website	web site
Second Annual	2nd Annual
Class of 2010	class of 2010
high school	high-school
"Period."	"Period".
ongoing	on-going
Fall 2019	fall 2019

Use	Instead Of
2019-20	2019-2020
3-year plan	three-year plan
one, two, three . . . nine	1, 2, 3 . . .9
10, 11, 12 . . . ∞	ten, …, unless the numeral begins a sentence
"Titles of Lectures"	
Titles of Books	

During the spring and summer of 2019, the steering committee co-chairs will continue to work with colleagues in the Office of Technology Services, which oversees the University's accessibility protocols and norms. This effort will develop report templates that will ensure the consistency, and accessibility, of deliverables from the work groups as the work groups author their respective reports during the summer and fall of 2019 and spring of 2020.

The timeline for work group action and deliverables will be:

Period	Principle Events
Spring 2019	• Constitute individual work groups for each standard and begin work-group conversations about compliance, areas for improvement, and potential evidentiary resources
Spring 2019 – December 2019	• Work groups begin research and drafting of reports for each standard • Work groups meet regularly in between steering committee Meetings
By Monday, December 2, 2019	• Work groups deliver preliminary draft of reports to steering committee • Steering committee begins review of preliminary drafts of reports submitted in December 2019
January 2020	• Steering committee provides work groups with feedback on preliminary drafts
Spring 2020	• Work groups revise draft reports based upon feedback from the steering committee
By Friday, May 1, 2020	• Work groups submit final draft reports to the steering committee
May 2020 through Summer 2020	• Steering committee revises work group reports and selects content for inclusion in the self-study
Fall 2020	• Team chair's preliminary visit • Steering committee revises self-study based upon feedback from team chair's preliminary visit

Period	Principle Events
By Monday, November 30, 2020	• Steering committee completes revisions to self-study based upon feedback from team chair's preliminary visit
January 2021	• Steering committee reviews and finalizes self-study for upload to Middle States portal no later than six weeks in advance of scheduled team visit

VII. Organization of the Final Self-Study

The University's self-study will include seven chapters, introductory and conclusory sections, along with an executive summary. The self-study will link through to the evidence inventory. The anticipated final structure of the self-study is:

- Executive summary of the self-study process, conclusions, and recommendations
- Introduction of the institution, steering committee, and self-study process
- Chapter 1 – Mission and Goals
- Chapter 2 – Ethics and Integrity
- Chapter 3 – Design and Delivery of the Student Learning Experience
- Chapter 4 – Support of the Student Experience
- Chapter 5 – Educational Effectiveness Assessment
- Chapter 6 – Planning, Resources, and Institutional Improvement
- Chapter 7 – Governance, Leadership and Administration
- Conclusory section summarizing the significant findings and recommendations of the self-study

VIII. Verification of Compliance Strategy

The steering committee co-chairs will assume primary responsibility for developing and implementing the verification of compliance strategy, to ensure the University demonstrates its verification of compliance with accreditation-relevant federal regulations. The steering committee will prepare, complete, and submit the *Institutional Federal Compliance Report* and supporting evidence to the Commission in conjunction with all other self-study materials.

The steering committee co-chairs may delegate specific items to colleagues on the steering committee, or members of other university offices (e.g. – office of institutional research, office of academic affairs) as necessary and appropriate.

IX. Self-Study Timetable (Including Work Group Deliverables and Communications)

Following institutional attendance at the Commission's November 2018 Self-Study Institute, the timeline for the self-study, including deadlines for work-group deliverables, along with campus communications/education activities will be:

Period	Principle Events	Communications
Fall 2018	• MSCHE Self-Study Institute • Constitute Committee on Institutional Effectiveness (steering committee)	
Spring 2019	• Initial steering committee meetings, with focus on introducing the standards and self-study design document development • Constitute individual work groups and begin work-group conversations about compliance, areas for improvement, and potential evidentiary resources • Develop evidence inventory protocols and norms • Visit from MSCHE vice-president liaison • Notice self-study design document to internal governance (not a requirement for MSCHE) • Acceptance of self-study design document by MSCHE vice-president liaison	• Develop and begin soft roll-out of campus communication and education strategy, • Include president's campus announcement of self-study • Co-chairs to present to governance bodies, academic units, and student leadership on self-study • Campus question & answer session on self-study coinciding with visit from MSCHE vice-president liaison
Summer 2019	• Work groups begin research and drafting of reports for each standard • Begin gathering and properly cataloguing items for evidence inventory • Begin implementation of verification of compliance strategy, including gathering supporting evidence, to commence work on I*nstitutional Federal Compliance Report*	• Develop "continuing education and update" plan to engage and update constituencies on a dynamic self-study process

Period	Principle Events	Communications
September – December 2019	- Regular (approximately every three weeks) meeting of steering committee to assess progress, identify issues and concerns, and identify solutions - Work group meetings scheduled regularly between steering committee meetings - Steering committee o-chairs to meet regularly regarding committee progress	- Begin roll-out of dynamic "continuing education and update" plan to campus constituencies - Co-chairs to resume periodic updates to board of trustees, president's cabinet, shared governance, and other campus constituencies
December 2019	- Work groups deliver preliminary draft of reports to steering committee - Steering committee begins review of preliminary drafts of reports submitted	Ongoing as discussed above
January 2020	- Steering committee begins preliminary drafts of self-study's introduction and conclusion - Steering committee provides work groups with feedback on preliminary drafts	Campus update regarding key/strategic issues identified in preliminary feedback
Spring 2020	- Work groups revise reports based upon feedback from steering committee - Steering committee co-chairs coordinate with MSCHE on selection of team's chair, membership, and dates for chair's preliminary visit and team's site visit - Steering committee produces a draft of complete self-study - Notice of draft of complete self-study to internal governance (not an MSCHE requirement) - Provide complete self-study draft to president for review and comment	- Co-chairs to update board of trustees, president's cabinet, shared governance, and other campus constituencies of on-going revisions and forthcoming draft of complete self-study - Share draft self-study with campus community for review and comment prior to Spring 2020 commencement

Period	Principle Events	Communications
Spring 2020 (cont.)	• Provide self-study design template to team chair for review	
Summer 2020	• Co-chairs to coordinate team chair preliminary visit and team visit • Conclude verification of compliance strategy and complete *Institutional Federal Compliance Report*, based upon supporting evidence	
Fall 2020	• Preliminary visit from team chair • Receive feedback on self-study from team chair • Steering committee revises self-study based upon feedback from team chair	• Provide board of trustees with draft self-study for its review and comment at October 2020 meeting • Campus conversation/open forum with steering committee co-chairs
December 2020	• Steering committee completes revisions to self-study based on team chair feedback	
January 2021	• Final review of self-study by steering committee • Steering committee co-chairs and university copy editors do final proofread of self-study	
Spring 2021	• Upload self-study, *Institutional Federal Compliance Report*, and all supporting evidence and documentation to MSCHE portal not less than six weeks before team visit • Site team visit	• Distribution of self-study document to campus community • Co-chairs continue communications, outreach, education to campus community in advance of team visit
Spring – Summer 2021	• Team report and university response • MSCHE determines action(s)	• President announces MSCHE action(s) to campus community

X. Communication Plan

The steering committee, which includes both faculty from the University's department of communications and the University's associate vice president for marketing and communications, will engage in a campus-wide communication and education effort around institutional effectiveness and the accreditation/self-study process. To ensure the self-study process is inclusive of a range of campus constituencies, including undergraduate and graduate students, faculty, and staff/administrators, the steering committee will engage in a wide variety of in-person, electronic, and (where necessary) print communications.

Thematically, this campus-education effort will focus on questions such as:

- What is the Middle States Commission on Higher Education?
- What are the Seven Standards for Accreditation?
- Why is accreditation important to Loyola? Philosophically? Operationally? Financially?
- What should the campus community expect during the process, and how may interested members/groups take an active role?

Operationally, this effort will target broad constituencies according to best practices for engaging such groups:
- Students – periodic updates to the appropriate undergraduate and graduate student government associations; updates through the University's student-run radio station; information sessions and postings at popular campus venues (e.g. – Starbucks, Boulder Café (dining hall), Fitness & Aquatics Center)
- Faculty – periodic updates to faculty bodies (e.g. – Academic Senate, all-chairs meetings, school/department specific meetings); leverage faculty on steering committee to engage peers; updates to the provost and academic deans vis-à-vis the president's cabinet
- Staff/Administrators – periodic updates to Staff Council; utilization of Loyola's regular campus-wide newsletter ("Loyola Today") and feature video spotlights ("The Buzz")
- Governance (e.g. – board of trustees, president and president's cabinet, Loyola Conference…) – Steering committee co-chairs will assume primary responsibility for periodic update of these groups; the Accreditation Liaison Officer is also a direct-report to the president, sits on the president's cabinet, and serves as the assistant secretary to the University's board of trustees

The steering committee will also work to ensure that presidential communications, including the annual State of the University address and other campus messaging, include periodic updates on the self-study as appropriate.

XI. Evaluation Team Profile

The steering committee requests that the president, either lay or clergy, of a similarly situated Roman Catholic university serve as the team chair, with a preference for the president of a Jesuit university if one is available. The presidents identified below are offered as *examples* for the Commission's review:

- Canisius College: John J. Hurley, J.D.
- La Salle University: Colleen M. Hanycz, Ph.D.
- Le Moyne College: Linda M. LeMura, Ph.D.
- Saint Peter's University: Eugene J. Cornacchia, Ph.D.

Additionally, the steering committee requests a diverse team, reflecting breadth of both experience and demographics, who understand the challenges, strengths, and opportunities for primarily undergraduate instructional liberal arts universities. The steering committee prefers a team with a substantial membership of individuals well-grounded in the mission of a faith-based, primarily undergraduate, liberal arts university.

The Loyola information found below may be helpful to the Commission when considering Loyola's preferences for the evaluation team and selecting membership.

Carnegie Classification	
Level:	4-year or above
Control:	Private not-for-profit
Student Population (Fall 2018):	5,645
Basic Category:	Master's Colleges & Universities: Larger Programs
Undergraduate Instructional Program:	Balanced arts & sciences/professions, some graduate coexistence
Graduate Instructional Program:	Research Doctoral: Single program-Other
Enrollment Profile:	High undergraduate
Undergraduate Profile:	Four-year, full-time, inclusive, lower transfer-in
Size and Setting:	Four-year, medium, highly residential

Representative institutions with the same Carnegie Classification and urbanicity as Loyola University Maryland include:

- Canisius College
- La Salle University
- Manhattan College
- Point Park University
- Saint Joseph's University
- Saint Peter's University

Canisius College, La Salle University, St. Joseph's University and St. Peter's University fit the Committee's desire to include those familiar with a Catholic institution, while Le Moyne College and La Salle University also mirror Loyola's commitment to civic engagement and a constant challenge to improve.

Finally, the steering committee prefers team members who recognize the diversity of educational opportunities in Maryland. Inclusion of individuals from relatively small, non-R1, public colleges and universities that do not directly compete with Loyola, such as Frostburg State University or Salisbury University, would be preferred.

XII.   Evidence Inventory

The evidence inventory consists of two primary master lists. One list is an inventory of documents acquired (or to be acquired) during the self-study design and authorship processes. The other list serves as an acronym key for the self-study.

Documents will be organized alphabetically by name, with the Accreditation Liaison Officer assuming primary responsibility for standardization of naming practices and ensuring the documents held in the inventory are the most recent versions in use across the University and referenced in the self-study.

Inventory protocols developed with the assistance of the librarian-trained assistant director for institutional research will include the following to ensure easy navigation of the evidence inventory:

- Common Name (Acronym)
  - Description of Document: Briefly describe what the document contains (purpose, source, use…)
  - Responsible Office: Creator and/or keeper of information
  - Data Location: link to website; on steering committee's Microsoft Team site
  - Last Updated: indicate when last created/revised and if the document is on a regular review and revision cycle (term, annual, every x years…)
  - Use: list which standard groups are using this information

The evidence inventory will be maintained on the steering committee's Microsoft Team site, with individual work group members able to upload documents to a "preliminary upload" folder for review and addition to the inventory document by the Accreditation Liaison Officer.