

Executive Summary

Based on data analyses that were the core of this self-study, we have identified five major recommendations. These recommendations were developed by the Steering Committee, and have been endorsed by the Board of Trustees {*endorsement pending*}. Three of the recommendations correlate to items identified, but not yet completed, in the 2009-2014 Strategic Plan. Two others are do not appear in the current Strategic Plan, but rise to the level important priorities for the administration and the entire college community.

1. Recommendation from Chapter 1: Human and physical resources require a thorough review with any eye towards increasing both efficiency and effectiveness. It is already clear that in some areas there is redundancy and that there is a need for cross training in certain key offices. While the College should be proud that no one was laid off in the past few years of economic difficulties, staff resources in some areas are stretched very thin, and a careful and systematic review, one that leads to good decisions for the future, should be undertaken to ensure that the College will have resources adequate to fulfill its mission. This finding coincides with the priorities in the 2009-2014 Strategic Plan.
2. Recommendation from Chapter 2: The College must find a way for staff members to have greater input in matters that affect them and the college. It is clear from our research that staff members do not believe that they have a voice in decision-making at the college. At All-College Briefings to ask questions, and presentations are made to them, but this is insufficient. It is recommended that the administration meet with staff members to work out a governance structure that will meet the needs of staff have a means to share concerns and offer recommendations that will contribute to the functioning of the College.
3. Recommendation from Chapter 3: Create a holistic and sustained approach to improving retention. While research and data analyses indicates that we successfully recruit and retain minority students, we must improve retention in other student demographic areas. Data analyses show that some students do not see the college as a true “value,” and that the physical condition of the college – for instance, residence halls and the Decker College Center – all factor into student decisions about whether or not to return. This recommendation seeks to examine all areas related to retention – academic performance, facilities, finances, etc. – to help increase retention overall. While retention data are maintained and made available and projects on retention have been carried out in the past, currently no group or individual is devoted to this important issue. We recommend the creation of a body tasked with analyzing why students leave the College and with developing strategies to improve student retention. This finding coincides with the priorities in the 2009-2014 Strategic Plan.
4. Recommendation from Chapter 4: Provide financial and other support for faculty engaged in assessment. While the College has advanced in areas related to assessment – e.g., convening annual working groups on general education (WAGE) – faculty members who carry out this important take on a tremendous amount of additional work for the academic year in which they serve. They accept a role far more extensive than a typical

committee assignment and they do so with no course release or stipend. In addition, they often undertake the work of the WAGE workgroup with little or no training. A week or so during the summer in which the Provost meets with the three faculty members and helps them identify assessment measures is the only “training” that is offered. Because it is essential that we know that we are teaching our students effectively, and that they are learning and developing as we intend in our mission statement and First Principles, it is imperative that the College better support faculty in this essential endeavor. This finding coincides with the priorities in the 2009-2014 Strategic Plan.

5. Recommendation from Chapter 5: Create strategies to improve diversity among administration, staff, and faculty. As demonstrated in Chapter 3, the College has made great strides in its efforts to recruit a diverse student body. However, the College has been less successful in recruiting and retaining a diverse administration, faculty and staff. While Chapter 5 focuses primary attention on faculty searches, it is clear that improving diversity in other areas is also critical. A training program for current members of the College on the value of diversity among all constituencies must be established, and better strategies for increasing diversity need to be developed and implemented.

Introduction

McDaniel College, originally founded as Western Maryland College in 1867, is a private, selective liberal arts college. The College seeks to provide an ideal learning environment, centered on exemplary teaching that enriches all aspects of our students' experience. Our educational philosophy is guided by the First Principles, a statement that says "McDaniel College believes that liberally educated men and women think and act critically, creatively and humanely. They take charge of their lives and develop their unique potentials with reason, imagination and human concern. McDaniel College accepts the challenge to provide an academic and social environment that promotes liberal learning" ([First Principles](#)).

For the past two years, the [U.S. News & World Report's](#) annual college rankings placed McDaniel College in the first tier among national liberal arts colleges. The College also was named a best college by America's high school guidance counselors in a [U.S. News survey](#) and listed among colleges with the "[Most Students Studying Abroad](#)." McDaniel is among the top liberal arts colleges ranked by [Kiplinger's Personal Finance magazine](#) as one of the "Top 100 Best Buys in Higher Education." And McDaniel is included in every edition dating to 1996 of "[Colleges That Change Lives](#)", a guidebook of 40 schools nationwide that provide a transformative education.

The College brings together over 1,600 undergraduate students from 37 states and 27 countries. McDaniel College offers the Bachelor of Arts Degree in 26 major areas of study. The College's average class size is 15 and the student to faculty ratio is 12:1. Of the 96 full-time faculty members, 99% have a doctorate or terminal degree. McDaniel College is fully accredited by the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools. Individual academic departments within the College hold the appropriate accreditation from disciplinary organizations, such as the Education Department by the National Council for Accreditation of Teacher Education ([NCATE](#)); the Social Work Department by the [Council on Social Work Education](#); and the Chemistry Department by the [American Chemical Society](#). The College hosts a chapter of [Phi Beta Kappa](#), the oldest academic honor organization in the nation.

McDaniel College also holds institutional memberships in the American Association of Higher Education, the American Council on Education, the Annapolis Group, the Association of American Colleges and Universities, the Association of Governing Boards of Universities and Colleges, the Council of Independent Colleges, the Maryland Association for Higher Education, the Maryland Independent College and University Association, the Reacting Consortium, and the National Association of Independent Colleges and Universities.

Students embarking on their college education today will encounter friends and colleagues with different beliefs and cultures, will change jobs at least 10 times and careers at least once, and will possibly work in a profession not yet foreseen. To succeed, they will need to know how to think, analyze, understand, question and resolve conflicts. McDaniel College offers the experience and opportunities that prepare students to take their place in the new global village – to become confident, connected and involved in a world that grows smaller every day. The McDaniel

curriculum is rigorous and challenging with built-in flexibility for students to choose courses that match their interests and fuel their ambitions. Along the way, their professors are both teachers and mentors. Throughout students' years at McDaniel, they learn in ways that exercise their ability to question and imagine. Their capacity for clear, critical and creative thinking increase as they become more adept in their search for knowledge.

As articulated in the mission statement, the College is student-centered and committed to excellence in the liberal arts and sciences and professional studies. A cutting edge, personalized undergraduate curriculum, [The McDaniel Plan](#), has been fully implemented and will be comprehensively evaluated this year. The Graduate and Professional Studies programs have expanded to meet regional needs with programs in Gerontology, Elementary Mathematics Instructional Leader, and Equity and Excellence in Education, for example. McDaniel now offers 25 degree and certificate programs including six [5-year BA/MS programs](#). [McDaniel's Europe campus](#) in Budapest serves students from Europe, Africa and Asia and is a strong study abroad destination for students from the home campus in Westminster, MD.

As this self-study is being conducted, McDaniel has entered a new era. Dr. Roger N. Casey assumed the presidency in July 2010, and with him comes a new vision for the College's future.

Building on McDaniel's strong liberal arts and sciences foundation, Dr. Casey has emphasized the importance of comprehensive internationalization of the curriculum as well as helping students connect all of their educational experiences in a way that prepares them for a future that we cannot necessarily comprehend. The newly created [Global Initiatives Office](#) and [Center for Experience and Opportunity](#) will meet these needs. The self-study process thus occurs serendipitously for the College.

The self-study will support the strategic planning evaluation that Dr. Casey has undertaken, as well as the comprehensive review of the curriculum, and serve to consolidate the departmental and programmatic assessment and planning processes that are under way. The self-study process began in Fall 2010 with the appointment of the co-chairs, Gretchen McKay and Debora Johnson-Ross. The ten-person steering committee was appointed in Spring 2011 with close attention paid to securing a range of disciplinary and administrative expertise on the committee. The same care and attention was emphasized in organizing the 5 working groups with a combination of appointed and elected faculty members. Each working group included staff, students and faculty in order to include all community perspectives.

The Self-Study Steering Committee designed a comprehensive self-study plan that addressed each of the Standards of Excellence. The standards were grouped in a manner that is logical for the institution, groupings that structure the five chapters of this self-study report:

- **Chapter 1. Standards 1, 2, 3, 7:** The Integration of Mission, Goals, Planning, Resource Allocation, Institutional Assessment and Renewal
- **Chapter 2. Standards 4, 5, 6:** Leadership, Governance, Administration, Integrity
- **Chapter 3. Standards 8, 9:** An Institution Committed to Student Success

- **Chapter 4. Standards 11, 12, 13, 14:** The Integration of Educational Offerings, General Education, Related Educational Activities, and Assessment of Student Learning
- **Chapter 5. Standard 10:** A Faculty Committed to Excellence

During Summer 2011, Fall 2011, and Spring 2012, the working groups collected data from various sources, analyzed the data, and produced draft chapters for the report. This process was intensive, deliberative and thoughtful. Working group members interviewed those who could provide answers, identified and analyzed key documents, sought out “hidden” information, and completed analysis that answers the research questions and responds to the fundamental elements of each standard.

The Self-Study Report clearly demonstrates and articulates, with a myriad of supporting documents, how and why McDaniel College merits reaccreditation. The College is without a doubt a fine institution of higher education, one that excels in its effort to prepares students for successful lives of leadership, service, and social responsibility” ([Mission Statement](#)).

Chapter One

The Integration of Mission, Goals, Planning, Resource Allocation, Institutional Assessment and Renewal at McDaniel College

Executive Summary

This chapter addresses Standards 1, 2, 3, and 7. Along with a new College president, McDaniel College has crafted a new mission statement that clearly defines McDaniel's purpose in higher education, the population it serves, and plans for the future. McDaniel's mission and goals, as outlined in the [Strategic Plan](#), were developed with the participation of the College community and governing bodies, and are used, along with the [First Principles](#), to guide the programs and practices of the institution. To integrate consideration of the College's mission and goals, assessment data, planning, and resource allocation in one conversation, the President created the Strategic Thinking Group (STG) as a single body with a broad representation of every aspect of the College. Recent academic, capital, and technological changes at McDaniel College provide evidence of significant and ongoing institutional renewal. Rigorous assessment and monitoring, as well as external review by various accreditation organizations, measure the College's progress in its overall effectiveness in achieving its mission and goals, and its compliance with accreditation standards. The College clearly meets the standards addressed by this chapter as evidenced below.

Contextual Framework

The President recognized that while the [First Principles](#) and [Strategic Plan](#) provided strong guidance for McDaniel's purpose, a mission statement was necessary to provide vision for the College and to prioritize goals and allocate limited resources. In addition, the President saw the efficacy of improving alignment in the College's mission, strategic goals, and budget and resource allocation processes. Thus, the [Strategic Thinking Group](#) (STG) was formed to initiate the development of a mission statement, to bring planning and budget decisions in line with the College's strategic goals, and to more effectively prioritize needs and allocate limited resources. Additionally, a Director of the [Office of Institutional Research](#) (OIR) was rehired after a two-year hiatus and appointed to serve on the STG. The strengthened OIR has enhanced the collection and analysis of information and assessment data. The standards in this chapter link essential questions of mission, growth, development, self-evaluation and planning as pieces of a comprehensive process that ensures institutional continuity.

Analysis of Strengths and Weaknesses

The Path to a Mission Statement

The [First Principles](#), written in 1981, served the purpose of a mission statement for McDaniel College for 30 years (1981-2011). A framed copy of the First Principles is posted in every classroom and throughout the McDaniel campus. With the adoption of a new curriculum and changing institutional needs, it became increasingly apparent that a Mission Statement should provide context for the First Principles, which remains an important guide for the McDaniel community. Developing a mission statement became one of the first tasks under Dr. Casey's

leadership. The STG was asked to initiate the development of a new mission statement in the spring of 2011. The McDaniel community was invited to attend and participate in the STG meetings, which are open to observers ([STG minutes](#)).

After the development of a draft mission statement by the STG in 2011, the College community was invited to provide feedback and suggestions. The draft was discussed at two campus-wide community meetings on 12.1.11 and 12.6.11 (Mission Colloquia) and the December faculty meeting (minutes of [12.6.11](#)). The Executive Committee of the Board of Trustees critiqued the draft statement and suggested several changes. All of these discussions led to a revised document. Endorsement of the mission statement by the faculty was given during a special faculty forum held on [1.24.12](#). The Board of Trustees approved the mission statement on 2.4.12.

The McDaniel College Mission Statement

McDaniel College is a diverse student-centered community committed to excellence in the liberal arts & sciences and professional studies. With careful mentoring and attention to the individual, McDaniel changes lives. We challenge students to develop their unique potentials with reason, imagination, and human concern. Through flexible academic programs, collaborative and experiential learning, and global engagement, McDaniel prepares students for successful lives of leadership, service, and social responsibility.

The mission statement clearly identifies McDaniel as a student-centered community. It indicates what the College does, the manner in which the mission is accomplished, and the outcome for students — McDaniel prepares students for successful lives of leadership, service, and social responsibility. The collaboration that produced the mission statement evidences a well-planned and successful decision-making process.

The Mission Statement, [First Principles](#), [Strategic Plan](#) (2009-2014), and [Campus Master Plan](#) together articulate the College's philosophy and plan for implementation. The components of each of these documents complement the others. For example, strengthening faculty development, creating a technology-rich environment, recruiting and retaining diverse students, and protecting, using, and generating College resources more effectively are all crucial parts of achieving the outcomes advocated by the Mission Statement and the Strategic Plan.

McDaniel College Goals: The Strategic Plan

[The Strategic Plan \(2009-2014\)](#) was developed through an inclusive and participatory process. A Strategic Plan Steering Committee was appointed that included a cross-section of the college - trustees, administrators, faculty, staff and students. Drafts of the Strategic Plan and College goals were widely distributed. Various open forums and intranet postings allowed the entire College community opportunities to provide input into the development of the College's goals. For example, on 11.25.08, all faculty members were invited to review and comment on a draft of the Strategic Plan posted on the McDaniel College Intranet. The comment period was followed by an open forum to discuss the plan on 12.9.08. On 1.6.09, all College employees were invited to another open forum on 1.15.09. The Board of Trustees discussed these new goals during their 2.7.09 meeting (Board minutes). The trustees approved the College's new Strategic Plan (2009-2014) at the 4.18.09 meeting ([Board minutes](#)).

The Strategic Plan (2009-2014) outlines four primary goals for the College: Academic Excellence, Community Building, Engagement, and Stewardship. These four goals replaced the six goals developed in the previous [strategic plan \(2003-2008\)](#) in order to move away from separating goals by divisions, resulting in more cross-divisional collaboration. Since its adoption in 2009, the Strategic Plan remains a critical tool in the planning processes by all divisions of the College. Each goal includes objectives for its implementation. Each objective designates the responsible party, which may be an office, department or committee. In this way, accountability for achieving the goals and objectives of the Strategic Plan is clear and those responsible for objectives complete annual reports ([Strategic Plan Goals Progress Matrix](#)) that document progress. In Fall of 2012 at the Board of Trustees retreat, the Board prioritized the unmet objectives, which have been shared with the STG for implementation. A new strategic plan is developed every five years so the self-study process is timely in that a solid foundation will be in place for McDaniel's next strategic plan (2015-2020).

The Campus Master Plan

The Strategic Plan establishes the priorities for the development of the [Campus Master Plan](#), which is administered by the Division of Administration and Finance and is reexamined every ten years. The Campus Master Plan identifies the needs, costs, and rationale behind campus improvements and renovations. It also provides an implementation strategy that may be sequential but not necessarily prioritized. Prioritization is developed through discussions of the STG, the President's Council (a description of the President's Council is found in Chapter 2), and the Board of Trustees. The Campus Master Plan was developed by a committee including the Chair of the Board of Trustees, Chair of the Building and Grounds committee, four trustees, two faculty members, three students from the SGA, the President's Council, Director of Capital Projects, and select administrative personnel.

Normally updated every 10-15 years, the Campus Master Plan was reviewed during the summer and early fall of 2012 by the President's Council and consultants Derck & Edson. They are assessing progress on completion of the plan, relating that progress to the Strategic Plan, and clarifying responsibility and accountability issues with regard to decision-making on the plan. A revised list of priorities was developed and presented to the Board of Trustees at their October meeting.

Mission and Goals: Guiding Faculty, Administrators, Staff & Governing Bodies

The mission and goals of McDaniel College are publicized and widely known through the College's web site and in formal publications available to current and prospective students, faculty and other employees, and the larger community ([McDaniel History](#)). When College employees were asked during the Fall 2011 semester ([Middle States survey](#)), "How often are you guided by the mission and goals of the College when making decisions related to planning, resource allocation, and program/curriculum development?" a combined 64% of respondents said "always/often." The survey revealed that respondents with greater than 10 years of service at McDaniel College reported being guided by the mission and goals more than those with fewer than 10 years (66% vs. 52%).

All of the divisions of the College use the Strategic Plan to guide their annual goal-setting. In the

Academic Affairs Division, the Provost and Dean of the Faculty, in consultation with the President, identifies goals and priorities for the coming year, selecting from and referencing items in the Strategic Plan. Deans and Directors use the Strategic Plan and goals as they develop their respective goals and priorities for each new academic year ([Appendix 1.1](#) & [Appendix 1.1.2](#) Deans and Directors Goals and Priorities Statements). These are reviewed by the Provost, shared with the President's Council, and presented formally at the annual Deans and Directors retreat in August. Mid-year progress reports on goals and priorities are also submitted annually by Deans and Directors.

Similar internal reviews are completed by all College offices. For example, within the Office of Student Affairs, a 5-year plan for the Office of Residence Life was developed in response to the Strategic Plan. Tasked to create such a plan, Residence Life staff began by brainstorming on areas for improvement that professional and student staff had noted during the course of the year. The various offices in Student Affairs completed SWOT ([Strengths, Weaknesses, Opportunities, Threats](#)) analyses of each other's operations during the Fall 2007 semester. After identifying areas needing improvement, they were categorized into thematic goals and objectives, which were then compared to the College's Strategic Plan for alignment. The staff reviewed the Strategic Plan to identify goals, objectives, or action plan items absent from their self-created list but related to Residence Life. Specific action plan items that would help to address these missing items were then added to the 5-year plan. To ensure coordination Residence Life staff members meet over the summer to review the Strategic Plan and identify specific items for emphasis in the upcoming year. Information and progress on these projects are reported through weekly staff meetings and weekly and quarterly reports. Practices in the Offices of Academic Affairs and Student Affairs illustrate some crucial ways in which the College's mission and goals, as articulated in the Mission Statement, First Principles, and Strategic Plan, guide planning and decision-making at McDaniel. Additional examples are shared in the discussion of institutional assessment and renewal later in this chapter.

The Board of Trustees consults the mission and goals of the College when making decisions related to planning and resource allocation. Administrators across divisions submit their annual reports to the President and the Board of Trustees through the responsible Vice President (sample of [Strategic Plan Goals Progress](#) Reports to the Trustees) which are reviewed by the Board. An extensive review of these goals and strategic plans were held during a two-day Board of Trustees retreat held on 10.21 and 10.22.11. The Trustees focused their review on enrollment, facilities (specifically: student housing, the student center, classroom space, and fine arts facilities), potential new programs (undergraduate & graduate programs) and other campus issues related to the long-term growth of the College as these related to the strategic plan and College goals ([Board minutes](#)).

Integrating Mission, Goals, Planning, Budgeting, Resource Allocation, and Assessment

The Strategic Thinking Group (STG)

The formation of the STG by the President in 2011 signified a major step for the College in its efforts at integrating mission, goals, planning, budgeting, resource allocation, and institutional assessment. The members of the STG include administrators, faculty and staff from all areas of the College. The [charge of the STG](#) is to:

... discuss and develop the strategic priorities of the College and their implementation. In its composition, and through the range of reports, data and presentations by which it is informed, the Group seeks to develop a comprehensive understanding of the College, to identify its needs, and to plan effectively for its future development. The Group seeks to integrate the processes of strategic planning, institutional policy, and development of the budget and advises the President to this end.

To prepare to meet the challenges and tasks of the STG, in its first semester members participated in a campus-wide review of College units, programs, and procedures. Various administrative and program leaders throughout the College community made presentations to the STG members and provided them with assessment data and other pertinent information to educate members on policy, procedures and the needs of the College. These presentations covered all aspects of the College including admissions, budgeting, student life, undergraduate and graduate programs, and technology. The STG played a substantial role in the early stages of crafting the College's new mission statement and then turned its attention to budget and allocation of resources.

The Budget Process at McDaniel College

Prior to the development of the STG, the College Budget Committee was responsible for the development of the annual Financial Plan and Budget presented to the Board of Trustees for approval. This committee consisted of the President's Council, three elected faculty members, the College Treasurer, and the College Budget Director. To better integrate the College's mission, goals and priorities with the budget process, the President merged the Budget Committee into the STG. The STG reviews higher-level budget implications and makes recommendations on prioritizing initiatives based upon the College's mission and goals. The actual work of creating the financial plan is undertaken by the President's Council, Treasurer, and Budget Director. The operating budget of the College is approved by the Board of Trustees in April of the year preceding the budget year. Capital budgets are approved as projects arise, though capital projects are undertaken in accordance with the Strategic and Campus Master Plans.

A critical consideration in developing the budget is the College's dependence on tuition. Because of the variability of student enrollments, tuition-driven institutions such as McDaniel must develop budget plans with care. For example, the decision was made in spring 2011 to delay salary increases for academic year 2011-2012 until fall enrollment data were firmly established. As a result, salary increases were effective in October 2011. The same care guided the decision to restructure the health insurance calendar with the calendar year to more accurately project future expenses in the following fiscal year. These decisions were made in a transparent process, and because discussions occurred among faculty and administrators, general consensus held that the decisions were reasonable and appropriate under the circumstances. These strategic changes highlight the College's ability to be flexible in order to maximize limited resources.

Budget planning starts at the departmental level. Departments begin preparing budgets in November. Each department submits requests to the division's Provost or Vice President by mid-December. The Provost and Vice Presidents meet with each department head to review the

requests and prioritize the requests for their entire division. Revenue projections and capital budgets are presented to the STG in January and to the Board in early February. With feedback from the STG and Trustees, requests are prioritized by the President's Council, Treasurer, and Budget Director in early March, and a financial plan is developed for presentation to the Trustees. Oversight of the budget process is assigned to the Budget and Finance Committee of the Board of Trustees, which recommends a final budget to the full Board of Trustees in April. It has been the College's policy to approve only a balanced budget that includes a contingency reserve.

Assessment and monitoring of the budget occur throughout the year. The President's Council reviews the budget status regularly and makes decisions on unbudgeted requests. The financial position of the College is presented to the Trustee Budget and Finance Committee and the full Board at least three times per year. The STG, the President's Council, Treasurer, Budget Director, and the Enrollment Management Committee hold strategic budget discussions throughout the budget process to analyze the effect on enrollment of various tuition, room, board, and financial aid pricing strategies. Multiple pricing and enrollment scenarios are considered so that long-range planning may occur based on a range of possible outcomes. In addition, parameters are set for compensation, technology, and capital projects based upon revenue projections. At the February Board of Trustees meeting, the Board approves the coming year's tuition rate, and is apprised of and makes recommendations on the long-range planning scenarios formulated by the various committees.

Through these processes planning and resource allocation is occurring at both the macro and micro levels. Current financial needs are assessed, resources are allocated, and long-term financial planning is coordinated with the mission, goals, and Strategic Plan of the College.

Resource Planning and Utilization

Tuition Revenue and Dependence

McDaniel is undoubtedly committed to remaining an institution that serves students from all economic backgrounds, paying particular attention to the financial needs of first-generation College students. As a result, the option of increasing tuition to meet rising expenditures is never taken lightly. To help McDaniel students in this regard, the percentage of tuition, room, and board increases for FY13 was held to the lowest increase in 25 years. The [Financial Plan Booklet for FY13](#) records that "tuition will increase 2.93%, and the total tuition, room, and board package is increasing by 3.27%". This effort is aided by the judicious use of the more than \$25 million in financial aid provided to our students on an annual basis. For the past two enrollment periods, the Admissions Office has worked closely with a consultant to identify the most effective financial aid leveraging strategies based on the combined factors of a student's strength of application and the student's financial resources. The overall objective is to hold the total discount rate steady while enrolling the targeted number of students. In total, 30 different strategies were utilized, and the office worked to set goals for yield from each in order to monitor and assess their effectiveness ([Statement by Florence Hines](#), VP Enrollment Management and Dean of Admissions).

At the same time that the College aims to meet the financial needs of students, the dependence on tuition leaves the College vulnerable to significant variances based on the number of students enrolled in a given year. For the Fiscal Year 2012 budget, graduate and undergraduate tuition combined to account for 60 percent of the College's total net revenue. The proportion increases to 78.5 percent when room and board are included. Meanwhile, private-college support by the State of Maryland's Seller Fund declined significantly, from a peak of \$3.5 million to its most recent level at \$2 million per year. Given the unpredictable nature of the legislature's budgeting and fiscal priorities, the College has necessarily planned contingencies.

Human Resources

The College believes its human resources are the fundamental mechanisms for changing the lives of its students. In order to maintain the focus on human resources in the face of economic turmoil, the institution has employed various policies in recent years to manage uncertainties of the market and enrollment, including a short-lived hiring freeze of open positions and, more importantly, a case-by-case reassessment of each open position's place in the larger mission of the College. The Academic Planning Committee receives, review and prioritizes requests for faculty positions and makes recommendations to the Provost and the President. Their recommendations regarding faculty positions are in turn reviewed by the President's Council, as are also all staff requests. This level of planning and assessment allows for the weighing of each allocation against the overall mission and goals of the College. It is important to note that unlike many other institutions, McDaniel has weathered the recession without laying off a single employee or curtailing any employee benefit programs. This is due in large part to the thoughtful and prudent process around human resources allocations.

Institutional Advancement

Institutional Advancement was led by an Interim Vice President for much of AY 2011-2012. After a national search, the Board appointed Lori A. Lewis as VP of Institutional Advancement, effective 7.1.12 ([President's Office Announcement, 5.14.12](#)). The institution's endowment is critical as McDaniel enhances its long-term, reliable revenue stream to support its mission and goals. The College has significant ground to cover when comparing its endowment resources to those of peer and aspirant institutions ([McDaniel Comparison Group](#), Total Endowment and FTE Comparison). Through a combination of judicious investing and additional endowment gifts, the endowment is well within sight of pre-recession levels and the \$100 million mark. As of September 30, the endowment was \$91,831,590. During the Carpe Diem Capital Campaign \$38.5 million was raised for the College endowment (Carpe Diem [Campaign Commitment Summary](#)). Additionally, Institutional Advancement raised \$1.4 million in new cash and pledges for the endowment in FY11 and expects to surpass that amount in FY12 ([Statement, L. Junkin](#), VP for Development).

Another priority in coming years will be growing the Annual Fund of the College, which has lost ground in the economic downfall, falling below \$1.4 million from a pre-recession peak of above \$1.7 million (Annual Fund Year End 1998-2011). Building the Annual Fund and Annual Scholarship Fund will involve recruiting the College's next cadre of major annual donors, as many current donors have maximized their giving potential. In order to increase both annual and restricted charitable giving revenue between capital campaigns, the Office of Institutional

Advancement is establishing a working case for support focused around the needs identified by the STG and presidential initiatives.

Institutional Advancement also works closely with other divisions to seek external funding for projects that support the College's mission and goals. For example, the Office of Information Technology is collaborating with the College's Foundations Office to research and apply for a \$100,000 grant from the Chichester DuPont Foundation (decision pending) for funds to redesign classroom learning spaces. Hoover Library and Western Maryland College Alumni Hall have garnered \$1.5 million in funding from the State of Maryland toward the \$3.5 million project. The funding is for renovations to establish creative learning spaces including classrooms, individual and group study areas, event venues, workshops and laboratories. Both grant proposals were generated by the work of the College's Creative Learning Spaces Project. The strategic use of internally budgeted funds along with external funds will continue to be important to the College.

Administration and Finance

In addition to the initiatives for developing creative learning spaces, the effort to upgrade and improve facilities, led by the Division of Administration and Finance, targets necessary improvements to Gill Center, Alumni Hall classrooms, student residence halls, the student center, and the creation of new learning spaces in the McDaniel library. The Board has identified these as priorities ([Board minutes](#)) after evaluating various competing needs. In the past ten years, capital expenditures on major campus improvements in these same areas have exceeded \$60 million or over \$6 million dollars per year on average. Several projects are scheduled for completion over the next two years (2012-2014) with expected costs in excess of \$12 million. To better support major infrastructure fiscal requests, as opposed to long-range projections, the College established (in 2011) an annual budget line to cover larger infrastructure project proposals, typically in the range between \$100,000-\$300,000.

The VP for Administration & Finance and the VP for Institutional Advancement meet on a regular basis to align the capital priorities of the College with individual fundraising efforts. The fundraising priorities also take into account the interests of donors as they align with the College's needs. For example, McDaniel's upgraded and renewed Kenneth R. Gill Stadium, to be completed by fall 2012, was funded by nearly \$8 million in commitments from alumni, parents, and friends of the College who targeted their giving to support athletics. Notably, this project will be completed with 100% donor funds.

Information Technology

In the last five years, the Offices of Information Technology and Instructional Technology (InTech) have collaborated with the Faculty Technology Committee and other constituencies and made great strides toward the enhancement of the use of technology for academic and administrative functions. In addition to improving core campus infrastructure, the College has made a major commitment to providing ongoing training and support, sharing pedagogical innovations, enhancing communication tools, introducing new operational data, implementing green technology initiatives, and developing policies and physical facilities to secure institutional data. A complete listing of technology resources introduced or improved in the last five years can be found in [Appendix 1.2, McDaniel Technology Advancements](#). Such advances could not have been accomplished without increases in human as well as fiscal and physical resources. In the

past year, IT staffing was increased by two full-time positions (Help Desk Manager and Web Programmer) and all student worker positions were consolidated to form 3 part-time positions, which results in overall better efficiency. InTech, through a targeted gift – the Faculty Technology Endowed Fund – has supported faculty development in educational technology, offering summer workshops and stipends for faculty to apply these technologies to new or existing courses.

Institutional Assessment, Institutional Renewal and Decision-Making

The President reports on the State of the College at the beginning of each academic year ([President's Report Jan 2011](#)). Prior to Dr. Casey's tenure, the report was given at the opening faculty meeting. In a welcome change, the event is now open to all College employees. The State of the College indicate important initiatives for the college to undertake in the coming year and all constituents of the College are present. In addition, open staff briefings are held by the President's Council each semester, which encourages open lines of communication. The President gives an update on the state of the College and each VP reports on the significant developments and projects in his or her division. Following the presentations, employees are invited to ask questions and make suggestions. Data from the [Middle States Survey](#) distributed to staff during the Fall 2011 semester found that 53 percent of staff "strongly agree" or "agree" that they have "opportunities, venues, or committees through which they can express ... ideas about ways to improve [the] College." There is room for improvement here, and administration will continue to strive to ensure open lines of communication to inform and empower employees who embody the College's mission and are all educators.

In this vein, the VP for Administration and Finance meets every two weeks with each of the Directors in his division. The directors also meet as a group as needed. The purpose of these meetings is to define the planning and improvement process, obtain feedback, define decision-making, assign responsibility and ensure accountability. This assessment is ongoing. Each director is assigned project goals. Directors bring new issues forward and also report on the progress of initiatives at these meetings. Discussions include planning for new facilities, major renovations, and ongoing maintenance. Progress on the goals of the [Campus Facilities Plan](#) is reported to the President's Council, the Buildings and Grounds Committee, and the Board of Trustees. These progress reports assure accountability and facilitate assessment. The architects on the project assess the quality of all work after project completion, which ensures accountability to the College on the part of contractors as well.

Examples of Institutional Renewal

Institutional renewal in the Division of Academic Affairs is a thoughtful process that is carefully coordinated with goal- and priority-setting, decision-making, and communication. A significant support for institutional academic renewal in Academic Affairs is the establishment of the Center for Faculty Excellence (CFE), established in 2007 in tandem with the initial phasing in of the McDaniel Plan for entering first-year students in fall 2007. The CFE represents an important renewal strategy and initiative for ongoing faculty professional development, both in general and specifically in relation to the delivery of the new general education and degree requirements. The CFE was established through a grant from the [Mellon Foundation](#) that provided \$200,000 in support for three projects - the CFE itself and two featured programs in the McDaniel Plan, the

Sophomore Interdisciplinary Studies Program, and the Departmental Writing Program – phased in over a period of two and one-half years, beginning in January 2007. The proposal to the Mellon Foundation was based on faculty focus-group discussions held in prior semesters and was meant to support curriculum development. The establishment of the CFE has been a high impact opportunity for the faculty. It is the site of weekly development opportunities, which are attended by faculty across the College. Offered programs affect every aspect of faculty responsibility: teaching, advising, scholarly research, community engagement, grant writing, and others. It has become the go-to forum for virtually every activity on campus that involves faculty development. Workshops and discussion are planned each year depending on the needs of the faculty at the time. For more on the CFE and its use by faculty, see Chapter 5.

A second example of significant institutional academic renewal and change tied to academic goals of the College was the establishment of a vibrant program of undergraduate student-faculty research collaboration. McDaniel appreciates the educational value of student-faculty collaboration in research and has a long and impressive record of accomplishment in this area. Unfortunately, the resources to support this collaboration have been limited largely to the sciences and to those projects that win external support (e.g., from the NSF or NIH). Determined to increase faculty-student research partnerships, the College worked on two fronts. In coordination with Institutional Advancement, a number of endowed funds to support summer faculty-student research projects in the sciences were established. These included the Mayetta Hawkins Boyer Fund (Biology), the Jean and Donald Richards Student Research Fund (Chemistry and Biochemistry), and the Richard Singer Student Research Fund (Biology, Chemistry, Biochemistry and Physics). Beginning in the summer of 2010, the College established the Student-Faculty Collaborative Summer Research Fund, which encourages collaborative work involving students and faculty by providing the support for room and board, travel, material, and stipends for students and faculty. In the summer of 2010, 2011 and 2012, approximately \$30,000 annually was available to support this type of faculty-student collaborative research. The College plans to increase this amount in future years ([Faculty Meeting Minutes, May 2012](#)). For more on these collaborative research projects, see Chapter 4.

Participation in this new program has been impressive and demonstrates improvement in faculty and student interest ([Student-Faculty Research 2010-2011](#)). In 2010 the program supported 27 students and 17 faculty members in on-campus research projects. In 2011 the fund supported 14 projects involving 22 students and 16 faculty members. In addition, students have shared the results of their original research in departmental seminars, poster sessions, presentations at conferences, and in peer-reviewed journals. Beginning in 2012-2013, the College will recognize these research projects and other academic accomplishments in a celebration planned for Spring 2013.

Institutional renewal also depends upon self-study and updating by the College's academic departments engage in discipline-specific reviews that combine self-study with a visit and evaluation by an external review panel. Reviews, which are overseen by the Academic Planning Committee (APC) and supported by the Office of Academic Affairs, are on a ten-year cycle. These reviews are an on-going and important part of the College's assessment of its own academic programs. All self-studies are required to include information on assessment of student learning. Departmental reviews regularly result in changes and improvements in the College's

academic programs. Examples are provided in Chapter 4 in the discussion of the assessment of student learning.

Academic renewal can also be the result of emerging disciplinary trends. The self-study and external-review processes may lead departments to modify their requests for new or replacement hires. The APC in turn uses information gained through the departmental external review process and to make decisions, about new faculty positions to support curricular needs. Based on the recommendations made by [external reviews](#), the English Department requested a position in Emerging Media, rather than immediately replace the retiring Renaissance specialist (the department hopes to replace that line in later years but felt the Media position was a priority). Similarly, a faculty position in the Psychology Department was changed from Industrial-Organizational Psychology to Behavioral Neuroscience based on the recommendations of external reviewers.

Another example of responsiveness to changing needs is found in Graduate and Professional Studies (GPS). GPS unit, represented in the faculty governance structure by the Graduate Affairs Committee (GAC), decided in 2011 that they would be more effective in communication with the community through the elimination of the GAC. Instead, three sub-committees (previously appointed by the Dean of GPS) were elevated to standing committee status elected by the faculty. Following established policies and procedures, the GAC made recommendations to the Faculty Council before submitting the recommendations for discussion and debate at a general faculty meeting. The changes were approved ([Faculty minutes 11.3.11](#), [12.6.11](#)). The three new standing committees are the Graduate Academic Policy and Standards Committee, Graduate Curriculum and Planning Committee, and Graduate Assessment Committee.

Another example of institutional renewal comes from the Office of Student Affairs, which instituted a [Summer Parent Orientation program](#) in 2011. Parents spent two days living on campus and learning about life at McDaniel. The program was initiated in response to parent needs. With a large and growing segment of first generation students (40 % in 2010-2011, 41% in 2011-2012), and the many changes in academia since most parents experienced college, the idea proved timely. Feedback from the inaugural program informed adjustments in the Summer 2012 Parent Orientation program.

Social media and educational technology are two important drivers of change. The College added a new position in 2011, Director of Digital Communications and Social Media, to help communicate more effectively with current and prospective students who use social media as a primary vehicle for communication. The College has also created [websites](#) and blogs specifically to engage first-year admitted students and their parents and to develop a sense of community, even before students matriculate. This is an example of how the College is using technology to more effectively communicate, plan, evaluate, and renew itself. For more on the use of social media with the First Year Program, see Chapter 3.

Students have been involved in the process of institutional assessment and renewal as well. There are approximately 100 student organizations on campus. Through the Offices of Student Engagement and Diversity and Multicultural Affairs, these student organizations have many opportunities to participate in the decision-making process at the College and contribute to

institutional assessment and renewal. Student members have made significant contributions to Middle States Working Groups, the Teagle Home Team, the Campus Diversity Council and the Honor and Conduct Board. The Student Government Association in particular provides representatives to the Board of Trustees and participates in administrative searches. Several academic and co-curricular programs would not function without student input – First Year Peer Mentors, Resident Assistants, Writing Fellows, Writing Tutors. Students involved in these programs are important conduits in the assessment process and their insights and suggestions are often used to facilitate change, particularly in supporting students.

Institutional Commitment to Assessment

Assessment is conducted at every level of the College's operations, from academic departments to administrative offices. As evidenced by the work of the STG, the President made it clear that the gathering and evaluation of data for use in institutional assessment and planning would be a focal point of his administration. The President's address to the campus community reminded us all of the importance of improved coordination and sharing of information, which is necessary to better inform strategic planning and institutional renewal.

The College has shown a heightened commitment to assessment over the past several years. For example, in March 2009 an Associate Registrar for Institutional Research was named. During this time, IR was primarily focused on internal and external reporting. This arrangement was neither meeting institutional needs nor in line with staffing at similar institutions. Thus, in June 2011 the President re-appointed Dr. Brian Ault as Director of Institutional Research. The office now comprises 1.5 employees and manages its own budget. Ault represents OIR on various faculty committees as well as the STG. While much work remains to enhance assessment practices, Ault is coordinating a comprehensive needs analysis and will seek further interactions with OIR colleagues to continue to add best-practice elements to McDaniel's commitment to institutional assessment (statements by [Brian Ault](#), Director of Institutional Research and [Stephanie Clark](#), Associate Registrar for Institutional Research).

McDaniel has long recognized the need to look beyond internal data to assess the College's performance, but for many years each sector of the College chose different schools as comparison institutions, ranging from the Centennial Conference athletic opponents to any institution with the same Carnegie classification. This led to uneven comparisons. To harmonize the process of cross-institution comparison, the President and the STG established a set external comparison group of 19 schools with which the College tended to compete for applicants and/or schools that parallel McDaniel in size or focus yet have attained a higher level of success and/or recognition on a national scale. This list of 19 [comparison institutions](#) is widely shared and discussed when appropriate at faculty and campus-wide meetings. The *U.S. News & World Report* indicators for McDaniel and for each of these comparison institutions have been assembled and distributed. The list is now often used as a basis for benchmarking studies and internal discussions about areas of focus. Most notably, these comparisons demonstrate that McDaniel has low room and board fees as well as one of the lowest alumni participation rates among the comparison group, sparking inquiries and discussion on moving McDaniel forward.

In addition to fulfilling the regulations and guidelines of the various governmental and accreditation bodies to which it is beholden, there is ample evidence of the College using

assessment opportunities to drive campus-wide improvement. Particularly noteworthy are academic departments achieving successful accreditation reviews: Social Work (CSWE), Education (NCATE), and Chemistry (ACS) accreditations.

The Education Department's [NCATE review](#) exemplifies the College's commitment to going beyond the basic process and fully integrating assessment into its everyday operations. In the 2004 NCATE Board of Examiners Report, assessment was cited as an area for improvement. As a result, assessment permeates every aspect of Education's operations. The Graduate Assessment Committee (formerly, a sub-committee of the Graduate Affairs Committee) now meets monthly for two hours to review assessment data. The Education Chair devotes about half of her time to data collection, analysis, and publication activities, including preparing data for an annual, full-day data discussion across all of the department's programs in order to identify additional areas for improvement. That meeting represents the culmination of a continuous departmental assessment process which includes a survey of graduates' employers one year after program completion ([Evaluator Ratings of First-Year Teachers report](#)), a survey of graduates five years after program completion ([Teacher Retention Data report](#)).

The Education Department uses the department-wide tracking system which converts the various assessment tools used across the programs into a common scale for comparison and analysis of the students' progress in the common assessment areas of content, pedagogy, and effect on student learning ([Education Data across Programs Report](#)). The department used basic student learning data and developed a tool to monitor the overall effectiveness and performance of the department itself. As a result of this focus on assessment, the 2009 NCATE review yielded no citations and the Education Department is now sharing its assessment best practices with other departments on campus (Statement by Margaret Trader and the [NCATE Report 2009](#)).

In addition to the periodic accreditation reviews, McDaniel also makes substantive use of the various survey measures presented on a regional and national scale. Between the Higher Education Research Institute (HERI), the National Survey of Student Engagement (NSSE), and the Maryland Higher Education Commission (MHEC), there is a constant opportunity for the College to assess its overall effectiveness on various fronts using standardization of the measures for both comparison with other institutions and multi-year tracking of McDaniel's own progress. An unexpected by-product of the College's participation in the Maryland-Pennsylvania Teagle Consortium is a substantive amount of data, not only regarding diversity, but also relating to student and employee satisfaction. The data includes results from additional questions on the NSSE survey in Spring 2009, 2010, and 2011. Teagle results are discussed further in chapters 4 and 5 ([Report of the Teagle grant](#), "Think, Feel, Do: Enhancing Student Engagement with Diversity through a Holistic Assessment Approach," Goucher, McDaniel, Ursinus, Washington, and Washington & Jefferson Colleges).

McDaniel has looked for other opportunities to tailor existing assessment instruments to institution-specific needs. Recognizing that the MHEC survey would provide general feedback without necessarily outlining specific areas for action, the College asked about study abroad. When asked why they had not taken advantage of study abroad, more of the respondents indicated that they did not deem it necessary than those who indicated that they didn't have the time. This finding highlights the need for further education on the value of study abroad ([MHEC](#)

[FY11 Report](#)) and in response, the International Programs Office now reports to the Director of Global Initiatives so as to emphasize to our students the value of international study. Since the MHEC report reflects only undergraduate alumni assessment data, the College created an internal survey distributed to graduate alumni. In addition to summative responses, the survey prompted qualitative responses from students to help influence programmatic and staffing considerations ([Graduate & Professionals Studies Survey 2011](#)).

NSSE is distributed to first-year students and seniors, giving the College an opportunity to capture global data from students at the beginning and end of their studies. The 2010 report clearly identified academic advising as an area in need of improvement ([NSSE10 Mean and Frequency Reports](#)). The Office of Academic Affairs conducted further analysis through an advising survey to determine advising issues of concern. Four hundred and fourteen students took the survey (more on advising and this survey in Chapter 3). Since the survey, an Advising Initiative has been established, led by the Associate Dean of Academic Affairs, the Associate Dean of Student Academic Life and the Associate Dean for First Year Students. Three workshops focusing on advising topics, such as the needs of first-generation students and have been held each semester. There are plans to re-survey students in addition to tracking future NSSE results ([Advising Survey Report](#)).

Related to advising and the registration process, NSSE findings have led to additional assessments. The Registrar's Office conducted a survey to assess the student's perceptions of the registration process for the Spring 2012 semester ([Registration Survey Report](#)). The response rate for the survey was low, but feedback from advisors supports the results. One area identified as a challenge for students was the management of waitlists, whereby students often were unable to register for required courses. In response, a Waitlist Task Force was created and over the course of a semester, a new policy for managing waitlists was developed and was tested for Fall 2012 registration ([Waitlist Policy](#)). We are in the process of completing additional testing so that we can fully implement the policy with own existing data systems.

In the fall of 2010, the President conducted a Customer Service Survey, after which staff in the offices with the highest customer satisfaction scores explained their procedures during a staff retreat. Other offices were able to see themselves as service providers and consider how they might improve.

The Department of Campus Safety conducts ongoing assessment of its services. The first step in this process involves ensuring that Campus Safety Officers receive appropriate training. To this end, they receive 100 hours of in-service training compared to the 18 hours of mandated training. The office collects quantitative and qualitative data from the clientele it serves, both for crime-related activity and medical emergencies. The Director of Campus Safety utilizes all of this information for planning purposes and reports annually to the VP for Student Affairs ([Statement by Mike Webster](#), Director of Campus Safety).

In fall 2011, Information Technology completed the implementation of the Entrinsik Informer reporting tool to be utilized for culling information from all of the various Colleague platforms on campus into one report. The President called this tool a "game-changer" for the College due to the ability to take that information and, in real time, utilize this new assessment tool to, for

example, identify students who may be at risk for withdrawal or transfer and in need of assistance ([Statement by Cathy Brown](#), Data System Administrator).

The Institutional Advancement division recently made a significant investment in assessment with the migration in 2010 to Raiser's Edge, a constituent relationship management system. Raiser's Edge allows more efficient tracking of gift officer activities (visits, touches, asks) and offers an assessment of proposals made to donors (number, amount, success rate, anticipated revenue). Relative to alumni and parent engagement, the system facilitates tracking of event attendees and volunteer hours (committee meetings, career services/admission activities) to assess the impact of outreach efforts. Whereas IA was formerly relegated to looking solely at fundraising outcomes to determine success, it is now possible to assess each fundraising and engagement activity individually and draw a clearer correlation between efforts and dollars raised ([Statement by L. Junkin](#), Vice President for Development).

Assessing Resource Utilization

The College's annual reporting process, as conducted by each of the divisions, offers an opportunity for the President's Council, Board of Trustees, faculty, administration, and the entire College community to all take part in identifying those areas of the campus that are excelling and those that need further attention. The outcomes of these discussions guide the budgeting process for future fiscal years, with the STG playing a key role in uniting the voices of the various campus constituencies.

As previously mentioned, McDaniel's VPs submit annual reports to be shared with the entire campus community. A look at the most recent reports ([VP Annual Reports 2010-2011](#)) shows the prominence of metrics and analysis across the divisions, from bandwidth assessment in Information Technology to Greek recruitment in Student Engagement.

While areas such as the Admissions Office and Institutional Advancement are able to calculate more direct measures of return on investment, the campus as a whole relies on comparative data to ensure that adequate investments are being made in the various programmatic areas. The Ratio Analysis ([2011 example](#)) provided by the auditing group provides an assessment of the College compared to other non-profits, while information from the Integrated Postsecondary Data System (IPEDS) shows that the College's resource allocations are on par with peer institutions, as seen in Table 1.1 ([Statement by Ethan Seidel](#), Vice President of Administration and Finance).

The distribution of McDaniel's allocated budget relative to other BA private institutions is as follows:

Table 1.1

Allocation areas	Median % for BA Private Colleges	% for McDaniel College
Staff compensation	58	57%
Equipment	21	18%
Software	13	15 %
Data, voice, communications	5	7.5%

Training, travel	1	1%
Other	2	1.5%

Source: selected IPEDS data analyzed by the Office of Institutional Research

These figures indicate a good fit between designated expenditures as implemented by the College relative to other institutions.

The College undergoes a thorough auditing process each year with the aid of the accounting firm Stout, Causey, & Horning. The Auditing Committee of the Board of Trustees oversees and guides this process. A thorough review of the past five years of [SAS 114 letters](#) indicate that the auditors find the College's accounting processes to be in order with no significant recommendations.

Conclusion and Recommendations

The institution's mission statement is clearly defined; it articulates the purpose of the College, indicates the constituencies whom the institution serves, and outlines what it intends to accomplish. The institution's stated goals, as outlined in the College's Strategic Plan, are consistent with the aspirations and expectations of higher education and clearly specify how the institution will fulfill its mission. The mission and goals were developed with the participation of all College constituencies and are recognized by the institution and its governing bodies, all of whom use the mission and goals to develop and shape programs, practices, and priorities. Assessment and progress monitoring of mission and goals is ongoing and comprehensive.

McDaniel College conducts ongoing planning and resource allocation discussions based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and continual evaluation of the success of the strategic plan, as well as resource allocation, support the development and change necessary to improve and to maintain institutional quality. Evidence of carefully planned assessment and allocation of limited resources is well documented.

Balancing the human, financial, technical, and physical facilities and other resources necessary to achieve an institution's mission has been, and continues to be, a challenge. While the effective and efficient uses of the institution's resources are analyzed as part of ongoing internal study and review, continued improvement in the allocation of financial aid and scholarships for students in a more efficient and strategic manner is necessary. Some efforts have already started in this area where specific strategies in the Admissions Office are now used to determine, more precisely, the financial needs of students to attend McDaniel College. These new efforts and strategies will continue to be assessed and the Admissions Office will continue to refine its strategies for distributing limited financial aid for McDaniel students. Other challenges are related to the adequate distribution of limited resources when there are so many areas in need of investment and support. Continued assessment and internal review through strategic prioritizing of needs can make the most of these limited resources and maintain standards outlined in the First Principles, mission, and goals.

The institution has developed and implemented a variety of assessment processes at multiple levels in order to evaluate its effectiveness in achieving its mission and goals, as well as its compliance with accreditation standards. The improvement noted in McDaniel's NCATE reports between 2004 and 2009 demonstrate the College's seriousness in improving its assessment processes. The appointment of a full-time Director of Institutional Research by Dr. Casey further demonstrates the College's commitment to a comprehensive and effective institutional assessment capability. With a variety of assessment strategies and methods now in place at various levels throughout the College, the Office of Institutional Research will be able to play a larger role in the consolidation and analysis of the data so that it may be more accessible to those who will use it for planning and decision-making, ultimately fulfilling the College's mission and goals.

This chapter demonstrates that McDaniel College is in compliance with Middle States' fundamental elements related to Standard 1: Mission and Goals; Standard 2: Planning, Resource Allocation, and Institutional Renewal; Standard 3; Institutional Resources; and Standard 7: Institutional Assessment.

Key Recommendation from this Chapter:

Human and physical resources require a thorough review with any eye towards increasing both efficiency and effectiveness. It is already clear that in some areas there is redundancy and that there is a need for cross training in certain key offices. While the College should be proud that no one was laid off in the past few years of economic difficulties, staff resources in some areas are stretched very thin, and a careful and systematic review, one that leads to good decisions for the future, should be undertaken to ensure that the College will have resources adequate to fulfill its mission. This finding coincides with the priorities in the 2009-2014 Strategic Plan.

Chapter Two

Leadership, Governance, Administration and Integrity

Executive Summary

This chapter addresses Standards 4, 5 and 6. It reports on the College's governance structure, the relationship(s) between constituencies and the level of integrity with which they perform. The roles of those who hold leadership positions are examined with primary consideration of their contributions to the process of policy development and decision-making. Close attention is given to whether or not decision-making is conducted in an atmosphere promoting the autonomy necessary to ensure institutional integrity. The College clearly meets the standards addressed.

Contextual Framework

The standards addressed in this chapter are linked by the quality of integrity, which is indispensable to assure that academic and intellectual freedom flourish in an institution of higher education. As demonstrated by recent administrative decisions, the President has had a positive influence with regard to governance, leadership, and integrity. For example, lines of communication between the administration and employees have been opened and key committees, such as the STG, have been "sun-shined," or opened to all members of the community. A new curriculum, [The McDaniel Plan](#), has been fully implemented, and the Class of 2014 is the first to benefit from it. The Class of 2014 entered with 41% first-generation students, a new high for the college. The College has made a commitment to global citizenship and to building bridges to the Westminster community. Financial challenges are a reality that the College must address. These changes influence the context within which the College is operating and that must be factored into a critical self-study.

Analysis of Strengths and Weaknesses

College Leadership and Governance

The College governance structure ([College Organizational Chart, 6.1.11](#)) includes: the Board of Trustees (Trustee Position Description); the President, elected by the Board of Trustees, who serves as the chief executive officer and *ex officio* member of the Board of Trustees; the President's Council; and faculty committees which carry out specific functions delineated in their charges ([Faculty Committees](#)). These roles and responsibilities are clearly communicated to the campus community through the information portal, the College website, and official documents such as the [Faculty Handbook](#), the [Adjunct Faculty Handbook](#), the [Administrative Employees Handbook](#), the [Classified Employees Handbook](#), and the [Part-Time Employees Handbook](#).

There are opportunities for cross-pollination with respect to the College's governance structure. The President presides over regular meetings of the faculty, the Faculty Council, and the

Strategic Thinking Group; moreover, the STG also includes a member from each of the five major faculty committees. Faculty and student representatives are elected to serve as visitors to the Board of Trustees and its selected standing committees (List of Faculty and Student visitors to the Board and its standing committees). Two alumni are also selected. The Visitors to the Board may also collaborate in college policy development relating to strategic planning and are often invited to Board retreats. Thus, planning and policy development occur through the participation of college community members, thereby honoring the concept of participatory governance. Ultimate authority at the policy level rests with the President and the Board.

McDaniel College's voting trustees currently number 43. The Board and the Board Chair ([Position Description of Board Chair](#)) oversee the affairs of the College while maintaining fiduciary accountability through oversight and evaluation of the activities of the College ([Board Minutes](#)), utilizing periodic review of mission, purpose, and strategic plans (By-Laws of McDaniel College). Trustees have diverse professional backgrounds and skills, which benefit their roles as Trustees and inform their committee assignments ([Members of the Board of Trustees](#)). Thirty (30) trustees have earned an academic degree from the College. While the alumni trustees have a strong commitment to the College, they remain as objective as possible in evaluating needs of the College.

Trustees enjoy a collegial relationship with the faculty, staff and students as evidenced by activities such as a spring campus dinner for the faculty hosted by the Trustees which is designed to meet and learn first-hand about academic interests and independent research with students ([Faculty Invitation to Trustee Dinner](#)). Trustees also often attend ceremonial dedications, and anniversary events. The participation of board members is self-reported annually and attests to a high degree of positive interaction and interest in diverse areas of the college. At these events, students are invited guests and welcomed to express their opinions to trustees. Board meeting agendas feature information about faculty, staff, and student issues and interests (Board minutes including reports given on faculty and student matters.) Trustees assist in generating resources needed to sustain and improve the institution. In the 2009 Carpe Diem campaign, trustees contributed \$25,460,900 of the \$77,050,101 generated to meet the strategic goals of the campaign ([Carpe Diem Campaign Report](#)).

Based on [reports from Faculty Visitors to the Board](#), current trustees are well-informed and conversant with College initiatives and key action items. New trustees are formally oriented to their roles by senior trustees and administrative staff ([Orientation agenda](#)). An important component in maintaining trustee integrity and a high level of transparency is the conflict of interest document that all trustees must sign annually (conflict of interest document with Trustee signatures). All trustees have access to a protected portal where a wealth of information is available to them including Board minutes, Trustee Committee reports, annual benchmarking surveys, articles on national higher education issues, annual enrollment figures and executive summaries from task forces, i.e., [Alumni Association Presidential Task Force](#). The Board conducts an annual self-assessment to measure their ability to serve the College as appropriate and necessary.

McDaniel has a long tradition of faculty governance with faculty participating in decision-making about virtually all areas of College business. Several faculty committees play a vital role

in the planning and management of faculty affairs. These include Faculty Council, the Faculty Affairs, Academic Planning, Faculty Technology, Curriculum, Graduate Academic Policy and Standards, and the Graduate Curriculum and Planning Committees. Descriptions of faculty committees and membership are found in the [Faculty Handbook](#).

Several administrative committees focus on issues of importance to the entire College such as the Green Terra (environmental sustainability committee), Campus Diversity Council, and Campus Technology Committee (CTC). As an illustration of the collaborative nature of the work, the formal description of the role of the CTC and its membership follows:

The CTC serves as the primary advisory body for the identification, development, implementation, and assessment of McDaniel College's technology strategy, providing support and advice to College leaders while ensuring representative views and perspectives from all campus constituencies. Representation includes the CIO, 4 faculty members, Library Director, 2 students, CIRT/MIST representative, IT representative, Webmaster, Director of Physical Plant, VP of Admissions, and Communications representative. Visiting members include the Director of Financial Planning, Director of Athletics, IT Learning Technology Specialist, and representatives from Development and Conference Services ([Faculty Handbook](#)).

This is just one of many ways in which the College welcomes the professional contributions of all member of the campus community.

Students also provide leadership for the College. Students are visitors to the Board and its committees. Students participate as members of search committees, particularly those whose appointees will work closely with them. Students served on the presidential search committee that resulted in the selection of the new president and on the search for the new Athletic Director. Students participated on the Middle States Self-Study Working Groups as well. Of all the student organizations, the Student Government Association plays a major role in collaborating with the administration, particularly Student Affairs.

McDaniel takes great pride in encouraging close professional relationships with students. In addition to the service discussed above, students are relied upon for advice and mentorship to other students as Peer Mentors and Resident Assistants. Avenues of communication are made available to students who are not members of formal organizations notably by the "Campus 411 Meeting," which is held monthly and is open to all students. Students submit suggested topics for the 411 Meetings to the Office of Student Affairs. The President and Vice President of Student Affairs review the submissions and select a topic for each meeting. The President's Council attends these meetings and answers student questions. Faculty Council designates faculty members that also attend these meetings, which facilitate institutional renewal at the student level by providing students an opportunity to express ideas on improving efficiency, communication, and processes ([Campus 411 description](#)).

Administration

The senior administration of the College, known as the President's Council, consists of the President and five Vice Presidents: Provost and Dean of the Faculty, Dean and VP of Student Affairs, VP of Enrollment Management and Dean of Admissions, VP of Administration and Finance, and VP of Institutional Advancement ([President's Council](#)). All senior administrators are well qualified for their respective positions, as evidenced by their range of experiences and accomplishments ([Vitae and Job Descriptions for the members of the President's Council](#)).

A key strength of the Council is its commitment to regular communication. Council members meet weekly to share information and to collaborate on administrative decisions. Minutes are recorded but filed as confidential documents due to the nature of the discussions, particularly those involving personnel. In addition to Council meetings, the President meets weekly with the individual vice presidents. Each vice president prepares yearly goals and objectives based on the Strategic Plan that are reviewed by the President and the Board of Trustees ([Sample Annual Goals of Vice Presidents](#)). The September 2012 Progress Report of the Strategic Plan demonstrates advancements as well as continued work on these goals. The VPs report at monthly faculty meetings and biannual staff briefings, meet regularly with their divisions, and publish their reports in the Board of Trustees meeting booklet. Results from the [2010-11 HERI Faculty Survey](#) (1B, p. 48) indicate that 80.0% of McDaniel faculty are "very/somewhat satisfied" with the administration's openness about policy, which exceeds faculty satisfaction at the two comparable institutions (71.1% and 73.9%).

Academic Affairs

The Provost/Dean of the Faculty follows specific procedures for tracking and assessing communication. Most notably, he reports at every faculty meeting, and either he or his representative serves *ex officio* on all standing committees of the faculty, including the Academic Assessment Committee, the Academic Planning Committee, the Curriculum Committee, the Faculty Affairs Committee, and the Faculty Council. Funding for faculty development comes under his purview; therefore, the Faculty Development Committee makes recommendations to the Provost for the distribution of faculty development grants. The Provost also convenes monthly meetings of the Deans and Directors group ([Sample agenda for Deans & Director meeting](#)) and the Department Chairs ([Sample Department Chair agenda](#)), providing regular opportunities for each group to network and share developments in their areas. The Chief Information Officer collaborates with the Provost but reports to the Vice President of Administration & Finance ([Organizational Chart](#)); serves *ex officio* on the Faculty Technology Committee and chairs the Campus Technology Committee, which includes faculty representation.

With the announcement of the Provost's return to the faculty ranks in January 2013, the President opened a series of meetings with various constituencies regarding the restructuring of this office (sample, [President's communications regarding Provost/Dean of Faculty Transition](#)). Discussions have addressed the possible creation of two positions, Chief Operations Officer/VP of Academic Affairs and a Dean of the Faculty, with the intent of dividing leadership responsibilities in the Office of Academic Affairs. The President convened several meetings to discuss the implications for such a change. The Provost/Dean of the Faculty Search Committee has been appointed and is preparing for a national search. The President provides regular committee updates through e-mail and during monthly faculty meetings. In the interim, two

highly qualified faculty members will assume responsibilities for the roles, one serving as Provost and the other as Dean of the Faculty.

Student Affairs

The VP of Student Affairs maintains close contact with students and faculty in multiple ways. The senior staff participates in weekly meetings and communicates continuously through email, text, and informal meetings/lunches with staff members as issues arise. There are weekly core meetings with all direct reports and Bi-monthly Director Meetings. Directors collaborate on meeting agendas and distribute meeting minutes to directors. All directors have weekly staff meetings with their respective staff. The Dean of Students reviews information from the President's Council meetings with the entire Student Affairs senior staff. The Student Affairs Staff holds monthly divisional meetings/professional development. The divisional committees include committees on alcohol, program development, assessment, January term programming, the 411 meeting, and food services ([Student Affairs Leadership and Staff](#)).

Administration and Finance

The VP of Administration and Finance supervises the directors of Human Resources, Financial Planning and Budget, Financial Services, Conference and Auxiliary Services, Facilities Planning and Capital Improvements, and Physical Plant. In addition, he oversees the CIO, who also reports to the Provost. Communication with and among the direct reports is ongoing but informal. The VP of Administration and Finance also serves *ex officio* on the Athletic Council.

Effectiveness of Leadership

Assessing the effectiveness of planning, resource allocation, and institutional renewal is a part of the institution's culture. Each year members of the senior administration review, compile, and share with the campus community, including the Trustees, McDaniel's progress on the goals of the strategic plan, the results of which provide evidence of the leadership effectiveness ([September 2012 Progress Report of the Strategic Plan](#)). Increasingly, the College assesses the effectiveness of its processes through the use of comparative data, in particular through the newly established [McDaniel Comparison Group](#), which compares 19 private colleges that are similar or aspirant from McDaniel's perspective in terms of their composition, programs and resources.

Last year, the College participated in the 2012 *Chronicle* [Great Colleges to Work for Survey](#) and received feedback from College constituents. Compared to small schools and our Carnegie Classification group, on survey Dimension 10, "Senior Leadership," our community responded with "strongly agree/agree" at a lower rate (53% as compared to 79% and 65% respectively). This was a "pink flag" area on the survey (warrants attention). Survey Dimension 12, "Communication," was "fair to mediocre" when compared to the benchmark for small schools; however, this figure was within range of our Carnegie Classification group (58% compared to 72% and 63%).

From a faculty perspective, communication with administration over institutional policies is effective ([2010-11 HERI Faculty Survey](#)). 81.3% of the faculty (1B, p.48) characterized the statement, "Administrators consider faculty concerns when making policy," as "very/somewhat descriptive," with McDaniel women reporting greater responsiveness (74.4%) than the women in

both comparison groups (59.3% and 59.0%). Moreover, 71.3% of responses indicated that faculty “strongly agree/agree” that they “are sufficiently involved in campus decision making” (HERI, 1B, p. 68). Further, McDaniel faculty appear to experience less opposition with their administration than faculty at the two comparison institutions. When responding to HERI survey item, “The faculty are typically at odds with campus administration,” 43.8% of McDaniel faculty responded that this statement was “not descriptive” of the institution, as compared to 27% and 33.2% from the two comparable institutions (1B, p.46). Another 78.8% of faculty are “satisfied” or “very satisfied” with “departmental leadership” at a rate that is comparable to our peers; again, McDaniel’s female faculty members reported greater satisfaction than women in comparison group 1 (1B, p. 61).

On the Middle States Survey, 63% of the community responded “strongly agree/agree” to the question, “There are opportunities, venues, or committees through which you can express your ideas about ways to improve McDaniel College.” Of note, 71% of the faculty responded “strongly agree/agree” versus 53% of staff ([Survey Results](#)). Within the group of respondents with greater than 10 years at McDaniel, a much higher percentage of faculty (80%) reported “strongly agree/agree” than staff (50%). The differences between faculty and staff responses are significant and must be noted. This disparity may be due to differences between groups with regard to participation in College governance (i.e., committee service, and monthly meetings). This was noted in the report written by Washington & Jefferson College, during their campus visit funded by the Teagle Diversity Collaboration (see [Report of the Washington & Jefferson Teagle Visiting Team for McDaniel College – 1/23/2012](#)).

In addition, the Middle States Survey Report showed that 63% of respondents agreed that there are opportunities to express ideas for college improvements ([Middle States Survey Report, Question 12](#)); this figure is acceptable but could be improved. Similar findings in the Higher Education Insight Survey 2011 (low ratings on “Faculty, administration & staff relations” and “Communication” and Higher Education Insight Survey 2011) point to a need for improvement in this area. Similarly, [The Report of the Washington & Jefferson Teagle Visiting Team for McDaniel College \(1/23/2012\)](#) cited missed opportunities for collaboration among all stakeholders at the College.

In acknowledging a further area of weakness, the administration has announced its intention to increase the diversity of the applicant pool for administrative and faculty positions. During the recent search for the Vice President of Institutional Advancement, the President hired a consultant and “had a frank conversation” about the challenges of attracting a candidate to Carroll County where the diversity is not as rich as it is in Baltimore or the greater Washington D.C area. The Board of Trustees has also discussed the importance of diversity in executive positions (Board minutes reflecting this conversation). For further discussion of the diversity in faculty ranks, see Chapter 5.

Integrity

The integrity of an institution is evidenced when policies are clearly articulated, readily available, and equitably and fairly applied to those individuals associated with it. These policies begin with the Board of Trustees and continue with faculty, staff and students.

The Board of Trustees meets with the College's Administration as a whole a minimum of three times per year, and subcommittees of the Board, which include members of the Administration, often meet more frequently. The charges and makeup of the Board of Trustees and its subcommittees are laid out in the [Bylaws of McDaniel College](#). The [By-Laws of McDaniel College](#), [Faculty Handbook](#), [Guidelines for Department Chairs](#), [Administrative Staff Handbook](#), [Classified Staff Handbook](#) and related materials reflect current practices and procedures at the College.

The College's policies regarding and promoting free academic inquiry and intellectual freedom are available in many sources, including many places in the college website, the Student Rights and Responsibilities, and the Faculty Handbook. In the [2010-11 HERI Faculty Survey](#), McDaniel scored higher than our comparison group in faculty satisfaction with "Freedom to determine course content" (Very Satisfied: McDaniel = 76.4% Comp 1 = 60.6% Comp 2 = 57.5% and higher than our comparison group in faculty satisfaction with "Autonomy and independence" (Very Satisfied: McDaniel = 47.5% Comp 1 = 41.5% Comp 2 = 39.1%) ([HERI Faculty Survey](#)).

College employees are hired, evaluated, and if necessary, dismissed by fair and impartial processes described in appropriate handbooks ([Faculty Handbook](#), [Administrative Staff Handbook](#), [Classified Staff Handbook](#), [Part-Time Staff Handbook](#)). An Affirmative Action liaison is involved in all hiring processes to ensure a fair and impartial hiring process ([Affirmative Action Handbook](#)).

Processes for addressing complaints or grievances from College employees are communicated as documented in various handbooks and data documented by the Director of Human Resources. For grievance procedures for discrimination and sexual harassment, see Affirmative Action/EEO Manual; for grievance procedures for Faculty, see Faculty and Adjunct Faculty Handbooks; for grievance procedures for Staff, see Administrative, Classified, and Part-Time Employee Handbooks. During the past 23 years, there have only been 2 formal employee grievances and 4 Equal Employment Opportunity Commission (EEOC) complaints. Of these 6 issues, 3 age-related ones are still outstanding. Only one complaint resulted in an employee dismissal based on sexual harassment ([Statement from T. Steback](#)).

Employee handbooks provide the chief means of informing employees about processes for addressing complaints or grievances. The handbooks are available on the information portal. In addition, all new employees participate in Orientation sessions with the Human Resources Department ([Sample Orientation agenda](#)). New faculty participate in a semester-long program of orientation coordinated by the Director of the Center for Faculty Excellence and the Associate Dean of Academic Affairs ([New Faculty Orientation schedule](#)).

There are processes to address student grievances that are published and widely available via the [Student Handbook](#) on the College's student portal and website. The College expresses its policies on academic honesty, plagiarism, academic deadlines, student discipline, student

housing, and student activities via the Academic Policies site and the Student Handbook. Also, during [New Student Orientation](#), all first year resident students attend a required session – “Floor Meeting/Code of Student Conduct Meeting.”

Student integrity is, in particular, encouraged by the Honor System ([Student Handbook](#)). All students, upon enrolling at McDaniel and on nearly every assignment, must sign a pledge upholding the Honor Code – “a contract between students and faculty based on the assumption that academic integrity is important to the community” ([The Honor Pledge](#)). The Honor Pledge is posted in every classroom, as are the First Principles, as a reminder of their importance. The Honor System includes the process by which students, faculty or staff may report violations of the Honor Code and the subsequent actions to be taken. Academic violations are reported to the Office of Academic Affairs, which handles the appeal process for these violations. Appeals for violations other than academic are handled through the Office of Student Affairs. The College has recently convened an ad hoc committee to consider how to enhance the relevance of the Honor Code to reflect the increasingly digital nature of academia and to reinforce the College’s commitment to the Honor Code.

Complaints about student conduct off campus are handled via protocols listed in the Student Handbook and a Memorandum of Understanding between the Department of Campus Safety and the Westminster Police Department (Student Handbook and [MOU](#)). The jurisdiction of the Student Code of Conduct over students’ actions off campus is also listed in the Student Handbook. Complaints filed by people who are not members of the campus community are handled as noted in the above materials. Depending on the severity of the issue, there are a gradient of actions that can be taken at the discretion of the Department of Campus Safety, who handle most conflicts and concerns from outside the community ([CollegeDisciplineProcess 1011 Stats Final](#)).

According to NSSE 2010, students report an average score for “Relationship with administrative personnel and offices” ([NSSE 2010, Question 8c Results](#)). The discipline process statistics for 2010-2011 show that the various procedures and policies are being actively conducted and fairly applied ([CollegeDisciplineProcess 1011 Stats](#)).

Conclusion and Recommendations

The College’s leadership structure is sound, with institutional constituencies functioning within clearly defined roles with regard to policy development and decision-making. The Board of Trustees is active and appropriately involved with the campus. The College administration operates with sufficient autonomy to fulfill its responsibilities and assure the integrity of the institution. With the vision of a new president, the College’s leadership is in good hands and the future appears promising. The governance structure of the College functions well. One weakness, noted by the administration, is the lack of diversity at the executive level of the College. Another area of concern is the lack of structure that allows for staff participation in the College’s governance.

Under the new president's leadership, changes to the administrative organization are discussed with the affected constituencies confirming open lines of communication. For example, the prospect of division of the positions of Provost and Dean of the Faculty to two individuals has been discussed with the faculty and with the staff who currently report to the Provost. The administrative structure supports the College's central mission of educating students and also provides an atmosphere of academic freedom that makes it possible for faculty to make course decisions, pursue scholarship and research, and provide the structure that supports all of these endeavors.

The College has demonstrated adherence to the highest ethical standards in several ways. The Board of Trustees operates ethically, acknowledging any possible conflicts of interest on an annual basis. The student Honor Code remains in force, and is currently being reviewed. These two important constituencies of the College – the students and the Board – encompass the standard of integrity, ensuring academic and intellectual freedom, and exhorting us to maintain the highest standards possible.

This chapter demonstrates that McDaniel College is in compliance with Middle States' fundamental elements related to Standard 4: Leadership and Governance; Standard 5: Administration; and Standard 6: Integrity.

Key Recommendation from this Chapter:

The College must find a way for staff members to have greater input in matters that affect them and the college. It is clear from our research that staff members do not believe that they have a voice in decision-making at the college. At All-College Briefings to ask questions, and presentations are made to them, but this is insufficient. It is recommended that the administration meet with staff members to work out a governance structure that will meet the needs of staff have a means to share concerns and offer recommendations that will contribute to the functioning of the College.

Chapter Three

An Institution Committed to Student Success

Executive Summary

This chapter addresses Standards 8 and 9. McDaniel College has changed a great deal in the past several years to ensure it offers quality education to a diverse set of students and to support the needs of those students in all areas of the institution. Adjustments in recruitment and financial aid practices have yielded and retained more students and income for the institution, the latter resulting in better student support. McDaniel's admission practices ensure that students have an opportunity for success in meeting their educational goals, whether undergraduate, transfer, graduate, part-time, and/or adult learners. New marketing efforts increase awareness about McDaniel, but although the college is well known in some key constituencies, there is still a measurable lack of recognition since the name change in 2002. The summer 2012 launch of our new website, new marketing and advertising efforts in the GPS program, and informational campaigns that will communicate McDaniel's message will hopefully yield the increased recognition the College deserves.

Contextual Framework

The support services provided to McDaniel students have grown and evolved immensely over the past few years. Many of these areas are under new leadership and are still being developed. There are also new initiatives that will bring together the work of several areas and allow them to collaborate in new ways, such as the planned Center for Experience and Opportunity, which centralizes services in one location from disparate offices that was often confusing to students. The composition of the student body is also changing at McDaniel, with a higher than usual percentage of first-generation students (40% of incoming class in fall 2010; 40% in fall 2011) as well as a steady increase in enrolling racial and ethnic minority students, a result of better targeting in recruitment activities. For these students in particular, and for all students in a difficult economy, financial challenges are a reality that the institution must address. New strategies for recruitment are attempting to address some of these challenges by ensuring enrollment yield and financial aid packages provide more resources to the College.

Analysis of Strengths and Weaknesses

Admissions and Recruitment

Undergraduate admissions strategies for the past 3-5 year (Goals Statements, [Division of Enrollment Management](#), Admissions publications) have focused on the following initiatives, all of which have been designed to attract students who will thrive at McDaniel:

- Strengthening the academic profile of incoming classes
- Maintaining geographic diversity with a strong Maryland base
- Promoting access to college to first-generation college students, very high-need students, and students of color

Evidence from [College Factbooks](#) spanning 2008-2010 demonstrates that the College's efforts in these areas have proved successful in many respects, while others are areas requiring continued development (see Table 3.1: Recruitment Results). The academic profile of incoming classes has remained relatively stable. In response, the College is targeting Maryland students with SAT scores in the 1200+ band with a new scholarship strategy to improve our yield rate of this group (see Goals for 2010-2011 from the Division of Enrollment Management); it is too early yet to know the results of this approach but early signs look positive. Since 2012, students with SATs of 1300+ are invited to compete for McDaniel's top scholarships, with the expectation that this initiative will improve both the prestige of these scholarships and overall yield.

McDaniel College communicates the message that it is a place where students will be challenged intellectually and given the opportunities to explore options in learning and living that will change their lives on the undergraduate level. To achieve this goal, the Admissions Office recruits an academically strong and geographically diverse student body. Of interest to the college is the recruiting potential in the metropolitan areas of Baltimore and Washington, DC. The goal is to have at least a 13% racially and ethnically diverse student population ([Strategic Plan 2009-2014](#)), a goal that has been exceeded since 2008. The Admissions office continuously works towards this goal. The diversity of the incoming class of 2009 was 18% ([Strategic Plan 2009-2014](#), February 2010 progress report). The College also continues to seek and nurture partnerships with organizations that assist students of color in exploring their college options, including the Harlem Children's Zone (NY), College Visions (RI), CollegeBound Foundation (MD), and the DC College Success Foundation. These efforts demonstrate that McDaniel continues to build recognition as an excellent choice for students who might never otherwise consider a liberal arts college.

Geographic diversity has been maintained; as of Fall 2011, 62.9% of our entire student body was from Maryland, but 36 others states were represented. Concentrated efforts to promote access to college for first-generation students, very high-need students, and students of color are beginning to show results. Indeed, these recruitment results have been among this division's greatest successes at McDaniel in the past five years.

Table 3.1: Recruitment Results for Incoming Classes

	2006	2007	2008	2009	2010	2011	2012
Class size	476	436	429	425	412	428	437
Ethnic minority students	11%	10%	17%	18%	22%	27%	29%
First generation college students	Not tracked	Not tracked	31%	27%	40%	40%	39%
States represented by incoming students	24	24	27	24	25	25	22
Average combined SAT score	1111	1131	1144	1118	1128	1105	1114
Average high school GPA	3.50	3.50	3.44	3.41	3.40	3.42	3.48

Source: Admissions Reports

The Graduate and Professional Studies (GPS) division continues to recruit, enroll, and retain an academically talented and diverse student body that contributes to the McDaniel community ([Strategic Plan 2009-2014, p. 10](#)). No specific data is available at this time to assess this objective (3.6 of the Strategic Plan) but the number of graduate candidate applications for the past 3 years is 3,147, with only 47 denials ([Statement from C. Perry, January 10, 2013](#)). This indicates that GPS is reaching its target population in terms of applications. Overall, for the past ten years GPS has grown with the addition of new programs such as TESOL and gerontology, but has fluctuated in recent years due to changes in non-degree seeking enrollment. Trends indicate that while the GPS student population has become more diverse in terms of race and ethnicity in the last five years, those pursuing graduate degrees are predominately women ([GPSProgDiv.xlsx](#) and [GPSDivTotl.xls](#)).

Impact of the Name Change on Recruitment

Undergraduate Program:

In 2002, McDaniel College changed its name from Western Maryland College. In a 2008 survey of high school counselors, 57.4% recognized the new name of McDaniel College whereas 21.3% were not familiar with the name ([Royall HS Counselor Survey Executive Summary 2008](#)). This is an important indicator related to the building of the McDaniel College brand. High school counselors are the constant; parent and student populations change. McDaniel College has more work to do in order to effectively publicize its name and its programs.

High school counselors play an important role in telling the story of McDaniel College. These counselors are on the front line with high school students when reviewing colleges and college choices. According to the Royall Summary (2008), many counselors are aware that McDaniel College is a small, liberal arts program with a supportive environment for its students. However, on a scale of 1-4, the survey from 2008 shows that McDaniel rates a mean score of 2.91 placing it below name recognition of College Park and Goucher. In addition, the college is more known

by private school counselors than public school counselors. In fact, 40.1% of the counselors have reported encouraging their students to apply to McDaniel College and the majority of these recommendations came from private high school counselors ([Royall HS Counselor Survey Executive Summary 2008](#)).

The same impact is not felt among the high school students who are seeking college as an alternative to post-secondary education. According to the 2008 Royall Study of Prospective Students' Perception (2008), while 47% of students indicated that McDaniel College is a quality school, the percentage decreases regarding other areas of interest, as indicated in the table below.

Table 3.2 Prospective Student Perceptions

	Count	%
It is a quality school	244	47.0%
It is a private school	204	39.3%
It has a low student-to-faculty ratio	194	37.4%
It is a small school, with fewer than 2,000 students	179	34.5%
It prepares students well for good jobs after graduation	178	34.3%
It has a wide variety of academic offerings	174	33.5%
It has a diverse student body	164	31.6%
It provides many opportunities for students to work with faculty	157	30.3%

Source: [Royall Study of Prospective Students' Perception \(2008\)](#)

The high school counselor may seem like the logical first contact in seeking information about a college, however the Royall report states that 82.3% of high school students depend on a college's website when seeking further information about an institution ([Royall Study of Prospective Students' Perception 2008](#)). In part as a result of this finding, the college website was completely revamped, launched in summer 2012. As noted in the [Strategic Plan Progress Report \(2010\)](#), the Admissions' office is now recruiting sophomores in high school and gradually increasing the amount of contact and materials sent to prospective students as they move up in class. This marketing strategy has been focused around Maryland, Philadelphia, and Washington, DC ([Annual Report Enrollment Management 2006-2007](#); see also [Strategic Plan 2010 progress report](#)).

As the college continues to press forward with branding the school, a great deal of attention will be paid towards the publication of the McDaniel name and its presence on the web ([Summary Report – Division of Enrollment Management 2008-2009](#); [Strategic Plan 2009-2014](#), [McDaniel Identity Logos policy](#)). This focus is reinforced in several reports, most notably the Royall reports from 2008 ([Royall HS Counselor Survey Executive Summary 2008](#); [Royall Study of Prospective Students' Perception 2008](#)) and the Strategic Plan of the college ([Strategic Plan 2009-2014](#)). Thus, communication of the McDaniel brand will be evident in an increased online presence, particularly with Facebook and Twitter and other publications emphasizing the “Five Ways McDaniel Will Change Your Life” ([Annual Report – Division of Enrollment Management 2007-2008](#)). McDaniel's web presence has been enhanced with the hiring of a Director of Digital Communications and Social Media. This director has had an input in new web design, portal for internal communications, and coordinated McDaniel's FreshTalks series. Modeled on TED-talks, these feature McDaniel faculty speaking about their FYS courses. These videos were recorded in

April 2012 and posted to the Class of 2016 blog and Twitter feeds. The use of social media is intended to help reach out to and to educate high-school students on the value of a liberal arts college experience and education.

Creating a strong academic program is part of the strategic plan for the college as the Admissions office continues to shape the incoming class ([Annual Report – Division of Enrollment Management 2007-2008](#)). The college also seeks to enhance its branding by focusing on the connection of athletics and scholars programs ([Strategic Plan 2009-2014](#)). Thus, the college has instituted an athletic academic honor roll ([Strategic Plan progress report, February 2010](#), p. 26).

Demonstrating the college's commitment to scholar athletes, the general perception tends to be one of a positive environment that emphasizes rigorous mental and physical programs ([Royall HS Counselor Survey Executive Summary 2008](#)). Parents have responded positively to this aspect of the college. This conforms to evidence indicating that parents want an environment where their child will feel safe and will prosper in their intellectual pursuits. Parents feel this occurs mostly in an environment where individual attention is provided for each student entering the college ([Annual Report Division of Enrollment Management 2006-2007](#)). Such individual attention has been demonstrated by the numerous campus visits that occur for prospective students, the institution of a parent orientation in the summer of 2011, the establishment of a parental Facebook page, and the enhancement of faculty/student research collaboration ([Strategic Plan 2009-2014 progress report, February 2010, p. 20](#)).

Graduate and Professional Studies:

GPS takes proactive steps to address the needs of today's prospective student in a strategic and student-centric manner. The unit continuously assesses and updates various aspects of its marketing, recruitment and admissions strategies to meet the ever-changing needs of current and future students as well as, the institution. The college recently created a new position, Director of Graduate Marketing and Admissions, to assist in attracting students to the college and satellite campuses. Representatives attend graduate fairs and open houses both on McDaniel's campus and in the region (95% of the graduate student population is within a commutable area and so advertising efforts focus on the region). Recently, the use of social media (e.g., Facebook, LinkedIn) has increased the college's ability to connect with prospective graduate students, particularly those in deaf education programs. The college is just beginning to track data regarding the effectiveness of marketing of graduate programs.

On the graduate level, McDaniel promotes its programs as a place where individuals can delve more deeply into a chosen field of study and interest. According to the [Fall 2010 Quick Facts](#), the top five programs of study at the graduate level include Curriculum and Instruction, Counselor Education, Exercise Science and Physical Education, and Reading ([GPSDivTot.xls](#)). Additionally, in order to continue to diversify areas of study, GPS has added a degree in Public Administration.

From a marketing and recruitment standpoint, GPS leverages research to formulate targeted and strategic plans while implementing new tactics to generate highly qualified leads. The unit targets specific audiences, including traditionally underserved populations, and implementing tracking methods to continuously improve their efforts and conversion rates. The implementation

of a new communication strategy will ensure consistent and timely follow-up to requests while emphasizing personal interaction.

GPS will be employing online and electronic marketing tactics that will more effectively reach targeted audiences in geographically dispersed regions. This will aid GPS in brand awareness initiatives and will more effectively attract qualified prospects in those regions. Additionally, GPS will market through international professional organizations such as the Society of Human Resource Management (SHRM) to build global awareness of its programs, benefits and applicability.

Retention

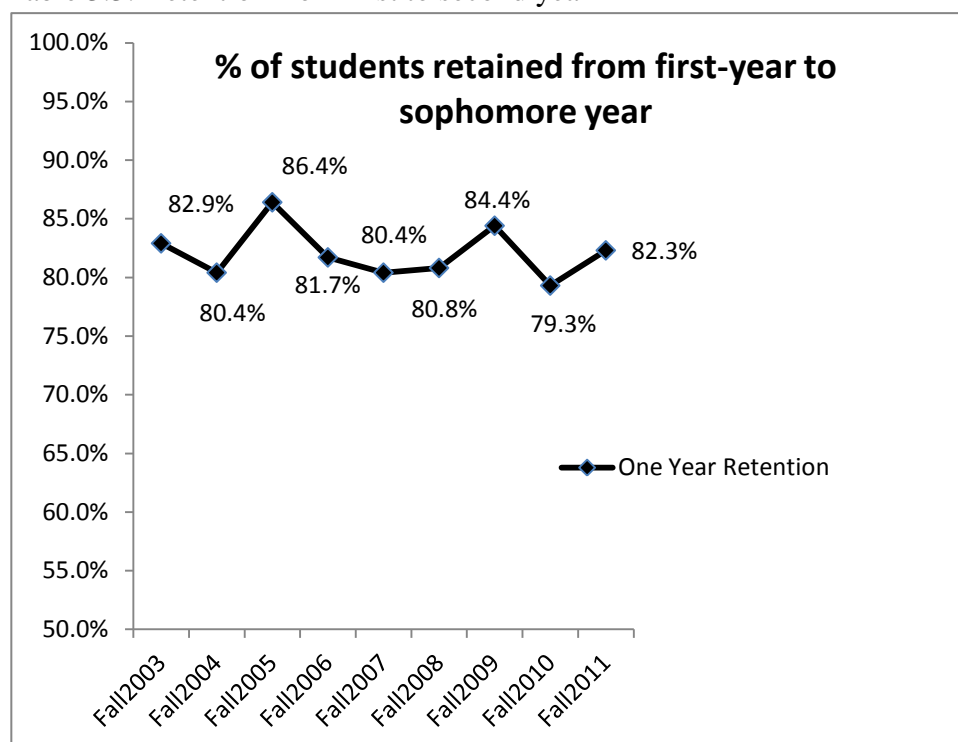
Retention: Undergraduate Retention Efforts

There are numerous efforts at McDaniel College to track retention trends, to determine reasons for attrition, and to work to increase the retention of students on campus. The various activities related to retention are discussed below and are carried out by the Office of Institutional Research (OIR), the Registrar's Office, the Office of Academic Affairs, the Student Outreach Network (SON) group, a Retention Task Force created in 2007, and currently a Retention Exploration Group.

The College's Office of Institutional Research (OIR) tracks retention of first-year students of each incoming class, noting whether they return for subsequent semesters or not. Retention reports are placed on the College's Intranet so that every office has access to these data. After each registration period the Registrar's Office creates a list of students who have not registered for classes and shares that list with the Office of Academic Affairs so that the appropriate dean may contact the student. Each Friday, the Registrar's Office also sends a list of students withdrawing or taking a leave of absence.

As shown in the graph below (Table 3.3), the retention rate has remained between 79% and 86% from 2003 to 2010 (information generated from multiple factbooks). The 4-year graduation rate for students who entered in 2005 was 70.1% and the 6-year graduation rate for these same students was 73.4% ([Retention data 09/20/2011](#)).

Table 3.3: Retention from first to second year



Source: Office of Institutional Research

McDaniel College implemented the McDaniel Plan in the 2008-09-school year to emphasize more critical skills for future graduates of the college. Since the implementation of the McDaniel Plan, retention numbers have been steady overall. When students leave the college, either the Associate Dean of First Year Students or the Associate Dean of Student Academic Life investigates to the best of their abilities why, including the request of an exit interview ([Sample Exit Interviews](#)). While they are not required of students who leave, the Deans do attempt to find out through an exit interview why the student is departing. In the spring of 2011, 34% of withdrawing students agreed to complete exit interviews; withdrawals and exit interviews were equally split between first-year and upper class students. These interviews were shared with our Retention Exploration Group, which was comprised of the Dean of Student Affairs, VP and Dean of Admissions, the Director of Institutional Research, and the Associate Dean of First-Year Students. This group met in AY 2011-12 to assess factors that were impacting patterns of retention between 2006 and 2010 ([Attrition Assessment and Retention Initiatives Fall 2011](#)). This group's assessment efforts have thus far revealed that the following factors are *not* predictive of retention: SAT scores; students of color; use of Student Academic Support Services (SASS); failing to get one's first choice of First Year Seminar; being taught by adjunct faculty. Men were more likely to withdraw than women (note, however, that men participating in our honors program were retained at higher rate than men overall). Out-of-state students, students with a lower core high school GPA, and commuter students were also more likely to withdraw. Male out-of-state athletes were especially likely to leave, although this appears to be an aberration from previous years ([OIR Retention Research Database](#), [Retention Data 2005-2011](#) and [Retention Task Force Final Report Sept. 2008](#)).

The College's previous president, Joan Develin Coley, convened a Task Force on Retention in the fall of 2007 to look broadly at retention and to suggest directions for the future the development of the 2009-2013 Strategic Plan. Historically, students were retained (first to second year) in the 82-85% range. The goal was to improve to the 85-88% range. The report indicated that there was a lack of organization regarding retention and that remains the case today – no one person or office or committee coordinates retention efforts. The Retention Task Force report brought additional retention efforts to expand beyond the First Year Seminar, including the Ruffalo-Cody retention-modeling project that began in Spring 2008 with recommendations for new initiatives to engage students beyond the First Year Seminar. Specific examples include establishing a First Year Appreciation Week and Peer Mentor Project Teams that actively work to connect students to campus resources. Efforts at retention that help students feel connected and find a sense of direction continue in the sophomore year. Sophomores are required to declare a major and have an academic advisor in that major before registering for their junior years; departments offer activities and workshops designed to help undecided students determine their majors (e.g., a workshop held by Psychology, Sociology, and Social Work departments to help student distinguish between these related, yet distinct, fields).

Retention assessment – from the Retention Task Force, to the compilation of exit interviews, to information analyzed in the Retention Exploration Group – has led to a multi-pronged approach to help support students who are struggling academically, unhappy with college life, or struggling with personal issues. Multiple offices on campus engage in substantial outreach efforts to improve student retention, and collaborating closely while doing so. For example, the VP and Dean of Student Affairs leads the Student Outreach Network (SON), a retention group established in 2007 that includes members from Student Affairs, Academic Affairs, Athletics, SASS, Residence Life, Student Engagement, the Office of Diversity and Multicultural Affairs, the Wellness Center, and Campus Safety. This group meets weekly to share information on students who are demonstrating various signs of at-risk behavior, are not meeting academic standards, or who are having disciplinary problems. Each student is discussed and members of the group provide up-to-date knowledge, which includes, but is not limited to, academic performance, out-of-classroom involvement, disciplinary issues, and information gathered from faculty, coaches, family, and friends. A plan of action involving staff and faculty members through direct and indirect intervention is created for each student that has been identified.

SON also reviews transcript requests (indicating possible transfer intent), prompting either the student's academic advisor or the appropriate dean from Academic Affairs to follow up with the student regarding the request. The effectiveness of SON is broadly measured in the college's retention rate, however SON does not have a direct method of evaluation of outreach and effectiveness to the at-risk students the committee serves. In order to fulfill the need of a tracking system, beginning in the spring 2012 the SON committee now utilizes a software program through the company Simplicity called the CARE Network. This program enables student support from the beginning of behavioral intervention by reporting, monitoring, and intervening with at-risk students. These reports can be submitted by concerned community members and easily reviewed by administrators. The SON committee or any other parties involved are alerted immediately when a student in question is involved in an incident, which allows for a near-instantaneous response to critical issues on campus.

The Office of Academic Affairs specifically reaches out to students who are struggling academically, as evidenced by poor midterm or final grades or referral from a faculty member. This office conducts biweekly checks on the progress made by students on academic probation and sends these reports to one centralized location so that relevant information may be shared with deans, the Wellness Center, and/or coaches, as appropriate. Strong academic advising is also considered an important retention initiative. Based on results from a recent survey on advising, the Office of Academic Affairs has been offering an ongoing advising workshop series on topics such as advising first-generation college students, special needs of transfer students, and making sure that students are on-track for graduation. See more on advising later in this chapter.

GPS Retention Efforts

A special focus is placed on the individualized approach to learning, the real-world experience of faculty, and the practical application of the curriculum in each graduate program. This real-world experience helps to emphasize the close relationships that candidates will form with McDaniel instructors and advisors and articulates the importance of training candidates to be successful in their career of choice. Regardless of their eventual geographic location for employment, GPS graduates will be equipped with the skills they need to effectively address the demands of their career and cross-cultural boundaries.

Through the Graduate Records Office, the Graduate Academic Policy and Standards Committee monitors all candidates who do not meet GPS academic standards. The Committee notifies each candidate with a letter making several recommendations to address the situation. Informal communication between instructors and coordinators has identified many at-risk candidates.

GPS is taking a multi-faceted approach to address the needs of the global economy. The first step is taking the time to understand the demands that a global economy has placed on domestic and international candidates, prospective students and alumni. This understanding has been achieved through a regular open dialogue with members of each of those audiences. As such, GPS is better positioned to advise prospective students and candidates on the processes requirements necessary to become successful graduate candidates and to attain success in their careers of choice. As a response to global, national, and perhaps most important, local issues, since 2008, eight new programs have been developed and accredited and three are in the final stages of development. These programs range from technology to social justice and encompass educational and professional sectors.

From an international recruitment standpoint, GPS has been referring prospective international candidates to their local Education USA centers to help them organize the appropriate documentation and prepare for interviews with their respective embassies or consulates. Additionally, the GPS Admissions and Records team maintains an open line of communication to assist international and domestic prospects in any way possible to increase their likelihood of success and to set realistic expectations for their experience at McDaniel and the demands of their respective program.

GPS has a successful record in the area of persistence to graduation, which, in turn, yields data on candidate attrition:

Table 3.4 GPS Persistence to Graduation

2003	2004	2005
Accepted applicants = 612	Accepted applicants = 709	Accepted applicants = 765
Graduated within 6 years = 315 = 51%	Graduated within 6 years = 377 = 53%	Graduated within 6 years = 417 = 55%

Source: GPS Admissions

A strong cohort model is not utilized in most programs. The base numbers of applicants includes a significant number of individuals who do not intend to complete the degree. Of the 29 accredited (or anticipating accreditation) graduate programs at McDaniel, 10 are post-baccalaureate or post-master certificates (in contrast to the MS degree). The current needs of educators and professionals may not include the MS degree, but rather programs focused on the development of more specific skills relevant to their career success.

Candidates have the flexibility to complete their studies in six years. Candidates requesting an extension due to life circumstances will impede an accurate tracking rate of completing the program in six years. The GPS Dean's Office collects all data related to retention and attrition. GPS systematically provides advising throughout a candidate's career, from initial entry through a final check on fulfilling graduation requirements. When the status of candidates who experience difficulty prior to graduation results in academic probation, candidates receive one-on-one advising with their respective coordinators. Candidates who are academically dismissed may appeal. Appeals are accepted under conditions that require additional advising.

Table 3.5: Academic Dismissals for GPS

2007-08	23
2008-09	25
2009-10	33
2010-11	16
2011-12	14
TOTAL	111

Source: Office of Institutional Research

Financial Implications of Retention and Recruitment Strategies: Undergrad and GPS

Since the recession of 2008 began, the College placed student need as a top priority. Beginning in fall 2009, the Office of Admissions in conjunction with the college's Office of Financial Aid developed a new process for determining financial aid for new students. We expected financial need to rise as early as the fall of 2009. In response, the College created an additional financial consideration form, which was made available to both prospective and current students. This form provided a user-friendly way to share current family circumstances that might have changed as a result of the floundering economy. The College reached out to students and parents in advance, acknowledging the reality of economic uncertainty, and thereby emphasizing the personal process intended to help families cope with college expenses.

During the spring and summer of 2009, the college did see a shift in need levels, resulting in larger financial aid expenditure than originally budgeted, but one the college was able to accommodate. The college saw no real change in our recruiting results overall, but did see a slight dip in the one-year retention rate (freshman to sophomore) from the Fall 2009 new freshman cohort (84%) to the Fall 2010 cohort (79%). Financial reasons appeared to play a role in those decisions to withdraw. It should be noted that during the recent economic downturn, the college was able to achieve an increased percentage of ethnic minority students in each entering class (18% in 2009, 22% in 2010, and 27% in 2011) and in first-generation students (27% in 2009, 40% in 2010, and 40% in 2011). These results clearly show that while the students had increased need, the College did not lose any of desired populations in terms of enrollment. The Office of Admissions does not negotiate financial aid packages based on other colleges' award letters. In the field of admissions, it is common practice not to share this information. However, with the Class of 2015, as part of the financial aid leveraging initiatives, the college did create a process for reconsidering aid if a family believed the award was non-competitive.

GPS has made the decision to raise tuition through a systematic process, particularly by comparing graduate tuition at McDaniel to that of other comparable programs. As part of the yearly budget process, the GPS division examines increases to tuition and other fees. Since 2009, the cost of tuition for one graduate credit has increased from \$325 to \$430. At the current rate, McDaniel still falls into the bottom quartile of Maryland institutions, public and private, for the cost of graduate education. Our position allows us to anticipate increased tuition revenue while being highly competitive and attractive to a spectrum of diverse candidates.

The majority of graduate candidates who request Financial Aid qualify only for Student Loans. These loans, effective Summer 2012 (July 1st), will accrue interest at a 6.8% fixed rate. Previously graduate candidates were able to get subsidized loans if they qualified. A few scholarships are available through endowments and foundations, including:

- Target Scholarship Program: Several endowment funds are designated to the TARGET program, M.S. in Human Services Management (HSM). The draw on these endowments creates Target funds that support Graduate candidates in the program. Candidates receive 75% of their tuition cost.
- Deaf Education: The Charlotte Newcombe Foundation provides roughly \$25,000 per year for candidates that are deaf and demonstrate financial need. These candidates are in the M.S. in Deaf Education program.
- The Janice Tourre Graduate Endowment Fund is assigned by the department. Candidates do not apply for this.

(Source: Office of the Dean of Graduate and Professional Studies)

Student Support across the College

There are many services that the College offers to support undergraduate and graduate student needs across the many offices and departments in Academic and Student Affairs. These services include but are not limited to the residential experience offered by the Office of Residence Life; the Student Academic Support Services (SASS) assisting students with documented disabilities; the Wellness Center-Counseling Health Services addressing students' mental, or physical health concerns; and the Department of Campus Safety protecting human life and preservation of

college resources. The complete list of campus offices and services are located in the 2011-2012 [Student Handbook](#). The First Year Student Program and the Student Outreach Network (SON, discussed previously) are two entities where the Offices of Academic Affairs and Student Affairs work together to support the needs of our students.

Orientation and First Year Seminars (FYS) introduce students to all of the offices that provide support services. During orientation, special sessions are offered to international and transfer students to ensure their smooth integration into campus life. All first-year students are placed in a First Year Seminar. In addition to an introduction to the liberal arts and an academically rigorous learning experience, the FYS course serves as a support system through which students receive an advisor, make social connections, and attend workshops and presentations about the various offices that offer student support. Each FYS receives support from a peer mentor trained to assist first-year students in transitioning into college life.

First Year Program

The First Year Team, composed of the Associate Dean of Students, the Associate Dean of First Year Students, and a First Year Seminar Director, leads the [First Year Program](#). This program comprises of four main components: the Summer Experience, New Student Orientation, First Year Seminar program, and the Peer Mentor program.

Summer Experience: In the summer prior to the student's arrival, the student is assigned to an FYS, the professor of which serves as their advisor. Each FYS also includes a Peer Mentor. Students are required to take placement exams in math, writing, and second language (for more on the use and history of these placement exams, see Chapter 4). The student and the advisor use this information during the June advising and registration period to accurately place students in classes. In addition, each year, the means by which incoming students connect with the campus over the summer changes in order to help students understand college expectations and are based on survey results at Orientation and at the end of the FYS program (end of fall semester). For instance for the Class of 2016, based on feedback from the Class of 2015, the Admission Office and the First Year Team created and continues to manage several social media presences to communicate with new students and parents, including the "McDaniel College: Class of 2016" Facebook page; the "McDaniel College: Class of 2016 Families" Facebook page for family or parents of new students; the "McDaniel Life 2016" Facebook page for timely updates about courses, deadlines and events on campus; The [McDaniel 2016 Class Blogs](#) and [McDaniel Tumbler](#), which described the FYS courses (it is here that many of the expectations for summer forms, registration, and advising are advertised); and Social Networks: @mcdaniel2016 (twitter) and mcdaniel2016@gmail.com (G+). A full report on the 2011 First Year Program can be found in [Appendix 3.1](#).

New Student Orientation: During this five-day orientation period prior to the start of the semester, students are connected to the campus by attending sessions on campus resources, academic departments, residential living, and meeting their Peer Mentor and their First-Year Seminar Instructor. Ceremonies and sessions (attendance required) and social events (attendance encouraged) connect students to the campus, other students, faculty, and staff. There are also programs on both academic and social aspects of college and the McDaniel community (New

Student Orientation schedule). The following table indicates how students in 2011 felt that Orientation aided them into their transition to college.

Table 3.6 Orientation Effectiveness

77% students strongly agreed that the orientation activities assisted them in what will be expected in college courses.
90% strongly agreed that the orientation activities helped them learn about majors and other academic programs.
79% strongly agreed that the orientation increased their understanding of multicultural issues.
74% strongly agreed that it was helpful to meet with their advisor during Orientation:
97% strongly agreed that Orientation helped them understand College policies and what will be expected.

Source: [First Year Student Experience Survey](#)

Part of the general education curriculum, the FYS courses are innovative topical and thematic 4-credit courses on a range of subjects. Limited in enrollment to 15 students, FYS courses provide an introduction to the liberal arts and an academic transition to college. In addition to offering rigorous academic content, FYS courses focus on fundamental skills that are necessary for academic success: critical thinking, effective writing, analytic reading, and oral communication ([FYS course descriptions](#)). The result is that the very first semester of college, every McDaniel student receives focused instruction in these crucial areas.

The Peer Mentor Program is an important element designed to increase retention rates among first-year, transfer, honors and international students. Incoming students are matched with a select group of student-colleagues who serve as Peer Mentors (PMs). Hired and trained by the Associate Dean of First Year Students, these upperclassmen monitor how well members of the entering class are adjusting to life at the College. PMs who notice a student struggling with the transition to college life encourage the student to take advantage of counselors, tutors, and other professionals on campus that can best help them succeed. Notes and statistics on the Peer Mentor Program have been collected for the last few years. In the same 2011 First Year Experience Survey over 97% of students strongly agreed that the PMs were helpful, energetic, well-informed, and personable. Committed to continuous quality improvement, the First Year Team assesses all aspects of the First Year Program three ways, through evaluations, debriefing, and college based assessment ([Appendix 3.2](#)). For AY 12-13, the First Year Seminar Program has invited input from an external review process.

Housing

The Office of Residence Life is dedicated to support the student body and the mission of the College. As described by the First Principles, McDaniel believes that education happens inside and outside the academic classroom. The office strives to assist each student to think and act critically and to take charge of his/her life to develop his/her unique potential. Under the supervision of the Director of Residence Life and Area Coordinators, the Office of Residence Life provides student services to the residential communities through Resident Assistant-led community meetings, programs, collaborative events with other student support services offices, the department website, social media outlets such as Facebook, chat rooms, emails, and scheduled meetings with students. Other outlets include First Year Orientation sessions, posters/bulletin boards in the residence halls related to these other offices and referrals from RAs

and professional staff made directly to residents. A SWOT analysis by Student Affairs regarding their programming can be found on p. 7 of Chapter 1.

Assessments have been conducted in recent years in the form of focus groups (see tables 3.7, 3.8 and 3.9), customer service surveys and feedback mechanisms with RAs. In Fall 2010 the Director of Residence Life conducted 3 focus groups for the first year students to receive feedback on the office process of housing placement, communication, roommate selection process, and relationship with his/her resident assistant. In Fall 2011 the Director held another focus group for the sophomore class to share their feedback on the housing lottery process.

Table 3.7 Summary of 2010 Focus Group Findings with First Year Students

Students would have liked to see more information on our website about the non-FY halls. They want to be able to think ahead to what campus living would be like in their sophomore+ years. Pictures of the insides and outside of a room in each residence hall and descriptive blurbs
Students are requesting that the list of prohibited items for residential rooms is more easily accessible through the department website and to provide a list of recommended items to bring.
Students stated that they would “like” or “friend” a Residence Life Facebook page if it was advertised heavily and early enough in order to help get announcements out to students.

Source: Residence Life Focus Group Feedback

Table 3.8 Summary of 2010 Focus Group Findings with Sophomores

On the topic of the housing lottery process students do not want to replace the lottery number selection process with an automated system where a program assigned random numbers to the students. Students at this focus group felt that system would be rigged if they received a “bad” number.

Source: Residence Life Focus Group Feedback

In Fall 2011 the department invited the residential community to evaluate their overall satisfaction with the departments programs, his/her experiences with the Resident Assistants, availability of his/her Resident Assistant, and other factors that affect student residential living satisfaction.

Table 3.9 Summary of Findings from Fall 2011 Resident Assistant Assessment

62% of the student population stated that he/she attends a residence life program at least once a month and 38% of students attend program less than once a month.
70% of students are satisfied with the availability of their resident assistant.
63% students are satisfied with their Resident Assistants’ efforts to get to know them.

Source: Resident Assistant Assessment

In the 2009-2010 Residence Life End of the Year report, the Director reported that during the academic year the office hosted 729 events and 7031 students attending those events with the average of 10 students per program. In the same report for the 2010-2011 academic year the department hosted 319 events with 4654 students attending with the average of 15 students per

program. All results from the various assessment tools used by the office are discussed in weekly professional staff meetings with the Director and Area Coordinator. Depending on the topic, action plans are created to improve on office offerings and services. These decisions are ultimately discussed with the Resident Assistants during monthly staff development meetings and individual staff meetings with the Area Coordinators.

Student Academic Support Services (SASS)

At McDaniel College, Student Academic Support Services (SASS) provides and assists all students with documented disabilities with appropriate accommodations. SASS is the designated office that obtains and files disability-related documents, certifies eligibility for services, determines reasonable accommodations and develops plans for the provision of such accommodations. The mission is to create an accessible community where people are judged on their ability, not their disability. SASS strives to provide individuals with tools by which they can better accomplish their educational and personal goals.

Students registered with the office can be registered for "basic" services or may enroll in the Academic Skills Program. The Academic Skills Program is an optional, fee-based service primarily for students with Learning Disabilities, ADHD, and Autism Spectrum Disorders. However, students with other documented disabilities are also eligible for this service. This program includes a weekly consultation with an academic counselor, tutoring, use of supervised study labs, and additional services as deemed appropriate after evaluation.

SASS has recently incorporated a new plan of assessment for the office. Little to no historical data had existed for this office and the Director is working closely with Office of Institutional Research (OIR) to incorporate sound practices of assessment moving forward. SASS now tracks registration status and diagnoses of all students registered with the office. SASS also tracks, for students registered with the office, semester and cumulative GPA and retention from 1st to 2nd year at the college. SASS conducts an assessment of office staff by the students to determine the level of satisfaction with services offered.

In review of and response to recent data collected by this office, SASS has made several changes to the physical space and operations of the office due to concerns about noise level. Feedback from the students instigated the following changes: a new process of how the students receive academic class notes from hard copy to electronic form; sign up online to take exams and quizzes in the SASS office; audio textbook requests are collected earlier in order to ensure timely receipt. As the office moves forward, it plans to include additional assessments of the Academic Skills Program and LASSI ([Learning and Study Strategies Inventory Pre- and Post-Semester Fall 2011](#)). SASS will also continue a basic operations survey for students who use the office. SASS is committed to continue to grow and change to grow and change to meet systematically identified learning needs.

Tutoring

McDaniel is dedicated to supporting the academic performance and success of all students so that they become more independent, confident, and proficient learners. According to the 2010 NSSE survey results, the College provides strong support for the student population with regard to academic success ([NSSE10 Mean and Frequency Reports, 10b](#)). The majority of students who

responded (44% of first year students and 47% of seniors) indicated that they had received “quite a bit” of academic support, while only 1% and 2% respectively indicated “very little.” Information on the tutoring that is available for students is listed in the Inventory of Tutors . In addition to these resources, students often meet with academic deans to talk about strategies that will help them thrive academically. First year students who are struggling academically are encouraged to work with members of academic support teams manned by Peer Mentors. The teams offer support in the following areas: academic/study skills, time management, and online resources.

Writing Center

The Writing Center is open six days a week. It is not uncommon to have half-hour sessions booked from opening to closing during the busiest seasons (mid-term week and the week before final exams). During those times, the waiting list includes 20 to 25 students listed, in part due to the new Writing Center’s commitment to higher visibility for writing help to all students. Fifteen tutors provide individual conferences to students who request help with any stage of the writing process. Tutors come from a variety of majors including English, History, Biology, Economics, Art History and Chemistry. Students are welcomed at any stage of the writing process.

AY 2011-12 statistics include:

- 1,106 tutorial sessions, average length of each sessions was 30 minutes.
- 35% percent of the Fall sessions were linked to the English department.
- 42% percent of the Spring sessions were linked to the English department.
- The remaining sessions spanned all academic disciplines.
- Students from psychology, the social sciences and science departments booked the most sessions.
- The majority of sessions (98%) are appointments made in advance; 2% are “walk-ins.”

After an Acting Director guided the Center following some turnover in the position of Director of the Writing Center in Spring 2011, a new director took the helm in Fall 2012. In Spring 2013 the Director will resume training tutors through a 2-credit course in writing center theory and practice. Writing consultants have one goal in mind – to help their peers become better writers.

Effectiveness of the service provided by the Writing Center is evaluated through an optional survey sent once a semester via email to the clients. The questions attempt to ascertain whether the clients feel their needs are being met, whether they feel comfortable receiving help at the Writing Center, and whether they plan on returning for future writing needs. Plans for future assessment include demonstrating that many of clients are repeat visitors, and many of them improve their writing abilities through the school year.

Undergraduate Advising

As a way to assess undergraduate academic advising in the spring of 2011, the institution undertook a campus-wide survey, which was distributed to all 1517 undergraduate students. The overall response rate was 27% (414 students). Upper-class students were slightly over represented. The majority of respondents (78%) indicated that they understood the McDaniel Plan well or very well. When asked how they grasped the plan: 64% said by reviewing their program evaluation, 54% from a major or minor advisor, and 33% from other students. The

majority also agreed or strongly agreed that their faculty advisors were: well informed about academic program and degree (83%), helpful and constructive in advising them on their academic program (81%), and available and accessible for meetings and communications (84%).

The survey did reveal some differences with regard to class standing and race (defined here as white or non-white) but not gender of the advisee. White students were more likely to answer that they understand the McDaniel Plan “very well” or “well” (80% white/69% non-white), advisors being well informed (84% white/78% non-white), helpful (83% white/68% non-white), or about learning about the McDaniel Plan through the program evaluation (67% white/39% non-white). There were also differences in questions about the advising meeting discussion that reveal issues of rapport. White students were more likely to report discussing educational opportunities (83% white/71% non-white). Non-white students reported being more likely to discuss personal problems (47% white/69% non-white). Overall, White students (77% white/65% non-white) were more likely to rate the quality of advising as excellent or very good. Non-white students were more likely to ask others to join in the advising process such as Deans (28% white/42% non-white) or other faculty (66% white/52% non-white).

The [report](#) made the following recommendations to the faculty: that all faculty advising students clearly understand and communicate McDaniel Plan requirements, especially those faculty teaching in the FYS program. Workshops on advising will continue to be offered for faculty to learn all requirements. It was also recommended that faculty must appreciate advising as a legitimate and substantive component of their duties. The FAC was asked to consider the place of advising in tenure and promotion decisions.

Graduate Advising

The advising needs of graduate candidates are different and, in a sense, less complex than those of undergraduate students at McDaniel. First, graduate programs are typically 36-42 credit hours. Second, most of the programs are highly prescriptive and must be approved by their professional organizations so that candidates follow identical core curricula further simplifying the advising process. Third, GPS works with adult learners who typically need less nurturing and supervision than their undergraduate counterparts. Nevertheless, GPS approaches advising deliberately and professionally. In the majority of graduate programs at McDaniel, the coordinator has direct responsibility for advising candidates. Coordinators have expertise in the fields in which they advise. In addition, most have had previous experience advising at the undergraduate or graduate level or both. A monthly coordinators meeting chaired by the Dean of GPS keeps coordinators informed of any changes in policies or procedures that might affect advising. In addition, the dean meets monthly with coordinators individually and provides support for advising issues that may arise.

GPS also values the importance of informal advising that often occurs within the classroom and involves the entire spectrum of faculty and adjunct faculty. Professional development opportunities vary by program. In some programs (i.e. Curriculum and Instruction, Counselor Education, Administration), workshops are held annually or during each semester. In smaller programs, groups of adjuncts meet with the coordinator to plan courses or make changes to programs (e.g., Reading). In some programs, extensive digital communications between coordinator and the adjunct and among adjuncts provide professional development to all

involved (e.g., School Library Media). Curriculum and Instruction (C&I) has developed a handbook for advising. A dedicated position in C&I oversees training of graduate advisors. Advisors are regularly briefed about policy issues, discuss advising problems, etc. GPS sends out a survey each semester to graduates including items such as “My advisor has been helpful and supportive throughout my program.” Additional information from past surveys is indicated in the following tables:

Table 3. 10: Faculty and staff have created a supportive learning environment at McDaniel College.

Semester	N	Strongly Agree	Agree	Disagree	Strongly Disagree
SU 09	45	19	25	0	0
FA 09	50	25	25	0	0
SP 10	47	37	1	0	0
SU 10	58	31	27	0	0
FA 11	60	30	26	4	0

Source: GPS Graduate Assessment Committee Graduation Survey

Table 3.11: My advisor has been helpful and supportive throughout my program.

Semester	N	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
SU09	45	19	16	3	1	6
FA09	50	14	24	5	2	5
SP10	85	36	40	8	1	0
SU10	58	23	26	9	0	0
FA11	60	22	30	8	0	0
New survey piloted in SP12 questions about advising asked students to rate advising according to ease and meeting of needs.						
SP12	N = 45	Ease of advising		Easy 41		Problematic 4
	N= 43	Advising met my needs		Yes 41		No 2

Source: GPS Graduate Assessment Committee Graduation Survey

Office of Diversity and Multicultural Affairs

The Office of Diversity and Multicultural Affairs (ODMA), functions under the administration of the Office of Academic Affairs. The mission of the ODMA is to provide visible leadership and direction for the College’s efforts on behalf of diversity and multiculturalism; offer programs and provide guidance and assistance, both academic and non-academic, to underrepresented students; support and coordinate student groups that serve the needs of diverse student populations; develop programs and services to promote diversity awareness and understanding within the larger campus community; and be a resource to students, faculty and staff in their efforts on behalf of diversity and multiculturalism. Specific function areas of the Office of Diversity and Multicultural Affairs are included in [Appendix 3.3](#).

Office of Student Engagement

The Office of Student Engagement (OSE) was created in the summer of 2010 to focus on providing developmentally appropriate programming and co-curricular opportunities for undergraduate students. The OSE replaced the Campus Activities Office, which had been in existence since 1980; prior to the creation of the OSE, the campus lacked a central location for effective student management of organizations and events. The OSE is now fully staffed with the Director of Student Engagement, the Assistant Director of Student Engagement and a half time Office Manager. The mission and vision for the OSE centers on encouraging students to make intentional decisions about their involvement in and out of the classroom while being involved with student activities, organization development, leadership programming, fraternities and sororities, community service and multicultural education. In particular, the OSE has made improvements to Greek Life on campus (Powerpoint to BoT)..

The OSE began collecting quantitative and qualitative data in the Fall of 2010 for major campus events. Prior to this, no records were kept of event attendance or event satisfaction. Overall, students who participate in programming and opportunities through the Office of Student Engagement have reported high levels of satisfaction. The OSE debuted “Welcome Week” in the Fall of 2011 to engage students during their first week of classes in order to encourage early participation in campus events. Over 1,000 students attended these events and reported a high satisfaction (4.4 out of 5 with 5 being extremely satisfied; [Office of Student Engagement Survey Results](#) 2011, tab 1). The OSE also began a highly successful Weekend Blitz program to provide opportunities for students to attend events and visit off campus locations. Students were surveyed after nine of the trips and reported a high level of satisfaction ([Office of Student Engagement Survey Results](#), tab 2 and 3).

Athletic Program

According to the 2010 Fall Quick Facts, approximately 34 % of the student population participates in athletics. The President’s inaugural address stated that the athletics program needed to be strengthened and emphasized. In response to this, a new Director of Athletics (DOA) was hired in July 2011. The new DOA has hired new coaches for the following sports: volleyball, football, and women’s soccer all of whom began in the spring of 2012. As a result of these coaching changes, improvements in win/loss records have been seen in two of three sports.

Over the past two years (fall 2010- spring 2012), 135 athletes met the criteria for the conference honor roll (3.4 cumulative GPA); 59 students were selected by conference coaches to be on the all conference teams; 14 athletes were selected through sports specific committees to the All Region Teams; 6 athletes were selected to sports specific all American teams; 2 academic all-American; 2 scholar All-Americans; 1 academic all-district; 2 conference players of the year, and several other outstanding accomplishments both in the classroom and on the playing field, as stated in the [2010-2011 Factbook](#) and [2011-2012 Factbook](#). As a group, the student athletes maintain a GPA that is slightly higher than the general student population ([Athletics Annual Report](#) 7.5.12, p. 2). Based on records collected in the fall of 2011, students who participate in athletics have an average GPA of 3.08 (GPA average of 2.92 for men and 3.23 for women).

McDaniel competes in the Centennial Conference and NCAA Division III. Additionally, each sport has different national governing bodies that set criteria for academic All American

standards. Those who participate in athletic activities, or other co-curricular activities, spend more than 15 hours per week preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities – from NSSE question 9d, ([NSSE10 Mean and Frequency Reports](#)). According to the student handbook, those who are participating in intercollegiate athletics must be enrolled as full-time and on schedule towards a baccalaureate degree. See additional information about athletic facilities in [Appendix 3.5, Update on Campus Facilities](#).

Wellness Center

The Wellness Center works with students to address concerns relating to emotional and physical health, and includes Counseling Services and Health Services. In addition to their resources in Westminster, the Wellness Center maintains mental health resources and contacts near the McDaniel Europe (Budapest) campus. For instance, in Spring 2012, the Budapest campus started a successful on-campus mental health pilot-program. The service was provided by a mental health counselor with experience in the US and Hungary, who met students both by appointment and by walk-in. Collaboration of staff members between both campuses has provided the necessary treatment and support for students in crisis and those needing additional support. The Wellness Center has established guidelines for Student Affairs Administrators at McDaniel Budapest when working with students who have psychological issues while studying abroad.

Counseling Services provides an opportunity for students to explore concerns (e.g., personal, social, or school) with a licensed mental health professional (e.g., counselor, social worker, psychologist, and consulting psychiatrist) in a confidential setting. In addition to measuring symptoms and impact of symptoms on overall functioning, the Wellness Center measures student satisfaction with the services at the end of each semester. These satisfaction surveys (Counseling Service Evaluations) suggest that students were comfortable sharing information with their licensed mental health professional, believed counseling was helpful to identify personal, social, and career goals, and believed that counseling helped academic performance. Our experiences link satisfaction with counseling services with improved retention, however students noted some areas for improvement including: expanded hours, more licensed mental health professions, more diverse mental health professionals, and more service offerings ([Counseling Service Evaluations 2008, 2009, 2010; 2011 Wellness Fair Student Survey](#)) .

McDaniel College Health Services offers clinical services for minor illness and injuries, some medication (over the counter and prescription), immunizations, gynecological services, allergy injections, and referrals to specialists. In addition to the above-noted clinical services, licensed health care professionals provide educational programs on various topics including, but not limited to: healthy eating and nutrition, sexually transmitted diseases, smoking cessation, and eating disorders. During the Wellness Fair (fall 2008), health care professionals surveyed student interest in wellness topics and educational programs. Students identified a number of health and wellness topics that interested them. Approximately 85% of polled students identified nutrition and fitness as interest areas. They also identified a number of ways they would like to receive information about topics, which included campus events, signs, newsletters, and educational programs.

At the end of each semester, health care professionals surveyed students about their experience at Health Services ([Health Services Evaluations 2010](#) and [2011](#)). Students generally reported that they met with health care professionals in a timely fashion, felt respected by their health care professional, understood the outcome of their meeting with the health care professional, and would utilize/encourage others to utilize Health Services in the future (as needed). Students also reported some areas for improvement in these surveys, noting more weekday hours, weekend hours, more health care professionals, medical doctors, and more privacy in waiting area. For more on the Wellness Center, see [Appendix 3.6](#).

Support for Distant Locations and Online Learning

While more than 5,000 graduate students are listed on the active graduate roster throughout the year, about 1,500 individuals are attending graduate classes on campus, off campus, and online during any one semester. Most graduate students commute to these classes from surrounding Maryland counties, as well as nearby Pennsylvania, the District of Columbia, and northern Virginia. The GPS program has completed its goal of expanding its off-campus offerings to Anne Arundel Community College (AACC) at Arundel Mills, Calvert County, Charles County, Prince George's County, St. Mary's County, and Washington County to make graduate education more accessible to students throughout Maryland and surrounding areas. The college also offers cohort partnership programs at Anne Arundel County Public Schools Cohort, Carroll County Public Schools Cohort, Cecil County Public Schools Cohort, Howard County Public Schools Cohort, and Montgomery County Public Schools Cohort.

During the fall and spring semesters, it has been GPS' long-term goal to offer most of the graduate courses in the late afternoon, evenings, and weekends. This format accommodates the majority of employed graduate students who attend classes on a part-time basis. Most courses on the main campus meet once a week for 2-1/2 hours. During the summer, many courses are conducted during the day and meet more frequently during the week ([Graduate and Professional Studies Catalog](#)).

“If you can't come to us, we will come to you” states the Dean of GPS' welcome letter describing the increase in request and usage of online instruction. There is a structured, well-documented approach to online course approval and instructor training. (1) All online graduate courses must pass the Graduate Affairs Curriculum and Planning Sub-committee. The committee reviews objectives, course requirements, online interactions, etc., comparing the online course to face-to-face courses in terms of rigor and integrity. (2) The Director of Instructional Technology and Online Programs offers training modules for all online course instructors. Regardless of expertise, all online instructors enroll in the course and obtain approval before they teach for GPS. (3) Electronic course evaluations document student perceptions/satisfaction with their online coursework. In addition, the GPS Online Steering Committee was created in 2009 and comprises 10 faculty and staff. The committee has developed systematic processes and oversight for online education. In the Proposed McDaniel College Technology Master Plan 2009-2012, the Information Technology department states long-term goals that support the college's Strategic Plan and enhance Instructional Technology offerings. The course development process for online graduate and certificate programs is evolving to produce and manage online courses that meet or exceed accepted standards of online course design in the following areas: (1) Course Overview and Introduction, (2) Learning Objectives (3) Assessment and Measurement, (4) Resources and

Materials, (5) Learner Engagement, (6) Course Technology, (7) Learner Support, and (8) Accessibility. More on Graduate distance education is discussed in Chapter 4.

The use of online course instruction at the undergraduate level is moving at a more modest pace. More students are seeking to live on campus, indicating an increasing interest in the traditional residential campus experience. However, online learning should be investigated and supported at the undergraduate level as well. To that end this summer, 2012, was the first experiment in offering several online courses at the undergraduate level. All online undergraduate courses were fully enrolled and a new committee was formed to develop McDaniel's vision for online undergraduate teaching.

Conclusion and Recommendations

Admissions policies, strategies and goals have been developed, implemented, and fine-tuned to support and reflect the focus and mission of the institution. These policies and criteria are continuously communicated to prospective students via multiple forms of media and are accessible on the Admissions website to assist students in making informed decisions. While McDaniel only admits those students whose profiles indicate success at the college, students who need additional support can seek help or will be directed to multiple services provided by the College including, but not limited to, Student Academic Support Services (SASS), academic department tutors, the Writing Center and Writing Fellows, Peer Mentors, and the Deans of Academic Affairs who provide many services to track and support students in need of additional help. Statements of expected student learning outcomes are regularly articulated to prospective students and clearly defined in the McDaniel Plan and in the catalog. McDaniel was one of the first colleges to provide the Net Price Calculator prominently on their website for the use of prospective students and accurate and comprehensive information and advice regarding financial aid, scholarships, grants, loans, and refunds is available through the Office of Financial Aid and the Bursar's Office. Assessment initiatives have been in place for several years and continue to be refined.

McDaniel provides student support services that are appropriate to the needs of the individual in a diverse student-centered community. Qualified professionals supervise and provide the student support services and programs at McDaniel College. The athletic programs available at McDaniel College are regulated by the same academic, fiscal, and administrative principles, norms, and procedures that govern other institutional programs. Ongoing assessment of student support services is conducted through a variety of methods and throughout many areas of the College. Assessment results are utilized to make program and college-wide improvements, including new and updated student housing, improvements to dining facilities, increased career counseling and internship opportunities, and an expanded advising training program.

The evidence presented in this chapter demonstrates that McDaniel College is in compliance with Middle States' fundamental elements related to Standard 8: Student Admissions and Retention, and Standard 9: Student Support Services.

Key Recommendation from this Chapter:

Create a holistic and sustained approach to improving retention. While research and data analyses indicates that we successfully recruit and retain minority students, we must improve retention in other student demographic areas. Data analyses show that some students do not see the college as a true “value,” and that the physical condition of the college – for instance, residence halls and the Decker College Center – all factor into student decisions about whether or not to return. This recommendation seeks to examine all areas related to retention – academic performance, facilities, finances, etc. – to help increase retention overall. While retention data are maintained and made available and projects on retention have been carried out in the past, currently no group or individual is devoted to this important issue. We recommend the creation of a body tasked with analyzing why students leave the College and with developing strategies to improve student retention. This finding coincides with the priorities in the 2009-2014 Strategic Plan.

Chapter Four:

The Integration of Educational Offerings, General Education, Related Educational Activities, & Assessment of Student Learning

Executive Summary

This chapter addresses Standards 11, 12, 13 and 14. The chapter reports on efforts since the Periodic Review Report was provided to MSCHE in June of 2008, and looks to the future as the College undergoes substantive transformation in several key areas within the fundamental elements of the above standards. While there has been much improvement in the collection of data during the last half-decade, the college continues to find ways to assess it holistically. McDaniel College has recognized the opportunities for increased attention to assessment and continues to take concrete steps to address this need. The College is fortunate to have full-time (Director) and half-time Institutional Assessment support.

Some key programmatic changes examined in the chapter include the cutting edge curricular changes, (the [McDaniel Plan](#)), most notably the Integrated Studies in the Liberal Arts or “ISLA” components and the capacity of students to design individualized majors that connect academic and experiential opportunities; an expanding multicultural and globally-infused class content; and the outstanding quality of online learning courses being developed “in-house.” The documentation below will clearly convince the reader that McDaniel College's students (both graduate and undergraduate) are being exceptionally well prepared to enter professions or begin graduate study as promised in the [First Principles](#) and the [Mission Statement](#).

Contextual Framework

McDaniel’s curricula are in the process of important transformation under the leadership of President Casey, who has placed renewed emphasis on the globalization of the McDaniel undergraduate experience and on experiential and collaborative learning. In addition, the new general education curriculum, Integrated Study in the Liberal Arts (ISLA), will undergo its first comprehensive assessment review in 2012-2013 to see how well objectives are being met and whether the program itself needs revision. McDaniel has put in place initiatives to implement the new emphasis on study-abroad, foreign language study, and international content in courses as well as student programs that involve community-based or other types of related educational activities.

The McDaniel student body is becoming increasingly diverse, not only in terms of ethnicity and race but also in the range of skills they bring with them to College. Also important are the College’s programs to support first-generation students transition to the world of higher education and to help students with disabilities achieve a college degree. Student Academic Support Services (SASS) is developing new assessment practices that should make its work with students more measurably effective. The Graduate & Professional Studies Program at McDaniel has a history of meeting community needs with new programs and an emphasis on online learning. Improvement of data collection for the purpose of analyzing curricula and student learning is under way with increased emphasis on educating the faculty about the value of assessment for the improvement of courses and programs.

Analysis of Strengths and Weaknesses

Educational Offerings and College Mission

McDaniel's 21 academic departments offer, through traditional majors, dual majors, minors and various specializations, more than 60 programs of study that lead to the Bachelor of Arts Degree. The Education Department offers minors for certification in K-12, Elementary, and Secondary Education that are coupled with majors in academic departments so that students benefit from a liberal arts major program. An undergraduate student may design a major or minor to meet educational goals that cannot be met by an existing one. McDaniel has a vibrant undergraduate Honors Program, which celebrated its 25th anniversary in 2011-2012 with an external review among other activities ([McDaniel Honors Program Consultation and Review Report](#)). McDaniel Europe offers a full B.A. degree in Budapest. [Graduate & Professional Studies programs](#) number more than 25, of which most lead to a master's degree; at least 4 are certificate programs, and 5 are [Five-Year B.A./M.S. Programs](#). New programs are under development, with a new master of science in Public Administration was announced in May, 2012. All programs and courses, including those in Budapest, are reviewed by relevant faculty committees on the Westminster campus and approved by the franchised faculty to ensure that they meet College standards.

With the exception of 2-credit internships and Jan Terms, and .5-credit physical education classes, most regular undergraduate courses are awarded 4 credits, while graduate courses are awarded 3 credits. In response to regulations released by the Department of Education in late 2010, a definition of an undergraduate credit hour was developed by the Curriculum Committee after special meetings with the faculty in which rigor appropriate to a 4-credit course was a major topic of discussion. The graduate definition was developed by the Dean of GPS in consultation with faculty. After approval by an Ad Hoc Credit Hour Task Force the definitions were approved by the President's Council in Spring 2012. Even if the federal regulations do not remain in force, the College has developed clear definitions of credit hours based on course objectives and learning goals ([Undergraduate Credit Hour Statement](#) and [Graduate Credit Hour Statement](#))

New Emphases

While the McDaniel faculty had already designed and implemented the new general education curriculum prior to his arrival, President Casey is also having a major impact on the educational offerings at McDaniel. His inaugural address emphasized global engagement, and collaborative and experiential learning and on greater flexibility within McDaniel's degree programs to allow students to develop their unique potential ([Inaugural Speech Transcript](#)). The College mission statement articulates these goals and connects the undergraduate and graduate programs with excellence in the liberal arts and sciences and professional studies, clear echoes of the inaugural address ([Mission Statement](#)). The president has begun to implement his inaugural goals by the appointment in 2011-2012 of a Director of Global Initiatives, whose charge is to develop a program of "Comprehensive Internationalization of McDaniel," and by the appointment of a director and the creation of a Center for Experience and Opportunity where students will find cross-trained mentors to help them connect classroom and "real-world learning."

Additional efforts have focused on international and global education. The [2009-2014 Strategic Plan](#) (1.3.1) set as a goal to “infuse courses across the curriculum with international and multicultural perspectives, and engage all departments and disciplines in support of requirements in Global Citizenship.” Efforts have been made to increase opportunities to study abroad, by better leveraging McDaniel Europe as well as by coordinating with other established programs. In recognition that some of our students cannot remain abroad for an entire semester (*e.g.*, students who are teacher candidates, athletes, or who lack financial or family support for such travel), emphasis has been placed on increasing the number of shorter travel-study opportunities. In addition to faculty-led programs during January Term, Spring/May/June Term options have been developed for this purpose, and the number of faculty-led programs has increased significantly ([Faculty Meeting Minutes, 12.09-10.11](#)).

The Director of Global Initiatives, Dr. Amy McNichols, called a special meeting of the faculty on February 16, 2012, to ask them what globalization might look like at McDaniel. She invited each department to select a liaison to work with her ([Appendix 4.1, Comprehensive Internationalization Meeting 2/16/12](#)). In addition to conducting her own research, McNichols will study the recommendations of the WAGE Report on Global Citizenship 2012 ([Appendix 4.2](#)) which would help to fulfill the goals of the president and the Strategic Plan. A preliminary draft of McNichols’ ambitious 4-year Global Fellows Program was presented at the [May 2012 faculty meeting](#).

The Director for the Center of Experience and Opportunity, Dr. Julia Jasken, recipient of the Maryland Service-Learning Faculty Award (News@McDaniel 04/03/12), has developed a mission statement and plan for making the Center’s vision a reality. She has reported that her first steps include the establishment of a CEO advisory board, improving student access to existing opportunities, and developing new experiential initiatives ([Appendix 4.3, CEO Presentation](#)). A Faculty Workshop in May 2012, supported by the CFE and the Department of Instructional Technology, gave Drs. McNichols and Jasken another opportunity to discuss Global Learning and Community Engagement & Service Learning with the faculty and librarians. Attendees were invited to further work in this area by applying for Summer 2012 Technology Grants that would incorporate technology related to service-learning, global education, or career preparation (or a combination of these areas) in a future course or courses.

New General Education Curriculum: Integrated Study in the Liberal Arts (ISLA)

The most significant curricular change in the last decade has been the new general education program adopted by the faculty in 2005. The curriculum was developed by an ad hoc Curriculum Review Task Force (CRTF) that met from 2003-2005 ([Faculty Meeting Minutes, 5.03.05](#)). Known at The McDaniel Plan, the new curriculum includes the Integrated Study in the Liberal Arts (ISLA) and major and/or minor plans of study.

Tasked with creating a curriculum for the 21st century, ([CRTF Minutes, 11.4.03](#)) the CRTF found that the previous general education program, titled the Basic Liberal Arts Requirements (BLARs) lacked coherence and had lost faculty support. To fulfill the BLARs, students selected a random array of courses from various disciplines (Humanities, Social Science, Mathematics, etc.) without any particular rationale ([Appendix 4.4, Reasons for Curricular Review](#)).

ISLA is grounded in a coherent set of goals appropriate to the College mission: the First Principles guided the CRTF as it debated the philosophy and components of a new general education curriculum. ISLA has 4 main learning goals based on skills and diverse perspectives: communication; creative thinking and problem solving; critical thinking; and global citizenship. It is developmental; students complete a first-year seminar (FYS), a Sophomore Interdisciplinary Studies course (SIS), a departmental writing requirement, and a capstone project their senior year. Seniors complete capstone projects that demonstrate expertise in their chosen discipline(s). The combination of ISLA with the requirements of major and other curricular and extra-curricular credit-bearing experiences is now marketed as “The McDaniel Plan,” which comprises the full set of undergraduate requirements that lead to the B.A. degree ([The McDaniel Plan](#)).

ISLA is closely aligned with offerings in the majors: it was designed intentionally to allow students to fulfill some of its requirements with major courses, and conversely, to allow all departments to contribute through major courses and courses designed especially for non-majors. Physics majors, for example, can complete the Quantitative Reasoning (QR) and Science (SI, SIL or SIE) requirements with major courses; non-majors can select General Science courses offered through the Physics Department. In FA 2012, 3 sections of GSC 1111: Intro Astronomy, were offered and 1 section of 1109: The Nature of Science, created especially for non-science Honors students. All are tagged SIE (Science with an Embedded Lab). Critical Inquiry courses may not be used to fulfill more than one CI requirement, but may cross-count with SIS, M, IN, IW, and SL. To ensure experience with more than one discipline, no more than 3 Critical Inquiry courses from a student's major may count towards the critical inquiry requirement.

For Global Citizenship, students take 2 international courses, at least one of which must be non-western. The faculty support this area of ISLA with an array of new international courses, particularly International Nonwestern (IN), which had no focus in the BLARs. In fact, courses with nonwestern content were rare. Specialties of faculty hired in Foreign Language, History, Political Science, and Sociology, for example, are helping those departments to develop more IN courses – in Asia, the Middle East, and Africa. Faculty commitment to this area of ISLA is demonstrated by the increase in numbers of IN courses, as one of the intentions of the new curriculum was to emphasize non-western cultures and ideas (New M and IN courses compared to Global Perspective offerings under BLARs). In addition, SIS courses, which can cross-count for other requirements, are now making significant contributions to IN as well – 4 of the 10 topics in Spring 2012 were IN; 6 of the 12 in Spring 2013 ([SIS Offerings, Sp12-Sp13](#)).

To further emphasize the importance of global and multicultural understanding, students are now required to demonstrate the equivalent of 3 semesters of second-language proficiency (SL), an increase over the 2 semesters required in the BLARs (previous curriculum). The College has placed additional emphasis on study abroad. The number of students studying abroad at McDaniel Europe (Budapest) has increased ([International Programs Office Annual Year Report 2010-2011](#)). This option is attractive because McDaniel scholarships and other forms of aid transfer. As previously noted, shorter experiences, (e.g., Jan Term and May Term travel) and domestic internships are available so that students who cannot complete a semester of study abroad are able to gain more international experience. Section 3.1.4 of the Strategic Plan 2009-2014 calls for increased student interaction with diverse populations. The multicultural

requirement (M) is intended to help McDaniel students better understand the diversity of the lives of many Americans in the United States ([Multicultural Course Offerings](#)).

ISLA requires that students develop fundamental skills – through coursework in writing, quantitative reasoning, sport/physical wellness, and second language study. The library staff, faculty, and administrators foster literacy and technological competency skills across the curriculum. Critical thinking is supported in the major and in many general education courses, and it is a stated learning outcome for the First Year Seminar, which also supports oral communication skills. The first WAGE (Working Group on Assessment of General Education) focused on the assessment of critical thinking (Appendix 4.5 [WAGE report on Critical Thinking](#)). The learning goals of ISLA include skills in writing and it was left to the departments to assure that their majors acquire technological skills appropriate to the discipline. How departments developed their writing instruction will be discussed later.

Implementation of ISLA

In Fall 2006, a Curriculum Implementation Group (CIG) and eight subcommittees began to draft precise learning goals for the various sections of ISLA; they also updated course proposal forms so that faculty could demonstrate how their courses aligned with the new goals. Progress was reviewed in November 2006 and amendments were made to the plan ([Faculty Meeting Minutes, 12.06-01.07](#)). After much debate, the initial requirement of a foreign language (FL), for example, became a second language requirement (SL) to allow inclusion of ASL, to recognize the college's long tradition of deaf education pedagogy ([Faculty Meeting Minutes, 4.06](#)). Sections of the plan were implemented as resources became available and changes were made to accommodate new interpretations. Writing in the Disciplines (WID) requirements – whether courses or programs – were settled in time for the entering class of 2010. Sophomore Interdisciplinary Studies (SIS), formerly The Sophomore Interdisciplinary Studies Colloquium, was recommended for the entering classes of 2007 to 2009; then required for the entering class of 2010 ([McDaniel Plan Curriculum Proposal with amendments](#)). Until then, the college was not able to support the SIS program with enough course offerings to make it mandatory for all students. ISLA was fully implemented for the class of 2012. The curriculum continues to be refined, and major adjustments may be called for after the fifth-year (2012-2013) review by the Academic Assessment Committee.

The First Year Seminar has also seen change. Gradually, introductory courses to majors have been eliminated from list of approved FYS courses. The intent is to ensure that, as agreed upon by the faculty, FYS courses offer students a learning opportunity distinct from regular department offerings so that students might feel free to explore ideas in the liberal arts that might differ from their intended major. The Curriculum Committee, working with the Director of FYS, recommends to the faculty a slate composed of previous or new FYS proposals for the next academic year. Typically there is an FYS training session in May. Various topics are offered including: incorporating learning outcomes, advising first-year students, and understanding and communicating the McDaniel Plan. Approximately 30 FYS courses are supported each year ([Appendix 4.6, Departments Contributing FYS Courses, 2009-2012](#)).

Initially termed the Junior Writing Experience, all students take a course or sequence of courses, which has become the WID requirement. Departments offer approved writing programs for their

majors that consist of specialized departmental writing courses, writing instruction extended throughout the major, or writing courses offered outside the department. One problem that needs to be addressed is that a student may complete the writing requirement in one major before selecting a different and final major (Course Proposal Requirements for McDaniel Plan Courses, Writing Supplemental Guidelines – Departmental Writing Guidelines, Departmental Writings Course Model, Departmental Programmatic Model).

Support for faculty involved in offering courses that fulfill these discipline-specific writing courses began with two workshops in 2008 and 2009. Faculty were required to submit a proposal detailing what course(s)/assignments they would be developing during the workshop and those who were selected to participate received a stipend (\$500-\$750). Ten different writing-focused workshops were offered from 2009-2011, many offered multiple times to accommodate various schedules of the teaching faculty and future ones are planned (CFE sample schedule). This led to the stand-alone course or sequences of courses in the major now termed the Writing in the Disciplines requirement. Writing was assessed in a WAGE report in AY 2010-11 to offer a baseline measurement of student skills in WID courses and is discussed later in this chapter.

In addition to FYS and SIS, as part of the McDaniel Plan courses offered during January Term have, as a stated goal, the opportunity for students to “explore new areas and expand their intellectual horizons.” The list of 29 Jan Term courses approved for 2013 includes service opportunities, internships, domestic travel, and 15 foreign study-travel programs. The January Term Course Proposal Form was updated in 2011 in an attempt to ensure academic rigor and credit hour compliance, and there has been some talk of dividing Jan Terms into credit courses vs. non-credit experiences. The program was assessed in spring 2012 with positive results (January Term Assessment Report). McDaniel Europe offers January Term courses each year at the Budapest campus, some taught by their faculty, others taught by visiting faculty from the home campus.

New Focus on Information Literacy

Information literacy was noted as an important goal of a college curriculum by the CRTF during its deliberations. An Information Literacy Plan tied to elements of ISLA has been developed by the College librarians in consultation with academic departments, individual faculty, and administrators ([Instruction Resources](#) and [Information Literacy Plan Draft 2011](#)). In Fall 2011 and Spring 2012, Hoover Library, in coordination with the Director of Institutional Research and the Academic Assessment Committee, conducted Information Literacy testing with 221 seniors using the nationally accepted instrument “Project SAILS” (Standardized Assessment of Information Literacy Skills). Overall results show that our seniors perform as well or slightly better than students at other institutions with scores for various skills ranging between 498 to 655 out of 1000 ([SAILS data](#)). A plan for GPS will follow in a future year Information literacy is a goal for the First Year Seminar and is supported specifically in ENG 1101 First Year Composition and in the vast majority of senior capstone courses. For the past 3 years librarians have met the goal of introducing basic information on library use for research to every FYS class (First Year Seminar Information Literacy Objectives and Learning Outcomes, [Information Literacy Draft Plan, pp 9-13](#)). At the May 15, 2012 FYS workshop, instructors were asked to devote two class periods to information literacy classes in the future, rather than one (See FYS binder). The [Hoover Library website](#) has a number of links to resources and services available to

faculty and students. Students are encouraged to make individual appointments with a librarian to seek assistance with research. Planned new spaces and equipment for library classrooms were discussed at an open meeting with faculty, staff, administrators, and architects in May 2012 ([McDaniel College Hoover Library Renovation overview](#)).

Students and faculty at McDaniel Europe have complete access to the electronic holdings of Hoover Library, and the Director of Academic and Student Affairs (Budapest) works closely with faculty to ensure that courses have the appropriate emphasis on library work and information literacy. The Director of Academic and Student Affairs (Budapest) and the Director of Hoover Library (Westminster) are working on materials for library users at the Budapest campus that will facilitate understanding and use of Hoover Library.

Capstone Research

Rigor in educational offerings is recognized by McDaniel graduates. Of 135 respondents (a 32% response rate), 47% of 2010 bachelor's recipients reported that they were pursuing graduate degrees; 95% of the respondents reported that McDaniel had prepared them well for graduate study ([MHEC One-Year-Out Survey graphed results, Chart 3](#)). Using the [NSSE 2010](#) benchmarking for 'level of academic challenge' as a measure, McDaniel seniors compare favorably with other NSSE institutions (59.9 and 57.5, respectively). Compared to selected peer institutions (61.6) and Carnegie institutions (60.4), McDaniel compares reasonably well. McDaniel's 2009 mean score was the same (59.9), and compared similarly to a different set of peer institutions (Teagle Diversity Consortium (60.7) and Carnegie institutions (61.8)). The 2009 NSSE mean score was 57. While the NSSE level of academic challenge numbers may reveal a slight challenge for McDaniel, the Capstone experience – in place prior to the curriculum revision – appears to be a special feature at McDaniel. Evidence is provided by the [NSSE 2010](#) results for question 7h – culminating senior experience to include capstone course, senior project or thesis, comprehensive exam, etc.

Table 4.1 Mean Scores of Seniors completing culminating senior experience

	McDaniel	Selected peers	Carnegie	NSSE
Question 7h	73%	63%	50%	33%

Source: NSSE 2010 Mean Comparisons, question 7h

The difference between McDaniel's results and the others is statistically significant and indicates that this is not by chance. This means that the senior capstone, now a central part of the curriculum, provides a distinct McDaniel experience. Students in every major at McDaniel College complete a capstone experience, the purpose of which is to provide a chance to synthesize prior learning in the major and to practice, apply, and hone practical skills. The projects vary according to the field.

Student-Faculty Collaborative Research

Opportunities for student research, especially student-faculty collaborative research, have been increasing in recent years and were identified as an initiative in the [President's inaugural address](#). In addition to regular courses, research opportunities are found in independent studies, most capstone courses, and student-faculty summer research projects for which research grants are available. During the past five academic years, the College has documented 1,444 student-

faculty collaborations on research projects in the Departments of Art/Art History, Biology, Chemistry, Communication, Economics and Business Administration, Education, English, Environmental Science and Policy, Exercise Science and Physical Education, Foreign Languages, History, Math and Computer Science, Philosophy and Religious Studies, Physics, Psychology, Sociology, and Theater Arts. An analysis of the yearly numbers indicates a collaborative culture with increasing student involvement, as evidenced by the breakdown for each academic year—280 in 2006-2007, 219 in 2007-2008, 301 in 2008-2009, 330 in 2009-2010, and 314 in 2010-2011 ([Student-Faculty Research Reports 2010-2011](#)). HERI responses corroborate these findings, showing 64.4% of undergraduate faculty engaged students in their research, whereas 79.2% worked with undergraduates on a research project, both percentages exceeding those in comparison schools (i.e., 44.2% and 49.4% involving students in their research and 63% and 68.5% working with graduates on research projects) ([HERI](#), 1A, p.4).

While McDaniel is in line with national trends when compared with NSSE institutions, it is not at the vanguard when compared with selected peer and Carnegie institutions. Table 4.2 below illustrates that McDaniel students, on the whole, are completing student-faculty research more than selected peers and NSSE peers, but lag slightly behind Carnegie peers. There is a great deal of variance between disciplines, some of which may be attributed to low numbers of responses. Business, 10% below, is based on 2 of 21 responses.

Table 4.2 Percentage of Seniors Completing a Research Project with Faculty outside of a course or program requirement

Major Field	Institution			
	McDaniel	Selected Peers	Carnegie	NSSE
Arts & Humanities	23%	28%	25%	19%
Biological Science	52%	57%	48%	41%
Business	10%	20%	14%	11%
Physical Science & Math	50%	53%	51%	42%
Social Science	22%	39%	30%	24%
All Majors	28%	34%	26%	19%

Source: compiled from NSSE 2010 Major Field Reports, Part II. Comparisons to Other Institutions; All majors source: [NSSE 2010 Benchmark Comparisons, question 7d](#)

The College provided \$30,000 to fund 27 summer research students in 2010 and 24 students in 2011; this amount was increased to \$56,000 for 2012 through the addition of departmental endowments. Student stipends for summer research are \$100 per week, with projects ranging up to 8-10 weeks. Student room and board fees are waived for students taking on research. Most of the funded research projects are in the sciences – a national trend – but non-science majors are encouraged to engage in research projects as well. The funding available and the number of participating students have grown tenfold in the past 5 years (See Student Faculty Research reports). In sum, McDaniel College is doing an acceptable job of providing opportunities for faculty-student research and making the effort to do much more.

Flexibility in Education Plans

The McDaniel Plan gives students flexibility as they plan their general education, major and minor options, and future careers. McDaniel offers traditional majors but an undergraduate student may choose one of the 26 dual majors listed in the College Catalog. Some dual majors have been eliminated in recent years – History-Political Science, for example, as having no more credit and rigor than 2 minors cobbled together. A review of the popularity and rigor of dual majors is planned for 2012-2013 by the Curriculum Committee (CC) ([Appendix 4.7, Chart of Duals](#)). If most dual majors are eliminated, students dissatisfied with regular majors could self-design interdisciplinary majors with more attention to rigor, personal goals, and intended outcomes ([Curriculum Committee Minutes, 2011-12](#)).

Additions to major offerings, and by extension to ISLA offerings, continue on a regular basis as more resources are found i.e., faculty making time in their schedules to develop and offer new courses, or additional financial support offered for some sections of the program) or as committees and directors make incremental adjustments. For instance, a \$100,000 grant from the Nora Roberts Foundation has made possible a new minor program for the study of Romance Literature as well as a new graduate program in Romance Writing ([Faculty Meeting Minutes](#)). Environmental Studies was added as a new undergraduate major.

All new course or course-revision proposals are reviewed by the CC, which makes recommendations to the faculty. If a faculty member requests a McDaniel Plan/ISLA tag for a course, the course-proposal form includes a description of each general education category and a series of questions that must be answered as to how a proposed course will fulfill the stated learning objectives ([CC Course Proposal Form](#)). A survey of 294 undergraduate syllabi submitted online by departmental secretaries for the Middle States self-study revealed that 190 (65%) incorporated Goals, Objectives, or Learning Outcomes ([Appendix 4.8, Evaluation of Course Syllabi](#)). It is unclear how learning objectives are conveyed to students in the remaining 35% of classes (verbally, through Blackboard, or by some other method). There is no College requirement that undergraduate syllabi state learning goals in a prescribed format, however a formal request from the Provost and Dean of the Faculty asked all faculty to reconsider their learning objectives in light of general education assessment and the definitions of a credit hour.

Numerous minors and certificate programs (e.g., Human Resources Development), and new five-year programs, allow students to chart a course of study tailored to their long-term goals. In the past five years, McDaniel students have completed 400+ internships, as well as numerous independent studies; and 38 students have graduated in self-designed majors ([Completed Undergraduate Majors and Minors 2001-2011](#)). In order to provide students with more scheduling options the College developed two new Undergraduate Summer Sessions for 2012, offering a total of 13 4-credit courses at the 1000-2000 levels. These included introductory courses in ASL, English, Psychology, and Sociology. A new 2-credit General Science 1104: Mastering Calculations in Science was designed to give prospective science majors the math skills they will need. GSC 1104 and 4 other courses were offered online – a first step towards establishing roster of undergraduate online courses on a regular basis. The majority of courses can fulfill an ISLA requirement. The summer program will be continued in the future based on the success of the initial offerings ([Faculty Meeting Minutes 11.6.12](#)).

Underprepared Students

While the Vice President of Enrollment Management reports it is unlikely that McDaniel would admit undergraduate students who are not able to graduate, the Office of Admission does make an effort to flag students who may experience academic, social, or other impediments to success. This information is disclosed to relevant units of the College. For example, in the case of learning impairments, the student is referred to SASS, or in the case of social or disciplinary issues to the Student Affairs Division and the Student Outreach Network (SON), which is discussed in Chapter 3. However, math placement exam scores indicate that students are not arriving well prepared for college-level arithmetic and algebra. This is a particular concern for the sciences. In response, the Chemistry Department has come up with a plan to help students with deficiencies. For instance, a new summer course (2012), General Science 1104: Mastering Calculations in Science, was designed for students in the sciences who need to improve their math skills. Two versions of Introduction to Chemistry are available, with one designed specifically for students who need extra help with math ([Chemistry Department web pages](#)).

Prior to their initial registration, all students are placement-tested in math, writing, and foreign language. ENG 1101 is required of most students; ENG 1002 (4 credits) is required of students who do not place into ENG 1101 and need additional help with basics of writing syntax and grammar. Students who place on the cusp of 1101 may self-select 1002 or 1101, which follows a national model of Directed Self Placement with students assisted in making their choice. While passing the math and algebra placement tests is not required for graduation, all courses that fulfill Quantitative Reasoning have a math and/or algebra proficiency prerequisite and all students must place higher than MAT 1002 for college credit. Students may retake the tests multiple times or acquire proficiency through enrolling in MAT 1001 and MAT 1002, non-credit workshops for arithmetic and algebra (respectively), and subsequently passing the exams.

The placement exams are taken online in Blackboard during the summer before the students arrive on campus. Second-language exams that can be taken online include French, Spanish and German. Other languages including American Sign Language, Arabic, Chinese or Latin are taken when the student arrives for orientation in August. The online placement exam results are reviewed in the summer, and course placements based on those results are shared with the student and his/her advisor prior to class registration at the end of June. For those students who place at a high level in the online summer test for second language, an oral exam must be taken in person during orientation to confirm their correct placement. However, language placements do not focus on the “under-prepared” student as defined by Middle States, rather they are done in order to place the student in the appropriate college-level language class.

Table 4.3. English Placement Numbers 2007-2011

		Year					Total
		2007	2008	2009	2010	2011	
Score	1002	91	79	95	92	64	421
	1101	320	329	297	311	351	1609
Total		412	408	393	404	417	2035
Cohort N		439	426	423	410	424	

Source: Registrar Data and Office of Institutional Research

Table 4.4. Math Placement Numbers 2007-2011

		year					Total
		2007	2008	2009	2010	2011	
Score	MAT-1001	125	151	148	144	194	762
	MAT-1002	212	242	225	250	256	1185
	MAT-1001 MET	0	93	93	99	49	334
	MAT-1002 MET	0	16	18	15	11	60
	MAT-1106/1107	69	60	51	52	70	302
	MAT-1117	63	71	85	79	61	359
	MAT-1118/higher	27	26	25	23	30	131
	Total	496	659	645	662	671	3133
	Cohort N	439	426	423	410	424	

Source: Registrar Data and Office of Institutional Research

Each year the placement results are shared with the Registrar and the numbers of class sections are adjusted based on the courses needed by incoming students. A noted trend is that additional sections of the basic math course (a non-credit math course that helps students rise to college level math skills) have had to be provided for multiple years.

The College also works with students with disabilities, first-generation students, and is strongly committed to advising. These areas are discussed in depth in Chapter 3.

GPS – Alignment of Mission and Offering

[GPS programs](#) are nearly all reviewed regularly by national accrediting bodies. There is a very high degree of alignment between the educational offerings of GPS and the institutional mission and learning goals articulated in the First Principles. The stated outcomes of the various graduate and professional programs are listed in the GPS Mission Statement:

To prepare professionals who are specialists in their field and will

- value a mixture of theory, research, and practice
- gain a set of technological, analytical, and assessment tools for solving problems and/or making decisions their fields
- conduct themselves as culturally competent professionals
 - advocate for and facilitate growth of a diverse clientele
 - be prepared to work within varied settings with unique cultures
- be life-long learners committed to staying current in their profession

Each professional program requires a research methods course and courses in field-relevant theory, and most require fieldwork or a practicum. All programs require students to connect theory and practice, whether by examining case studies, conducting action-research projects, or producing an internship portfolio that explicitly brings together the practical experience with professional standards and concepts. A portfolio is a common feature, requiring students to demonstrate achievement of professional standards and supports them as reflective practitioners,

a key step in helping them understand how to stay current in their field. All programs ensure that students learn to work with diverse clientele and within unique cultural settings.

Post-baccalaureate certificates are each closely tied to a graduate degree at McDaniel and each certificate program is managed by a full time faculty member. Certificate programs (as defined by Middle States) are: Gerontology (initiated in 2003), Writing for Children Online (initiated in the fall of 2010), and Romance Writing Online (approved fall 2012) and Equity and Excellence in Education (initiated late in 2011). In each of these cases, the courses comprising the certificate exist within a master's degree program, and the Elementary Math Leadership certificate is only available to students pursuing the MS.

Integration of Liberal Arts and Professional Studies

Undergraduate programs that might be considered fully or partially pre-professional include Art, Music, Theatre, Social Work, Exercise Science and Physical Education. Four-year professional certification programs are available in K-12, Elementary and Secondary Education, and Social Work. Five-Year B.A./M.S. Programs are offered in Counselor Education, Gerontology, Human Services Management, Secondary Special Education, Music Education, and Elementary and/or Secondary Education through the Better Educators for Students of Tomorrow (BEST). Pre-professional majors usually require students to take 12 or more hours of liberal arts coursework, such as history, literature, or psychology or sociology. Social Work, for example, requires 16 hours or more of such courses; Music requires 12 hours of music literature/ history courses. The Theatre Department requires 2 courses in dramatic literature or theater traditions and Studio Art requires three courses in art history (12 credits). These programs depend on ISLA requirements for grounding in the liberal arts. All of the 5-year programs begin with a traditional major such as Psychology and are thus well integrated to the College's [First Principles](#).

GPS – Accreditation

Nearly all of the [Graduate & Professional Studies programs](#) are reviewed regularly by national accrediting bodies. As required by these, the programs incorporate course content and assignments with a demonstrated ability to build the cultural competencies as the mission statement asserts. The programs have proved – to the satisfaction of the International Reading Association, the National Council for the Accreditation of Teacher Education, the Council on Education of the Deaf, etc., - that students gain skills that allow them to analyze and apply information relevant to decision-making in their fields (See [program websites](#)).

Teacher Certification

Changes in teacher-certification requirements made by the Maryland State Department of Education (MSDE) are addressed promptly and precisely. When new InTASC (Interstate Teacher Assessment and Support Consortium) standards appear, the department chair (Dr. Margaret Trader) ensures that all program coordinators know of them and use them to make relevant curricular adjustments. The process is not optional. Further, most of these programs are members of Specialized Professional Associations (SPAs) that require regular reports (e.g., the Reading Instruction program belongs to the International Reading Association). In short, faculty in these programs are highly aware of new developments in the field.

The Dean of GPS has tasked each program coordinator to stay apprised of any changes in professional organization standards. Additionally, when bodies such as the Maryland State Department of Education make changes to requirements (e.g., InTASC, Common Core), those are forwarded to the department chair at McDaniel College, who then directs the changes to the attention of the Coordinator for a particular graduate program (e.g., Reading Specialist, Special Education, School Library Media). The chair is also the point-person for NCATE-related changes, again communicating those to the program coordinators, who must implement them. Changes in programs are noted in annual reports to the Chair and the Dean.

In addition to their responsiveness to changes in professional organization standards, the graduate programs are responsive to the needs of students. When the state changes the number of credits required for particular degree programs, and when it alters criteria for teacher re-certification, for tenure, and for raises, appropriate curricular changes are made.

MLA Exception

The exception to the body of externally accredited programs in GPS is the Master of Liberal Arts program. This program provides a very different experience for graduate students. It is not a professional program that produces specialists but does align with one article of the GPS mission statement: the College is committed to the development of liberally educated men and women and with the College's [First Principles](#). Because it is connected to deep intellectual traditions that manifest as history, (e.g., courses about the ancient world), its curriculum is less affected by the vicissitudes of contemporary policymaking. The Dean of GPS, in 2006, asked the program's director to conduct a program review, which was submitted to the APC for its analysis and input. Several areas were identified for improvement, such as a set of tracks that graduate students could use to bring greater cohesion to their studies and a clarification that an academic thesis – and not just a more hybridized project – could be an appropriate culminating project.

Online Education at the Graduate Level

As noted previously, McDaniel recently began a commitment to online learning at the undergraduate level in Summer 2012 (see Chapter 3). However, online courses at the graduate level have been developed successfully. Off-campus offerings have been expanded to make graduate education more accessible to students throughout the state of Maryland and beyond. GPS at McDaniel hope to increase online instruction by adding approximately 25 courses in the near future, using state-of-the-art technology, to meet new demands. Forty-one unique graduate courses were offered online in AY 2009-10. 38 online graduate courses were offered in Fall 2011 alone. A list of all online graduate course sections, with enrollments and percentages for the last five years (Fall, Spring, and Summer courses, 2006-2010) is available ([Graduate Online Education Course Sections & Enrollments](#)).

All graduate and undergraduate faculty involved in online education are trained by the Director of Instructional Technology ([Expectations of Faculty Teaching Online Classes for GPS](#)). Courses are developed in Blackboard by a team consisting of: (a) at least one faculty member, (b) at least one instructional designer, and (c) at least one editor/owner of the process (Program Coordinator) and assure seat time and credit hour equivalencies are attended. The team produces a full course design that meets the best practices of the [Quality Matters TM Rubric Standards](#) before the class

is taught. One key feature of McDaniel's online course design is the division of the class into at least four discreet modules, each of which contains:

- specific learning objectives that cumulatively meet course learning objectives;
- readings, activities, and conversation that helps support students meeting the learning objectives;
- at least one project (individual and/or collaborative) that gives students the opportunity to demonstrate they have met the learning objectives; and
- detailed four-scale rubrics for each assessment that let the students know how their performances will be measured.

All student assignments/projects/deliverables are connected to course learning outcomes and, when appropriate, discipline specific outcomes. These “online” courses are intended to support a discussion-based class. In addition to asynchronous discussion forums and individual learning logs, each course design contains explanatory information allowing students to understand the “infrastructure” of the course (ex. grading rubrics, course calendar, expansive syllabus, etc.). McDaniel makes a special effort to intentionally nurture an online learning community which must include: a cognitive presence, a social presence, and a teaching presence (Garrison, D. R., Anderson, T., & Archer, W. [2000], and Critical thinking in text-based environment: Computer conferencing in higher education. *The Internet and Higher Education*, 2(2), 87-105).

All online instructors are required to take a 4-week, online class on Best Practices in Online Teaching and Learning (BPO 100) taught by the Director of Instructional Technology. The expectation is that after completing this class, participants will gain the benefit of the experience, research, and knowledge from those individuals and institutions that have been offering online instruction for many years.

GPS Capstones

All graduate students complete a culminating or capstone experience. These projects may require synthesis of prior learning, and they are rigorous. They are not, however, structured identically across programs. As indicated in their statements of learning outcomes, all programs in GPS afford students numerous opportunities to practice field-relevant practical skills and to synthesize knowledge. Nearly all graduate programs require an internship or field-based practicum in which students can apply. In addition to viewing these in the various outcomes statements, a distillation is offered in a document entitled “Graduate and Professional Studies: Research Requirements, Culminating Experiences, Internships & Accreditations.”

Some graduate programs require action-research projects and some require qualitative research; a student may analyze workplace data in course-related projects after completing a research methods course. Some programs offer a thesis option, but none require it; in recent years the thesis seems to have been replaced by comprehensive exams and/or exit portfolios. To ensure a similar level of rigor, exit portfolios for graduate programs require students to demonstrate achievement of various professional accrediting requirements/standards. Students must demonstrate expertise in each field-related performance measure, as well as provide a reflection on how their evidence/artifact demonstrates achievement of that objective. That process provides, in addition to rigor, a chance to synthesize prior learning. In short, no student

completes a professional graduate degree at McDaniel College without completing a rigorous culminating experience that requires synthesis of learning, and all engage in some practical application of field-relevant skills.

Students pursuing the Master of Liberal Arts undertake a major self-designed project, akin to a master's thesis, that cuts across the coursework of their graduate program. Some students produce creative nonfiction and some create visual presentations. All are lengthy and substantive projects that require original work, and some require substantial research.

Review and Updating of Curricular Offerings

The fact that McDaniel is a college highly responsive to changing student, industry, and community needs can also be seen in a quick review of the many new courses created in the past two years ([Curriculum Committee and APC Reports at Faculty Meetings](#)). Faculty generate new courses in response to changes in their fields and/or changes in student interest. Such additions are reported in departmental annual reports. New offerings are identified and implemented on an ongoing basis. Some examples of new offerings at the undergraduate level include Environmental Studies Major (student interest); Asian Studies Major (student interest); Cinema Studies program (student interest); Forensic Science Minor (student interest); Urban & Community Studies Minor (in response to community needs). Strategic Plan 1.2.3 and 1.2.5 require the Provost and the Dean of GPS to support departments in developing new programs and initiatives, in part by conducting an ongoing needs-assessment.

Updating of GPS Offerings

The Dean of GPS was tasked in the [Strategic Plan](#) (1.2.3) with supporting departments in developing new programs and initiatives. In addition to the 5-year programs that coordinate graduate and undergraduate courses, the new programs in GPS respond to industry, community, and student needs.

Because identification of new programs can begin from any number of sources – e.g., local school systems, the Maryland State Department of Education – the Director of Marketing for GPS serves as point-person for this effort. That organizational structure ensures that members of the community have a clear point of contact, that someone in GPS actively seeks out new areas in which programs could be offered, and that someone in GPS formally assesses whether proposed new programs meet a genuine need. As described by the Director, GPS uses two methods to identify new programs: (1) a market-research method of program exploration, which uses data on national, industry, and professional trends; and (2) a direct-request model.

The market-research method led McDaniel College to create several graduate programs. In response to an aging population, a Gerontology program was established along with the Center for the Study of Aging. In response to the shortage of certified highly qualified teachers, the BEST Program ([Better Educators for Students of Tomorrow](#)) was established, which allows working adults to earn teacher-certification and a master's degree; there is also a 5-year program that allows undergraduates to achieve that same set of credentials. In 2011, a certificate program in Writing for Children and Young Adults was created, and in May of 2012, after strongly favorable response to online courses in Romance Writing, a certificate program was developed in

that area as well. In May of 2012, the establishment of a program in Public Administration was announced.

The direct-request model responds to requests from the community, in particular from community school systems. In response to requests from county school administrators, GPS developed a cohort-model for offering particular graduate programs and began offering certain courses off-site. More recently, in response to a request from the Montgomery County Public Schools, the [Equity and Excellence in Education graduate certificate program](#) was established. This program focuses particularly on equal access to education and to addressing what is commonly referred to as the “achievement gap.” The Carroll County school system subsequently requested access to the same or a similar certification program.

Because most graduate students are busy working adults, a number of other models are available for delivering courses, including online and off-campus sites. A cohort model allows students to complete their graduate studies as part of a larger group of students. Cohorts are available, for instance, at some off-campus locations so that students at a physical distance from campus nevertheless gain some of the advantages of a close-knit academic community.

McDaniel College has 11 MSCHE-approved additional locations covering much of Maryland – [Anne Arundel Community College](#), [Calvert Technical Academy](#), [Centennial High School](#), [Huntingtown High School](#), [Montgomery County Education Association Conference Center](#), [Perryville Middle School](#), [River Hill High School](#), [Severn River Middle School](#), [Severna Park High School](#), [St. Vincent Palotti High School](#), and [Thomas Stone High School](#). The courses and/or programs offered at these locations were examined for content, rigor, etc., and were approved by Middle States ([McDaniel Substantive Change 3.6.12](#)).

Departmental Self-Studies

The departmental self-study process guides the review and updating of undergraduate majors. The Academic Planning Committee (APC) schedules self-studies approximately every 10 years to ensure that these each department conducts a thorough program review. Departments answer questions related to the currency of their academic programs, survey alumni, and consider industry and national trends in the field, including new directions, specialties, research methods, and technologies. They evaluate their curriculum, staffing, and resources for the past 5 years, and analyze the curricular offerings of comparison institutions. Assessment of student learning is required in these reports. An outside team of reviewers studies the departmental self-study report, makes a campus visit, and sends its own report to the APC. Departments then file a response to explain how they will use the outside report to improve the curriculum ([Departmental Review Guidelines](#)). The APC often examines position requests in light of prior self-studies. Although meeting minutes are not available for these confidential deliberations, it is clear that the APC encourages departments to structure position requests to align with the department’s self-study as well as data about student interest. The Psychology, Communication, and the English departments used the self-study process to rethink hiring requests. Based on their self-studies and the recommendations of outside reviewers, Psychology replaced an industrial psychology line with one in behavioral neuroscience (responsive to emerging trends); Communication added Cinema Studies (responsive to student interest; English added a position

in New Media and Digital Studies (responsive to emerging trends) ([English Department Self Study 2010](#), [Biology Department Self Study 2003](#), [History Department Self Study](#)).

Review and revision of the Honors Program, which celebrated its 25th anniversary in 2011-12, is underway. Recommendations from the external review were be made public and discussed in Fall 2012. Initial recommendations were reported at the May 2012 faculty meeting ([McDaniel Honors Program Self-Study 2012](#) for mission, and history; [Honors Program Handbook](#) for requirements).

McDaniel Europe and Study Abroad

McDaniel College's branch campus, McDaniel Europe (formerly McDaniel College Budapest), offers the same general education courses and degree requirements as the Westminster campus. The majors and other programs it offers are those of particular interest to the highly international student body it serves. Beginning in fall 2012, the campus will add to these a major in Psychology, and a new program in Global Studies (with specializations in Global Media and Communication, International Business and Finance, International Politics, and European Studies), which was approved by the McDaniel faculty at the November 2011 faculty meeting ([Minutes, pp. 7-11](#)).

When the Budapest campus was established in 1994, students were required to complete their first two years at the Budapest campus and their last two years at the home campus. In spring of 2004, in the wake of visa and other immigration-related challenges, the requirement that students complete their degree at the Westminster campus was eliminated and programs in general education and in the majors offered in Budapest were extended to four-year programs, enabling students to complete all degree requirements in Budapest. Students were encouraged, whenever possible, to enroll for a semester or more at the home campus. The following indicates the number of students from Budapest enrolled at the home campus since 2000:

Table 4.6 Students from Budapest to Westminster

	Transferring to Westminster
AY 2000-2001	32
AY 2001-2002	24
AY 2002-2003	24
AY 2003-2004	14
AY 2004-2005	3
AY 2005-2006	7
AY 2006-2007	1
AY 2007-2008	4
AY 2008-2009	0
AY 2009-2010	2
AY 2010-2011	6
AY 2011-2012	6
Total of Transfer Students	123

Source: International Programs Office

McDaniel Europe is also the premier study abroad destination for students from the home campus, with about one-half of semester-long study abroad students choosing to study there. In addition, the college provides other opportunities through partnerships and student exchange programs with Facultés Universitaires Saint-Louis (Brussels) and Africa University (Zimbabwe), the University of Glasgow Honors Program, and approximately 30 reputable third-party affiliated providers and universities, whose programs provide access to destinations around the world. Single semester, two semester, and summer options are available, as well as credited internships and volunteer or service learning opportunities. College scholarships and financial aid may be applied to McDaniel Europe and the two student exchange programs in Belgium and Zimbabwe. Federal and state financial aid may be applied to affiliated study abroad programs but not McDaniel scholarships or aid.

The International Program Office (IPO) set the goal five years ago to increase campus awareness of study abroad and overseas internship opportunities available through a variety of promotional strategies: annual study abroad fair (featuring both affiliated and faculty-led programs), in-class presentations, and regular meetings, presentations and communication with students, parents, and faculty. The IPO also mounts Study Abroad Photo Displays in Ensor Lounge each semester, featuring photographs taken by students returning from their overseas experiences and spotlighting International Week ([IPO Annual Report 2010-2011](#)). As a result of these efforts, study abroad enrollment numbers overall have risen steadily, and Budapest numbers in particular have markedly increased, as indicated in the tables below. However, after the recent economic downturn, there has been a decrease in the study abroad numbers, which might be indicative of financial constraints on the part of students.

Table 4.7: Study Abroad Enrollment - Fall /Spring Semesters

<u>AY</u>	<u>Budapest</u>	<u>Affiliated Programs</u>	<u>Non-Affiliated</u>	<u>Total</u>
2001-2002	11	9	0	20
2002-2003	17	11	2	30
2003-2004	10	24	2	36
2004-2005	14	23	0	37 (1 full yr)
2005-2006	24	31	1	56 (4 full yr)
2006-2007	40	14 (1 Brussels)	1	55 (6 full yr)
2007-2008	47	33 (5 Brussels)	2*	82 (3 full yr)
2008-2009	59	30 (2 Brussels)	2	91 (2 full yr)
2009-2010	27	28 (2 Glasgow Honors)	2	57 (1 full yr)
2010-2011	40	25 (2 Brussels /1 Glasgow H)	0	65 (3 full yr)
2011-2012	28	27 (1 Brussels/1 Africa U)	0	55 (6 full yr)

Note: Fall/Spring full year students (enrolled in either the same program or two different affiliated programs) are counted twice.

**indicates a full-year student counted twice (on a non-affiliated program)*

Source: International Programs Office

Table 4.8: Study Abroad Semesters—Budapest Only

<u>AY</u>	<u>Enrollment Numbers</u>		
	Fall	Spring	Total
1999-2000	10	1	11
2000-2001	10	0	10
2001-2002	11	0	11
2002-2003	17	0	17
2003-2004	8	2	10
2004-2005	5	9	14
2005-2006	13	11	24 (1 non-MC student)
2006-2007	25	15	40 (1 non-MC student, full year/counted twice)
2007-2008	25	22	47 (2 fall & 2 spring non-MC students)
2008-2009	20	39	59 (2 fall & 3 spring non-MC students)
2009-2010	16	11	27
2010-2011	14	26	40
2011-2012	12	15	27

Total number of students from Westminster who have studied in Budapest (1999-2012): 337.

Total number of non-McDaniel students on Budapest study abroad program (1999-2011): 12 (including one full-year student counted twice)

Source: International Programs Office

The Director of the IPO regularly assesses the content and quality of these affiliated study abroad programs through invited familiarization trips to host sites, professional meetings and conferences, communication with study abroad representatives, and required program evaluations completed by students upon their return from study abroad. New programs/providers are periodically added to or eliminated from the affiliated list ([IPO Annual Report 2010-2011](#)).

Assessment of Student Learning at McDaniel College

Graduate and Professional Studies

All of the College's graduate programs have assessment programs in place. For example, the Graduate Program in Reading is nationally recognized by the International Reading Association ([International Reading Association Final Decision](#)). McDaniel's Reading Specialist Practicum assessment and scoring tool ([Graduate and Professional Studies Annual Report](#), p. 45) was selected to be featured on the IRA website as an excellent example to other institutions ([IRA website](#)). Evaluative indicators of student performance may include, but are not limited to portfolios, comprehensive examinations, and a capstone practicum in the field. Annual and ongoing program evaluations include a review of student input on course evaluations and alumni surveys. Some of these include accreditation by a professional society within their related fields (e.g. Educational Leadership).

For example, Human Resources Management is recognized by the Society for Human Resources Management (SHRM), the premier professional association in the field. This external evaluation occurs every other year and is intended to confirm that McDaniel's curriculum aligns with the

SHRM guidelines for graduate education in human resources. They review courses, interview some faculty members, and evaluate whether or not content is delivered within a business context. The SHRM reviewers also evaluate course delivery methods ([SHRM approval](#)).

Undergraduate General Education Assessment

At the undergraduate level, general education is assessed on a five-year cycle that is based on learning goals for general education that have been established by the faculty ([Appendix 4.9 Guidelines for Assessing General Education](#)). For each of the past four years, under the direction of the Academic Assessment Committee (AAC) a WAGE group was convened to study the achievement of student learning in: critical thinking (AY 2008-09); creative problem solving (AY 2009-10); writing (AY 2010-11); and global citizenship (AY 2011-12). Each WAGE group decides what specific learning outcome is to be assessed and presents the data to the faculty for discussion. For the fifth year (2012-13), several committees (including representatives from APC, CC, and AAC) will gather to look over data, complete additional assessments on findings from previous WAGE reports, and suggest changes – if any – to the faculty through appropriate committee channels.

All four WAGE reports included both measurements of current student performance levels as well as suggestions for improvement. Since the “new” general education plan was not in place fully until fall of 2010, no changes were to be made to the curriculum from the first two WAGE reports; it was felt to be too soon after a major curriculum overhaul to make changes. However, there was no delay in following up on the findings. Since the WAGE group on critical thinking found that some students did not perform as well as expected, in the years following the WAGE report several workshops were held in the CFE to develop ideas and ways to increase critical thinking in our classrooms. The College plans to follow-up with additional assessments on critical thinking, narrowing in on specific deficiencies found in 08-09 during the fifth-year assessment on general education.

The assessment of general education at McDaniel Europe (Budapest) follows the five-year model at the home campus, but on a delayed sequence: for instance, the goal of Critical Thinking, which was assessed at the home campus in 2008-09, was assessed in 2011-12. The methods and instruments employed draw upon those used at the home campus as well as on methods and instruments that are more appropriate for the Budapest campus, given the smaller size of the student body and the limited resources available ([McDaniel Europe Campus in Budapest: Assessment Update, March 2012](#)).

Academic departments have completed departmental assessment plans to determine student learning objectives for their major and minor programs. Each department chooses what goal/learning objective is to be (or are to be) assessed for each academic year. These are submitted to the AAC. This committee also provides feedback, suggestions for improvement, and ideas for assessment tools and procedures to departments. They keep all reports and plans in a password-protected site, to which the visiting team will have access. Some sample departmental assessments and subsequent changes will be offered later in this chapter. Certain of our departments have external accrediting bodies including [Chemistry](#), [Social Work](#) and [Education](#) (Appendices [4.12](#), [4.13](#), [4.14](#) for the most recent institutional studies and external accrediting agency responses).

General Education Assessment- Undergraduate

Critical Thinking: WAGE 1

For a direct measure of critical thinking, the Cornell Critical Thinking Test-Z (CCTT-Z) was used. A 200-test license was obtained for use. Specific testing scores can be found in the WAGE report ([Appendix 4.5](#)). The findings on this direct measurement test indicated that the top scorers performed at a very high level. Yet, disappointingly, no significant difference in skills were seen between lower and upper division students. While this might be an artifact of the electronic administration system, it is still worth noting and worthy of additional assessment. Focus groups were also convened – comprised of students and of faculty. [LSAT, NSSE, MHEC surveys](#) among other data-sets were also consulted. The focus groups supported a finding that McDaniel students can articulate what critical thinking looks like within their majors, so the WAGE report's evidence does not emphasize a need for improvement at the level of the major. However, critical thinking more broadly does need to be emphasized, especially in the skill areas of deduction, observation and judging the credibility of sources and assumption identifications (p. 48 of [Appendix 4.5](#)). Information literacy, a reinvigorated FYS program, and college composition classes have been working to increase critical thinking in these areas since the WAGE report. More specific recommendations are also found on p. 49 of the WAGE report on critical thinking, as well as suggestions for future iterations of critical thinking assessment.

Creative Problem Solving: WAGE 2

For AY 2009-10, a survey was conducted and findings suggested that the students have a superficial understanding of creative problem solving ([Appendix 4.10](#)). This assessment was conducted before the McDaniel Plan was fully implemented. Discussions of the findings have led to a better definition of problem solving to include focus on developing problem-solving skills through the academic research process, especially in the capstone courses ([Appendix 4.10](#)). Many students conduct original research in their Capstone Senior courses. In part as a follow-up to this WAGE report, an overview, for bench-marking purposes, of capstone experiences for all majors was completed in Spring 2012, done in part as a follow-up to this WAGE report ([Appendix 4.15](#)). Further assessments of critical thinking development in the Capstone Experiences will be assessed in Fall 2012. A new Information Literacy Plan went into effect AY 2011-12 with built-in assessments and specific learning outcomes expressed. Research is a central focus of that plan and the “problem solving” of this general education learning outcome will be folded into future research and information literacy assessments.

Writing: WAGE 3

For AY 2010-11, the faculty, through their WAGE representatives, took on written communication as the general education assessment topic ([Appendix 4.11](#)). Specifically the WAGE group examined goals 1.2 and 2.0 of the assessment plan for general education (See General Education Assessment Plan, p. 2). These goals covered writing skills broadly across the curriculum, and the effectiveness of our new Writing in the Disciplines (WID) requirement. While WID courses and programs are relatively new, it was important to benchmark student learning at this date and to prepare to make adjustments as necessary.

The WAGE group developed a survey to assess students' attitudes and practices related to writing (questions on pp. 56-57 of WAGE on Writing, [Appendix 4.11](#)). For a more direct

measure, the WAGE group developed a rubric to assess capstone projects in different majors across campus (p. 52; 70 examples were submitted for rubric scoring). NSSE data was also collected and analyzed (as NSSE pertains to writing, see pp. 58-61, [Appendix 4.11](#)).

From these assessment measurements, the WAGE group developed key findings and recommendations for the faculty at large (pp. 4-8). While seniors lagged behind peer institutions in 2006-2008, NSSE data from 2009 and 2010 indicates improvement. This improvement correlates to the establishment of the new curriculum with the WID program. This indicates that this curricular change has at least started a move in the right direction in terms of strengthening student writing. Findings indicate, however, that regardless of class, McDaniel students use pre-writing strategies less frequently than do students at peer institutions; similarly, they are less likely to talk about their writing assignments or to seek input on their ideas or their drafts. The percentage of students who experience great difficulty organizing ideas and developing longer papers does not vary by class. The report also recommends that faculty encourage a more active writing process and foster out-of-class conversations about their papers. Additionally, taking note that students usually – but not always – received clear instructions for writing assignments, the report recommended that faculty adopt one or more strategies to clarify expectations: fuller instructions, descriptions of what students are expected to learn by completing the assignment, and/or a rubric that would be used to grade the assignment.

Recommendations include the continued investment of support for faculty teaching WID courses. The Director of College Writing continues to offer workshops that are well attended and organized through the CFE. It is hoped that we participate in the NSSE Writing Consortium and conduct follow-up assessments based on that data (pp. 7-8 of the [WAGE on Writing](#) – Appendix 4.11.1). Workshops for next academic year will focus on some of the difficulties students report in starting a paper, drafting a paper, and using sources. More intentional collaborations with librarians (and their information literacy plan) will aid in student development in research and writing along with additional faculty development programming next academic year in the CFE.

Global Citizenship: WAGE 4

For the 2011-2012 assessment year, the faculty comprising the WAGE group used the Global Perspective Inventory (GPI) survey developed by Larry A. Braskamp, David C. Braskamp, and Kelly Carter Merrill to provide a direct measure of the global perspective of McDaniel seniors (see p. 6 of [WAGE on Global Citizenship](#), [Appendix 4.2](#)). Specific findings are in the report. This group used the GPI survey, consulted data from a multi-year, Teagle-funded assessment grant on Diversity and multi-cultural understanding, examined data from the 2010 Your First College Year Survey, NSSE data, and other in-house data.

After consulting and analyzing all of this data, the WAGE report found that McDaniel students assess their levels of global citizenship at similar levels as students at other institutions (p. 40 of [Appendix 4.2 WAGE on Global Citizenship](#)). The good news is the GPI shows that McDaniel students are not any worse than their peers in the majority of items. The bad news is, they also do not excel, and they clearly lag behind in some areas, such as low numbers of students studying abroad, low numbers of international students on campus, and few students engaging in dialogue with others from different backgrounds and belief-systems (p. 40). Very few McDaniel students report engaging in activities such as service learning, taking courses in which they have intense

dialogues among students with different backgrounds and belief systems, or taking courses that focus on significant global/international problems and issues (p. 40). Key recommendations by the WAGE group are many and found on pp. 41- 43 of Appendix 4.2 [WAGE on Global Citizenship](#). In this vein, a new emphasis on Global Initiatives was established in academic year 2011-2012. The Director, Amy McNichols, Associate Professor of Spanish, is working with faculty to expand the nature of global education at McDaniel; she plans to take certain recommendations from the WAGE report and use them for shaping future faculty-development activities. A starting point will be a special workshop that will focus faculty on integrating more global and other experiential experiences in their curriculum/courses. A special focus will be on how technology can support these initiatives, with technology projects on such topics carried out in summer of 2012 for implementation in courses during the 2012-13 AY.

Departmental Assessment Findings – Majors and Minors

The following are examples of the collection of data and subsequent changes based on that data for the Departments of Psychology, Chemistry, and Art & Art History. All department plans and reports will be accessible to the team when they arrive on campus in March 2013.

Psychology:

Results from a departmental student survey and the faculty assessment of oral presentations indicate that students felt their overall ability improved as a result of the information and direction that they received. Students also indicated that they felt capable of presenting their information in an interesting and effective manner. One area that students indicated as an issue was that they tended to speak too quickly. Students' responses to open ended questions suggested that they were feeling some nervousness/anxiety about public speaking, which may be manifesting itself as speaking too quickly. Our direct assessment suggests that most students at least met our expected levels of performance with regard to content and analysis of the information they were presenting. The one exception to this was that some students did not introduce their topic beyond simply stating "My topic was..." The areas in which students seemed to have the most difficulty were related more to the mechanics of the presentation and the ability to answer questions from the audience.

In summary, most of our majors are doing an acceptable job of synthesizing and reporting the information included in their presentations. However, they could use some additional support with regard to the mechanics of public speaking. Thus, in light of the information garnered from both our indirect and direct assessments, members of the department agreed upon a number of additions/modifications to be made to the Writing in Psychology course to support the development of our majors' ability to present information orally:

- 1) Peer review of early versions of oral presentations will be used to provide students with feedback on their presentations before they present to the entire class.
- 2) Opportunities for low-stakes oral presentations will be built into the structure of the course. For example, students, either individually or in groups, might present a summary of a required reading to the class.
- 3) Students will be provided with more information about techniques to improve public speaking skills, reduce anxiety, etc. In particular, some of the information included in *Public Speaking for Psychologists* by Feldman & Silva might be useful.
- 4) Additional sessions with writing fellows will be devoted to providing students with

information about, and feedback on, oral presentations.

- 5) Faculty will make students aware of available courses in public speaking.

Chemistry

Two years ago, the Chemistry Department faced a number of challenges that eventually led to significant curricular changes, which are highlighted below.

1. We learned from anecdotal, but repeated, comments from past graduates that our Biochemistry major was weak in the fundamentals of chemistry. This was confirmed by relatively low biochemistry major scores on our now yearly-administered capstone exam, the [American Chemical Society \(ACS\) developed Diagnostic of Undergraduate Chemistry Knowledge \(DUCK\) exam](#). This was particularly disturbing in light of the fact that we view our biochemistry major as one that emphasizes the chemistry side of this dual-discipline field of study. The Biochemistry major required two specific advanced Biology courses that did not necessarily meet the varied needs of Biochemistry majors entering a diverse range of post-graduate fields, e.g., medicine, pharmacy, and graduate study in biochemistry.
2. Repeated comments on our annual online survey and focus group meeting with graduating seniors expressed a desire for more advanced level course offerings, especially Medicinal Chemistry and Advanced Analytical Chemistry (aka Instrumental Analysis). The need for the latter course was reflected in the fact that many of the top “missed” questions on the DUCK exam dealt with material traditionally covered in such a course.
3. Significant numbers of entering science majors expressed an interest in a Forensic Science major. While we have a minor in this area and have long pondered a major, none existed. The primary drawback is that we believed a generalist approach to a Forensic Science major would produce “jacks-of-all-trades, but masters of none.”
4. Many of our more advanced, and in some cases even intermediate (Inorganic and Analytical) courses could not be offered every year due to low enrollments, a fact that led to numerous complaints of difficulty in scheduling courses required for the Chemistry and Biochemistry major. This problem cropped up repeatedly in both the online survey and focus group meeting of graduating seniors.
5. Precious teaching resources were being inefficiently used by offering separate Physical Chemistry lecture and lab courses to satisfy Chemistry and Biochemistry major requirements.
6. Restricted numbers of course offerings put us in a precarious position with regard to satisfying the ACS requirements for retaining approval of our Chemistry major program. It was extremely difficult for us to fulfill the number and frequency of course offerings at both the foundational and in-depth levels, as defined in the ACS Guidelines for Undergraduate Chemistry Programs.

A confluence of these challenges led to two significant curricular changes:

1. In the Fall of 2011, we put in place a revised Biochemistry major that required an intermediate level course in both Inorganic Chemistry and Analytical Chemistry. The major also required the same first semester course in Physical Chemistry for Chemistry and Biochemistry majors. The lab for this course heavily emphasized biochemical applications of fundamental chemical concepts. To accommodate the varying post-graduate needs of our majors, the new program gave a range of advanced Biology courses that could be used to

satisfy the major. A new course, Medicinal Chemistry, was added to the curriculum and was included in this collection of required electives.

2. In the Fall of 2012, we will put in place a Forensic Chemistry major that requires intermediate level courses in Inorganic Chemistry and Analytical Chemistry, and an advanced Analytical course, Forensic Chemistry, that covers subjects germane to the fields of both Chemistry and Forensics. This major will give participants a sound background in Chemistry – thus avoiding the fears about creating “jacks-of-all-trades” as noted above – that will enable them to function competently in any forensic analysis setting, and at the same time prepare them to pursue more traditional careers in chemistry should their long-term plans change following graduation.

These two significant curricular changes flowed from and directly addressed many of the major challenges that have been reflected in recent departmental assessment studies. The Biochemistry major has been strengthened with foundational chemistry instruction and allows flexibility in selection of electives to suit the individual majors future career goals. A new major, Forensic Chemistry, addressed a growing desire of entering students for a major in this area, and did so by providing depth and applicability to a wide variety of future careers, not just Forensics. By tracking all of our majors through most of the courses offered by the department, we expect to have sufficient enrollments in these courses to enable them to be offered every year, thus addressing both scheduling difficulties and ACS concerns, as well as improving the efficiency of teaching resource use.

Art and Art History

After gathering data on capstone senior studio exhibitions, it became clear that students were not deeply engaging in a question or issue or problem in their artistic expression. The exhibitions were still akin to displaying various class projects as opposed to demonstrating deep thinking on an issue. The department added an “Advanced Studio Class” in 2008 in order to have students spend more time thinking, examining, and creating art around a theme of their choosing. We have seen significant improvement since instituting this Advanced Studio curriculum (students can take up to four semesters of Advanced Studio, but are required to take at least one). The capstone studio shows are examined by all faculty in the department and graded by using a rubric, which is discussed annually at a departmental assessment meeting. Similarly it was found that the art history capstone oral presentations need more work. This coming year (AY 2012-13), the department will focus on ways to improve this skill with art history majors.

Moving Forward with Assessment

Considerable financial resources need to be dedicated to the training of faculty to do assessments and for the analysis of the documents collected. Many faculty who have served on the WAGE groups attest to the large, over-whelming efforts that go into the creation of the report for faculty. Three faculty members generally comprise the annual WAGE group, and their experience with and knowledge of assessment practices differs significantly. While the Director of Institutional Assessment is invaluable, WAGE reports are an additional responsibility in an already taxed Office of Institutional Research (OIR). A half-time person is also in this office, but again, is not dedicated to faculty training or development in assessment. The CFE sponsored a “How to Read a Survey” session for faculty that was fairly well attended (Fall, 2011, about 20 faculty attending). But more training is needed. Similarly, incentives for students to fill out surveys,

tests, and participate in focus groups needs to be institutionalized, rather than made available only when funds can be found in budgets year to year. If WAGE reports are going to be the focus of general education assessment, they need to be better supported to reflect the inordinate time and skill it takes to complete such a task, which not only benefits the institution but is critical to its continued improvement.

Conclusion and Recommendations

McDaniel's educational offerings are appropriate to its mission to educate young men and women in the liberal arts and sciences, and in professional programs. Students are offered the modes of learning and content appropriate for preparation to live as reflective and active global citizens of the twenty-first century. There is attention to important skills that can be transferred across different careers, to an appreciation for diversity and difference, and to a lifelong commitment to learning and service to the community. The administration and the faculty are partners in finding ways to improve the curricular and co-curricular experiences of the McDaniel student. New programs and courses are designed on a regular basis to meet their curricular needs and interests; study abroad or its equivalent, service-learning and volunteerism are all promoted. The plan to have undergraduate students take informed control of their programs is within striking distance when the vision of Dr. Casey and the support of administrators, faculty, and staff are combined with the unique strengths of the McDaniel Plan.

McDaniel's student population is well studied – and many efforts are in place to give students the support they need to succeed academically, socially, and ethically. SASS, the Writing Center, and tutors, as noted in Chapter 3, are all available for students who need additional help. There is a shared responsibility of faculty and administrators to mentor and form close relationships with students. The creation of a Center for Experience and Opportunity, along with a new emphasis on international study, both in the curriculum and through the International Programs Office as well as the Global Initiatives Program, are all intended to help students develop new perspectives about themselves and the world. Student-faculty collaboration in research will grow as financial resources are increased. Service-learning will expand as faculty are offered inspiration and training. Online learning, at the preliminary stages in the undergraduate program, and expansion of certificate programs in the division of GPS are a few examples of institutional responsiveness to social trends and student needs.

Since the 2008 Middle States Periodic Review Report, McDaniel's culture of assessment has improved; more data is available for analysis and analysis is informing good decision-making. In most areas, data collection and review is now routine. Assessments have become part of regular conversations among faculty, administrators and staff. Clear indicators of a dedication to a change in culture are the significant value placed on assessment, including the annual WAGE reporting program and annual departmental assessment reports on major/minor programs. Going forward, assessment will be increasingly valued within the McDaniel culture because it is now more widely understood that the collection of numbers for the sake of collection, and in the absence of analysis which informs decisions, is simply a wasted resource. However in the future, for good and accurate data to be collected, it is recommended that more financial resources be dedicated to the training of faculty who do the assessments and for the analysis of the documents collected so that faculty who serve on WAGE will not face such an unmanageable work-load. In

addition to support for faculty, incentives for students to fill out surveys, tests, and participate in focus groups needs to be institutionalized, rather than made available only when funds can be found in budgets year to year. If WAGE reports are going to be the focus of general education assessment, they need to be better supported to reflect the time and skill it takes to complete such an important task, which not only benefits the institution but is critical to its continued improvement. It is the recommendation by the Steering Committee that resources be dedicated in order to continue to promote the value and expansion of good assessment, to apply that information to decision-making, and to continue to offer examples of successful outcomes based on good and continuous practices.

The evidence presented in this chapter demonstrates that McDaniel College is in compliance with Middle States' fundamental elements related to Standard 11: Educational Offerings, Standard 12: General Education, Standard 13: Related Educational Activities, and Standard 14: Assessment of Student Learning.

Key Recommendation from Chapter 4:

Provide financial and other support for faculty engaged in assessment. While the College has advanced in areas related to assessment – e.g., convening annual working groups on general education (WAGE) – faculty members who carry out this important task on a tremendous amount of additional work for the academic year in which they serve. They accept a role far more extensive than a typical committee assignment and they do so with no course release or stipend. In addition, they often undertake the work of the WAGE workgroup with little or no training. A week or so during the summer in which the Provost meets with the three faculty members and helps them identify assessment measures is the only “training” that is offered. Because it is essential that we know that we are teaching our students effectively, and that they are learning and developing as we intend in our mission statement and First Principles, it is imperative that the College better support faculty in this essential endeavor. This finding coincides with the priorities in the 2009-2014 Strategic Plan.

Chapter Five

A Faculty Committed to Excellence

Executive Summary

McDaniel's faculty distinguish themselves in teaching, scholarly pursuits, and service. The College's commitment to diversity and global citizenship also extends to its faculty, resulting in active recruitment of new members from minority and international populations as well as a balance in gender representation. Once hired, new faculty participate in orientation and mentoring sessions that support professional development and strengthen their teaching, scholarship, and service. Clear, equitable standards, as well as institutional support from colleagues, department chairs, and administrators, prepare new faculty for evaluation and advancement.

McDaniel faculty consistently lead College initiatives related to faculty development, curricular reform, and College assessment. Within the past decade, McDaniel faculty have designed and implemented a new comprehensive curriculum, providing a clear vision for integrated study through The McDaniel Plan. Moreover, the College has embraced faculty development and provided resources to support excellence in teaching, scholarship/creative work, and service, as evidenced by a new Center for Faculty Excellence and a growing number of internal and external grants, although the College needs to address some faculty concerns about opportunities for scholarly work. With renewal comes accountability, and once again, faculty have led the way, participating fully in assessments that ensure continuous data collection and analysis, a practice that facilitates ongoing monitoring and data-based decision-making related to educational outcomes, academic programs, and faculty development.

Contextual Framework

Recent events at the College have affected faculty. Specifically new leadership is in place at the presidential level, and a new curriculum, [The McDaniel Plan](#), has been fully implemented. Faculty designed the curriculum, and every course that fulfilled general education requirements went through a rigorous analysis by faculty committees during the curricular implementation phase. The Class of 2014, the first to complete the full McDaniel Plan curriculum, also entered with 40% first-generation students, a new high for the college. The increased recruitment of first-generation students requires faculty to think about their approaches to pedagogy and advising these students. The College has made a commitment to global citizenship and to building bridges to the local community. Financial challenges are a reality that the College must address. These are but a few of the changes that influence the context within which the College is operating, and that must be factored into a critical self-study.

As this chapter will demonstrate, the College is committed recruiting, retaining and developing excellent faculty who are committed to the institution's [First Principles](#) and mission. Faculty members are responsible for ensuring that students receive the best teaching and educational support possible. They must be carefully selected, supported and afforded opportunities for continuing development so that they perform their duties as well as possible. Faculty are

committed to all aspects of student success and are central to achieving the strategic goals of the College.

Analysis of Strengths and Weaknesses

Faculty Qualifications

Academic Qualifications

The McDaniel full-time tenure-track faculty is better qualified now than it has ever before. From 2001-2010, the percentage of full-time faculty with terminal degrees has increased from 93.6% to 100%, with 74.2% either holding tenure or on a tenure track. In terms of size, the group has remained fairly constant, its numbers increasing slightly from 93 in 2001 to 96 in 2010 ([Factbook 2010-11, p. 9](#)). This modest 1.4% increase since 2006 provides evidence of the stability and competence of the institution's full-time faculty ([Trustees Metrics, 1 April 2012](#)). Moreover, McDaniel College's tenured and tenure-track faculty account for a slightly higher percentage of the faculty than the faculty at colleges in the Comparison Group ([Trustees Metrics, April 1, 2012](#)).

In contrast, part-time and adjunct faculty ranks have shown considerable growth. Over the past decade, the number of lecturers and senior lecturers has risen from 9 to 23, representing an increase of 155% ([Factbook 2010-11, p. 9](#)). Similarly, from 2003 to 2010, adjunct positions have increased from 72 to 81 in undergraduate departments and from 94 to 148 in graduate programs, resulting in 65 new hires over the seven-year period ([Factbook 2010-11, p. 9](#)). As of Fall 2011, only 31% of the part-time faculty held terminal degrees ([Common Data Set](#)). These data indicate greater reliance on contingent faculty to staff courses and programs. The College should monitor this reliance to ensure that there is no disparity in academic qualifications in those hired and that student learning continues to improve.

Fulfillment of Curricular and Institutional Mission

A primary consideration in fulfilling McDaniel's mission is providing the optimal match between faculty and students. When ranked across categories among the 19 comparison schools, McDaniel College performs well on student-based measures. In the category of student-faculty ratio, McDaniel ties for sixth place, with a ratio of 12:1, a respectable position for this measure ([McDaniel Comparison Group 2010](#)). This measure is based on undergraduate faculty and student numbers. The student-faculty ratio reflects full-time undergraduate faculty only; for the seven tenured/tenure-track faculty teaching at both the graduate and undergraduate levels only their undergraduate sections were used for this calculation.

Faculty roles and responsibilities involving leadership positions also affect McDaniel's ability to fulfill its curricular and institutional mission. At the undergraduate level, 26 faculty members (27%) are involved in the coordination of academic programs, such as the Africana Studies Minor, First-Year Seminar, Sophomore Interdisciplinary Studies, Honors Program, among others ([Appendix 5.1, Coordinators](#)). In addition, 19 faculty members chair undergraduate departments, a position that receives a stipend or course release depending on the size and composition of the department. Included in this count of faculty with additional administrative roles are Dr. Casey's recent appointments of two tenured faculty members in the roles of Director of Global Initiatives and Director of the Center for Experience and Opportunity. On the graduate level, 16 faculty

members coordinate graduate programs, with the program structures determining the roles and responsibilities of the coordinator. For example, in the largest graduate program, Curriculum and Instruction, the main coordinator supervises a team of three area coordinators, and collectively they serve students in on-campus classrooms, at off-campus locations, and online.

One key issue to be considered is the effect of these leadership roles on teaching. In 2010, a total of 105 adjuncts, lecturers, and half-time visiting assistant professors were in place to support 96 tenured, tenure-track and full-time faculty in the delivery and coordination of the curriculum ([Factbook 2010-11](#)). Employment data from Fall 2007-Spring 2012 suggest the institutionalization of curricular delivery by adjuncts and part-time instructors. In fact, during this period, 56 adjuncts have taught at the College for a minimum of five consecutive semesters. Of those 56 adjuncts, 33 (56 %) have taught at McDaniel continuously since Fall 2007 ([Appendix 5.2, Adjuncts for Five Years](#)). Consequently, a structure appears to have evolved whereby a large number of adjuncts deliver a significant portion of the curriculum. The workload of adjuncts varies by departments. Some departments have decided that specific courses like introductory courses and senior seminars/capstones will only be taught by tenure-track or tenured faculty members. In other departments that provide high numbers of service courses, such as English and Foreign languages, it is not possible to meet course demand without adjuncts. This situation is a shared concern among institutions of higher education and is not unique to McDaniel; however, this is a particularly sensitive issue for an institution whose well-publicized goals focus on providing all students with a curriculum taught by full-time professors. However, one study has found that there is no correlation regarding retention if a student has more than one class taught by an adjunct versus a tenured/tenure-track faculty member ([Retention Presentation, FYS Workshop, May 2012](#)).

Faculty Recruitment, Appointment, and Retention

Effectiveness of Recruitment and Appointment Policies for Full- and Part-time Faculty

The [Faculty Handbook](#) provides a thorough description of the standards for appointment, tenure, promotion, and dismissal. The handbook states that “the continued excellence of McDaniel College depends upon the recruitment of highly qualified, energetic, enthusiastic, and dedicated faculty members” (p. 34). The Office of Academic Affairs and the Faculty Affairs Committee (FAC) review and update the handbook each year before it is distributed to first-year faculty members. The updated/revised Faculty Handbook is available on the intranet. The FAC is composed of five, full-time, teaching faculty elected by the faculty for five-year terms, with one term expiring each year. The full description of the FAC can be found in the Faculty Handbook, section 1.7.4. The Faculty Council monitors the appointments to the FAC and other committees in order to strive to ensure that there is always (at least) one scientist on the committee, or (at least) one member from the graduate teaching faculty to ensure disciplinary breadth. In the past the faculty has been successful in guaranteeing that these appointments are made.

Data collected on tenure track searches from 2001-2011 indicate there was a successful appointment in 91% of the 61 searches over this ten-year span, indicating that effective practices for the recruitment and appointment of new faculty are in place ([Appendix 5.3, Faculty Searches for 10 years](#)). During this same time period, however, five searches failed to yield new hires, due to rejected offers, lack of “fit,” and other personal decisions.

Commitment to Recruiting and Retaining Diverse Faculty

McDaniel College is clearly committed to a diverse community, seeking “qualified faculty, staff, and students representing diverse segments of the population” ([Affirmative Action Handbook](#)).

As stated in the [McDaniel College 2009-2014 Strategic Plan](#), the institution will “provide increased opportunities to understand and celebrate the rich diversity of the McDaniel community” (Objective 3.4) and “actively recruit and retain a diverse faculty and staff representing a broad range of perspectives and backgrounds” (Objective 3.4.9).

In 2009, McDaniel College amended its Affirmative Action statement to read, “McDaniel College is an Affirmative Action, Equal Opportunity institution and welcomes applications from diverse candidates and candidates who support diversity” ([Faculty Search Guidelines, p. 3](#)). This statement is now appended to all faculty search announcements. The College has strengthened the affirmative action review process, requiring search committee chairs to attend diversity training prior to conducting a search and including an affirmative action liaison on each search committee. The Campus Diversity Council, reconfigured after Dr. Casey’s arrival, is currently reviewing the policies on equal opportunity employment and affirmative action and revising the Affirmative Action Policy Guide, with the goal of making recommendations to the President and the Affirmative Action Director(s).

Longitudinal data suggest modest gains in hiring under-represented groups (URG) over the last ten years, increasing from eight full-time URG faculty in 2001 to a slight peak of thirteen in 2008, raising URG representation from 9% to 13% among all full-time faculty. In 2010, full-time URG faculty comprised approximately 11% of the faculty, indicating a slight decrease despite the College’s proactive recruitment policies. Of this number, Hispanic and Asian populations represent a particularly small segment of the community, with only two Hispanic and two Asian members currently employed as full-time faculty members ([Factbook 2010-11](#), p. 9).

McDaniel’s commitment to diversity and global citizenship extends to international hiring. Since 2009, the College has employed between four and five nonresident aliens, a number that, when combined with non-US born faculty, represents approximately 14% of all full-time faculty ([Common Data Set 2011-2012](#)). Recent examples include international hiring in the departments of History, Political Science, Biology, and Foreign Languages.

The data on gender representation in the faculty shows a slow and steady progression of women from minority to majority status. Mirroring much of what has happened in higher education, McDaniel’s full-time tenure-track female faculty rose from 40.9% in 2001 to 48.5% in 2010 ([Factbook 2010-11](#)).

An analysis of the data indicates a substantial and renewed effort over the last decade to promote a more diverse faculty. Hiring guidelines have been strengthened, clarified, and clearly scripted to ensure fairness and equity. The campus has become more inclusive in its benefits, extending health care coverage and tuition remission to employees’ same-sex partners; it has also become much more inclusive of women. In contrast, the College has demonstrated more modest progress in minority recruitment and hiring. This finding may actually indicate that the policies are effective and that McDaniel, like other small liberal arts colleges, must address other challenges to enhance minority recruitment. A focus on deeper relationships with graduate programs that

enroll large numbers of minority students may build bridges on a long-term basis. In addition, the College may want to pursue grants and fellowships to attract minority candidates. Finally, the institution might want to make the College's faculty salary/compensation more competitive and, thus, more attractive to minority candidates.

Adjunct Faculty

Department chairs consult with the Provost and Dean of the Faculty when hiring adjunct lecturers to teach undergraduate courses. Although contracted on a single-course basis, adjuncts "possess the same freedom and responsibilities in the conduct of their courses as do tenure track faculty. They are also expected to be available to confer with students about matters related to the particular courses, which the adjunct is teaching, and to observe the stipulations in the [Adjunct Faculty Handbook](#)" (p. 19). These rights and responsibilities extend to graduate adjunct faculty. The McDaniel [Department of Education NCATE Report](#) (2009) addresses practices related to the hiring and support of adjunct faculty in 12 out of the 16 master's degree programs.

The Adjunct Instructor Practices Survey, sent to department chairs (67% response: [Undergraduate Adjunct Survey](#)) and graduate program coordinators (50% response: [Graduate Adjunct Survey](#)), provides supporting documentation on policies and practices. An analysis of available data suggests uniform policies and consistent practices across departments and programs, indicating significant effort to place highly qualified individuals who are active and well-respected in their fields in McDaniel College's classrooms. New adjuncts are identified primarily through networking with professional associations, contact with partner and peer institutions (or other local institutions that align with McDaniel's), and recommendations solicited from colleagues. Occasionally, adjuncts are selected from unsolicited applications. Advertising for adjuncts occurs, but rarely. Regardless of the method of identification, adjunct candidates submit a resume and interview with the department chair or program coordinator. Once hired, adjuncts work closely with department chairs and program coordinators to ensure understanding of McDaniel College policies as well as implementation of best instructional practices. As for all tenure-track, part-time, and lecturers, Chairs are responsible for reading course evaluations and discussing them with the adjunct faculty as needed.

One suggestion is to strengthen documentation of adjunct faculty use and retention. This information could be gathered on a regular basis through an informal survey and then disseminated to departments and programs for review. The data generated may reveal a clearer picture of curriculum delivery and lead to an administrative decision process regarding the use and recognition of adjunct faculty, including long-term adjunct faculty.

Faculty Review, Tenure and Promotion

Clarity and Equity of Standards and Practices

Guidelines for the tenure and promotion review process are clearly outlined and explained in the [Faculty Handbook](#) (2011-2012, pp. 3-46).

- **Initial Review:** Following the first semester, a new faculty member undergoes an Initial Review, a performance evaluation led by the department chair. This review provides feedback on the faculty member's teaching and departmental involvement and suggests

areas for strengthening future performance.

- Continuation Review: The Initial Review is followed in the second year by a Continuation Review, one that evaluates the faculty member on all three elements: teaching, scholarship and creative work, and service.
- Pre-tenure Review: The third review occurs two years prior to the submission of the tenure application materials, again reviewing teaching, scholarship and creative work, and service.
- Tenure Review: During the sixth year of the tenure process, the faculty member presents tenure materials to the department chair who in turn reviews the documentation and submits a letter of support to the Faculty Affairs Committee. The Faculty Affairs Committee completes the evaluation and submits a recommendation for or against tenure to the Provost and Dean of the Faculty. This recommendation is forwarded to the College President and Board of Trustees for final approval.

This process creates three opportunities for evaluation prior to the tenure review, providing the faculty member with direct feedback from the department chair and the FAC. This feedback is designed to support the faculty member and strengthen his/her overall performance.

In addition to the Faculty Handbook, new faculty members receive support from a variety of sources at the College and departmental levels. During the first year, all new faculty participate in a semester-long orientation program ([New Faculty Orientation](#)) and are assigned a mentor outside of their department. This semester-long program provides more detailed information about the review process and addresses issues related to the faculty members' specific situations (e.g., dissertation completion if appropriate, instructional load, faculty development, etc.). The orientation also includes a meeting with the FAC to ensure that new faculty understand the standards for review, tenure and promotion early in their employment at the college.

Faculty members appear to agree on the clarity of review, tenure, and promotion standards. Overall, data from the [Middle States Survey](#) Report indicate that faculty feel tenure, promotion and review standards, as well as guidelines for effective teaching, are made clear. Out of 58 respondents (slightly more than half the tenured or tenure-track faculty), 68% agreed or strongly agreed that standards are clearly communicated.

College's Commitment to Teaching Excellence

McDaniel's commitment to teaching excellence was the impetus behind a change in evaluative criteria for tenure. In 2004, the faculty voted on a measure requiring a Level-I or "excellent" rating in teaching for any faculty member seeking tenure. This new criterion replaced the Level-II or "competent" rating that had previously qualified a member for tenure. The new requirement applied to faculty members who began their appointment at the College on August 25, 2004 or later. The rationale for the change was grounded in McDaniel's commitment to teaching as well as the College's identification as a teaching institution. The criteria requiring a Level-II rating in college service and research and creative work remained unchanged. The criteria for recommendation to the rank of professor also remained unchanged, with the requirement of a Level-I rating in two categories: teaching and in one of the remaining two categories.

As a result of this change, the FAC reviewed the pertinent sections in the [Faculty Handbook](#) and

developed more precise language to define Level-I and Level-II criteria in Teaching (2.7.1.1) and Effective Teaching (2.6.2). The FAC also developed a comprehensive set of suggested Supporting Material under Evaluation Procedures (2.7.3). New faculty members are introduced to this information during the New Faculty Orientation meetings and the yearly meetings conducted by the FAC, to which all tenure-track faculty are invited. These changes provide evidence that McDaniel clearly promotes excellence in teaching; moreover, the institution manages to do so while building strong support among those directly affected by the change.

For those faculty members that are ranked lower than a Level-I in teaching in their pre-tenure reviews, the faculty member has access to several existing support structures. The Chair of the Department may offer suggestions for improvement. Similarly, the CFE offers workshops on many aspects of teaching. Also available through the CFE are mid-semester Teaching Analysis Polls (TAPs). These are anonymous assessments conducted at mid-semester so that faculty may make adjustments in time to fulfill learning outcomes for the course. These TAPs are scheduled with a trained assessor and the results are shared only with the professor who requested at TAP. In addition to these offerings, the Director of the CFE often consults with faculty members who have not reached a Level-I ranking in teaching during the pre-tenure reviews and often creates a tailored plan for helping the faculty member. These plans may include but are not limited to classroom observation, visiting another faculty member's class, and the assignment of a teaching peer mentor from outside their department. Several faculty members have availed themselves of the resources in the CFE. To ensure that the CFE remains a safe space for discussing challenges related to teaching, the Director of the CFE has no direct conversations with the FAC about work with these faculty members.

Suggestions for Improvement in Tenure and Promotion Review Process

Promotion to full professor follows neither a specific timeline nor set of guidelines. Candidacy to the rank of professor is voluntary and may be pursued in any year, starting with the eighth year after promotion to tenure. Data on promotion to full professor suggest a need for greater understanding of the process. Of the 16 associate professors who applied for promotion in the last ten years, 12 (75%) were promoted to the rank of full professor. The confidential nature of this process makes it difficult to obtain information about faculty members who never apply for the rank of professor, or those who apply but are denied promotion, choose to re-apply, or not. These data suggest a need for further investigation. Additional data may reveal patterns as well as implications for improvement, however very little is available at this time.

While our data indicates there is general clarity on tenure and promotion standards, there does seem to be some concern over requirements for scholarship in tenure and promotion. This issue was raised in Faculty Council. In 2009-2010 a subcommittee within the Faculty Council explored options such as instituting more concrete language regarding definitions of scholarly expectations, with the possibility of raising both standards and increasing resources for faculty scholarship. Open meetings with faculty revealed some uncertainty as to what the expectations were as well as reluctance to self-impose inflexible new language. Some faculty expressed frustration that teaching expectations interfered with their ability to conduct scholarly activities. Other faculty argued that a shift to greater weight on scholarship would undermine the teaching qualities valued by the college. In meetings between the FAC and the Faculty Council subcommittee, the FAC expressed reluctance to pursue changes in the Faculty Handbook, feeling

that the reductions in flexibility imposed by new language would not be balanced by gains in clarity. Funding constraints also imposed obstacles to granting faculty more time and resources for scholarship. Therefore, the matter was largely put on hold to accommodate the transition to a new president and the existing economic conditions.

The FAC continuously works to clarify potentially confusing statements in the [Faculty Handbook](#). For instance, the statement that “candidates must submit selected course materials” (2.7.3) is followed shortly by another statement that faculty “may choose to submit” selected course materials (2.7.3.1.4). Other sources of confusion may involve the interpretation of a faculty member’s role. For example, student advising is classified under “Participation within the College Community” for purposes of review and promotion (2.6.3.1); however, it is possible that some aspects of advising fall more accurately under the category of “Teaching.” Further discussion is needed to clarify the dual nature of the advisor’s role (for more on advising see Chapter 3).

Teaching

Faculty Commitment to Teaching

Among the three faculty roles—teaching, research/creative work, and service—faculty demonstrate the strongest alignment with College priorities in the area of teaching. [HERI data](#) show that 100% of full- and part-time faculty agree on the importance of teaching, with 93.2% characterizing it as essential (1B, p. 3). The results also suggest that undergraduate faculty are satisfied with their teaching, 68.5% reporting they are satisfied to very satisfied with their teaching load (1B, p. 58) and 91.8% indicating they agree (somewhat to strongly) that their “teaching is valued by faculty in their department” (1B, p.67).

McDaniel faculty invest considerable time in planning, evaluation, and instruction. [HERI](#) responses indicate that 71.2% of full-time faculty spend 9-16 hours per week teaching in the college classroom (HERI, 1A, p. 36). In the classroom, faculty members support student-centered learning, designing instructional contexts that foster critical thinking, facilitate active engagement, and promote independent and collaborative problem solving. All faculty strive to develop their students’ “ability to think critically,” 92.4% identifying it as an essential goal ([HERI, 1B, p. 30](#)). This view is reflected in the methodology used in McDaniel’s classrooms. Pedagogical decisions document the faculty’s commitment to authentic learning that builds on “real-life problems” (60.1%), “student inquiry” (55.1%), and “student-selected topics for course content” (31.7%). Faculty support problem solving, frequently encouraging students “to seek solutions to problems” (83.3%), including “alternative solutions” (61.5%) ([HERI, 1B, pp. 13-14](#)). Instructional techniques demonstrate varied approaches to engaging students. In most to all of their courses, the majority of faculty use discussion (92.5%) and cooperative learning activities (75.6%) ([HERI, 1B, p. 20](#)) and, in their interactions, frequently encourage students to generate questions (96.2%), evaluate information (67.9%) and use “logical argument” (87%) to facilitate learning ([HERI, 1B, pp. 13-14](#)). Moreover, faculty recognize the value of mistakes and urge their students to accept them “as part of the learning process” ([HERI, 1B, p. 15](#)). Clearly, excellent teaching is a distinguishing characteristic of the McDaniel experience.

Course Evaluations

Students evaluate faculty at the end of each academic semester, providing quantitative and qualitative feedback on the [McDaniel Course Evaluation Form \(Faculty Meetings 2007-2008\)](#). In Fall 2007, the Provost and Dean of the Faculty appointed seven faculty members to the Blue Ribbon Committee and charged them with developing a new course evaluation form for undergraduate and graduate faculty ([Blue Ribbon Committee Files](#)). The committee met regularly from Fall 2007-January 2008, first drafting criteria for effective teaching and then developing questions and statements to measure these elements. “The panel viewed its task as creating a new form which (1) encouraged longer, narrative responses, (2) used descriptive phrases versus ratings by numbers, and (3) contained fewer questions” ([Faculty Meeting Minutes 3.4.08](#)).

Once the initial draft was completed, the committee hosted open discussions with the faculty on January 30-31, 2008. Using faculty feedback, the committee revised the form and resubmitted the revised draft to the faculty at the February 5, 2008 faculty meeting. The committee chair facilitated another open discussion, addressing the following issues:

- Whether forms should be filled out by students anonymously;
- whether language reflecting the categories outlined in the McDaniel Plan might be incorporated in one or more of the questions;
- whether the form should be Beta tested;
- whether the form was designed and intended for use by the instructor or for other administrative and student constituents; and
- whether arranging the items in the form in a different order might be more congenial ([Faculty Meeting Minutes 3.4.08](#)).

The faculty approved the new form with amended instructions on March 4, 2008 ([Faculty Meeting Minutes 4.1.08](#)). This form has been in use since its approval.

There are also persistent concerns related to the student course evaluations, which play an important part in faculty evaluation, tenure, and promotion. The current form, which has been in use since 2008, offers students an opportunity to provide both qualitative and quantitative assessments; however, efforts are still being made to strike a balance and encourage more detailed feedback from students. Discussion at the 2.7.12 Faculty Meeting addressed the possibility of electronic student evaluations, an option that would facilitate categorization and review of students’ responses. During the meeting, the FAC shared results from an online evaluation pilot that showed a somewhat lower response rate in the online evaluations (67%-fall and 75%-spring) when compared with paper evaluations completed in class (88%). The difference in response rates appears consistent with those from other institutions ([Faculty Meeting Minutes 3.6.12](#)). At this stage, matters of privacy and response rate are still being assessed, and further study of the student evaluation form and its implementation is expected for the AY 12-13.

An additional source of feedback related to teaching that warrants consideration is peer review. Currently faculty may, as part of their review materials, include a peer-reviewed assessment of teaching, which takes the form of a Chair or other faculty member visiting a class. Encouraging greater use of this option would not only provide a new perspective on teaching performance but also generate both formative and summative assessment data to support teaching.

Adjunct Faculty Evaluation

The course evaluation criteria developed for full-time franchised faculty are also used to evaluate teaching effectiveness in undergraduate and graduate adjunct faculty. Unlike their full-time colleagues, adjunct faculty are not evaluated on research and service; therefore, their course performance and evaluations serve as the basis for ongoing employment. Retaining quality faculty is achieved through faculty development, collegiality, and communication. Retention of these adjuncts can be attributed to a number of factors: respect from franchised faculty, collegial relationships, collaborative course development, professional development opportunities, and flexible course scheduling that acknowledges responsibilities outside of McDaniel. Most graduate and some undergraduate adjunct faculty hold full-time positions outside of McDaniel College, so flexibility in scheduling is a consideration. Adjunct faculty members are also offered tuition remission benefits while teaching at McDaniel.

Faculty Research and Creative Work

Faculty Research and Creative Work-Views & Practice

McDaniel College strongly promotes faculty scholarship, research, and creative work, encouraging faculty to pursue scholarly and creative opportunities in their disciplines as a means of advancing their learning, strengthening their teaching, and demonstrating involvement in a broader professional community ([Faculty Handbook](#), p. 37). Full-time undergraduate faculty value their research, with 74% viewing their research as very important to essential ([HERI, 1A, p.3](#)), ranking it second only to their teaching. An even larger percentage, 82.3%, agrees somewhat or strongly agrees that their research is also valued by their departments ([HERI, 1A, p. 4](#)). Frequently, this research extends beyond the faculty member's own discipline, as increasing numbers (56.9%) pursue multi-disciplinary studies ([HERI, 1A, p. 4](#)).

Time spent on research and scholarly writing varies among faculty members; however, McDaniel faculty appeared to spend more time on research and scholarly writing in 2010-2011 than colleagues in comparison institutions ([HERI 1A, p. 38](#)):

- None: 5.6% (McDaniel) versus 16.2% and 18.2% (Comp 1-2);
- 1-4 hours: 56.9% (McDaniel) versus 41.5% and 43.5% (Comp 1-2);
- 5-12 hours: 27.8% (McDaniel) versus 29.4% (Comp 1-2). 5.6%

A similar trend appeared in creative work, indicating a greater percentage of McDaniel faculty devoting time to creative products and performances (HERI, 1A, p. 39):

- None: 45.8% (McDaniel) versus 58.2% and 57.2% (Comp 1-2);
- 1-4 hours: 38.9% (McDaniel) versus 27.0% and 28.5% (Comp 1-2);
- 5-8 hours: 9.7% (McDaniel) versus 7.9% and 7.7% (Comp 1-2).

Full-time faculty members are divided over their satisfaction with opportunities for research, with 51.4% indicating that they are satisfied to very satisfied and 48.6% stating either that they are only marginally satisfied or that they are unsatisfied ([HERI 1A, p.58](#)). These results suggest a discrepancy between what faculty members value and what they believe they can achieve. Although most faculty members consider research important, a significant number are less than satisfied with their opportunities to pursue their studies. This finding merits further investigation and discussion.

Student-Faculty Research

McDaniel is committed to collaborative student-faculty research, which is discussed in Ch. 4.

Sabbaticals

Sabbaticals provide extended leave to pursue scholarly and creative activities. From 2008-2013, 48 faculty members earned sabbatical leave, 43 for a single semester and 5 for a full academic year ([Appendix 5.4, Sabbaticals 2008-2013](#)). Of the 86% identified as eligible or available for a paid sabbatical, 53.4% have taken advantage of the opportunity. Although this percentage exceeds those in the comparison institutions (41.2% and 34.8%), it remains that 32.9% of eligible-available faculty at McDaniel have not taken a paid sabbatical ([HERI, 1A, p.6](#)). It may be helpful to investigate the reasons why so many have not participated in this opportunity, questioning whether this situation is linked to faculty satisfaction/dissatisfaction over opportunities for research.

Grants

Many faculty members submit proposals for external grants to fund scholarly projects. External Funding for 2007-2011 academic years totaled approximately \$2,259,225 for 50 projects (Annual Academic Affairs Reports, 2007-2011). The Office of Academic and Government Grants assists faculty members interested in securing grants for research and teaching, guiding them through each facet of the grant process, including proposal preparation and submission, award management, and project evaluation ([Office of Academic and Government Grants](#)).

Scholarship

Individual faculty members, faculty in collaboration with other faculty, and faculty in collaboration with students have published scholarly works in the liberal arts and professional studies. The variety, quantity, and quality of professional publications document the faculty's commitment to continued professional development in their respective disciplines.

Faculty Accomplishments (2007-2011): The Office of Academic Affairs compiles faculty accomplishments and distributes the list of professional activities 3-4 times per year at faculty meetings. Yearly analyses of these activities provide proof of scholarly pursuits in a variety of professional areas, including professional presentations ($N=72$), scholarly articles ($N=27$), books ($N=5$), book chapters ($N=4$), professional service projects ($N=22$), creative activities ($N=17$), and media activities* ($N=12$) ([Appendix 5.5, Faculty Accomplishments: 2007-2011](#)). *Media activities may include television productions, interviews, and debates.

Faculty Book Awards (2007-2011): McDaniel College presented book awards to 18 faculty members for the publication of 21 books, representing scholarship in the Departments of Physics, Philosophy and Religious Studies, Education, History, English, Art/Art History, Communication, Political Science, and School Library Media ([Faculty Awards for 2007-2011](#)).

Faculty Scholarly Publications Award: The College recognizes faculty who publish five or more scholarly pieces over a five-year period with this award. These awards were presented to 17 faculty members from 13 departments for the publication of 170 scholarly articles and book chapters between 2007 and 2011 ([Faculty Book Awards for 2007-2011](#)).

Creative Professional Accomplishments

Continuous professional development includes creative work and unique contributions to the College and broader community. McDaniel has recognized these accomplishments with the Faculty Creativity and Special Achievement Awards .

[Faculty Creativity Award](#) (2007-2011): Eight faculty members received the Creative Faculty Award for musical arrangements and performances, art exhibitions, creative writing, film screenings, and multi-media productions.

[Faculty Special Achievement Award](#) (2007-2011): The College presented the Special Achievement Award to four faculty members for their extraordinary contributions to the global, local, and College communities through work with Amnesty International, the Westminster Volunteer Tax Assistance program, and the McDaniel Plan.

Service

It is clear that the faculty's commitment to service is closely aligned with that of the College. A majority of full-time undergraduate faculty members (69.9%) view service as very important to essential ([HERI, 1A, p. 3](#)), a finding that is documented by faculty involvement in academic advising and College committee work.

Advising

Academic advising is an essential aspect of faculty service and, as such, plays an important role in tenure and promotion decisions. For a discussion of advising (both undergraduate and graduate advising), see Chapter 3 of this self-study.

Selection and Appointment Policies

Committees represent the second most common form of service for all full-time faculty. Following implementation of McDaniel's new curriculum, many faculty members faced increased requests to serve on standing and Ad Hoc committees, an issue that has generated considerable discussion among faculty. When surveyed about sources of stress in the preceding two-year period, 67.1% of faculty reported stress related to committee work, their responses ranging from "somewhat" (51.4%) to "extensive" (15.7%) ([HERI, 1A, p. 51](#)).

This issue may be particularly sensitive for new faculty who must balance teaching, scholarship, and service demands as they face their initial reviews. Although these changes support the assimilation of new faculty at the department level, they also limit interaction with faculty from other departments, thereby affecting integration into the fabric of the larger campus community. For these reasons, limits on second-year committee appointments have been largely discussed with junior faculty but not made mandatory. In addition, some tenured faculty are concerned that increased committee work restricts their ability to pursue a strong research agenda.

Faculty Representation on Committees

McDaniel's teaching faculty represent three academic areas: humanities (43%), social sciences (34%), and natural sciences (23%). During the 2011-2012 Academic Year, 77 positions on standing committees were filled by full-time undergraduate and graduate faculty (Appendix #,

2011-2012 Faculty Committee Representation). Representation from the three areas suggests overrepresentation of the Social Sciences (42%) and underrepresentation of the Humanities (38%) and Natural Sciences (21%) ([Appendix 5.6, Faculty by Academic Area](#)). These figures, however, do not include service on Ad Hoc committees, which may alter representation data.

Faculty Involvement in Curricular Reform

For a discussion of the curricular revision that led to the College's new educational requirements, The McDaniel Plan, see Chapter 4 of this self-study.

Effects of Curricular Reform on Faculty Resources

Four years following full implementation of the new curriculum, the College is now able to gather and analyze data on faculty resources and, in turn, identify new patterns of faculty support for the McDaniel Plan and, in particular, the Integrated Studies in the Liberal Arts (ISLA general education) requirements.

First-Year Seminar and Sophomore Interdisciplinary Studies: Fall 2011-Spring 2012

Isolating two of the ISLA requirements from [the McDaniel Plan](#) illustrates some effects of the new curriculum has on faculty resources across the three academic areas. A review of First-Year Seminar faculty for Fall 2011 reveals a non-proportional representation among the three academic areas ([Appendix 5.7, FYS Faculty, Fall 2008 - 2011](#)). When compared to the faculty distribution, first-year seminars were taught by a higher percentage of faculty in the humanities (59%) than in the social (21%) and natural sciences (21%). These data suggest that FYS courses place greater demands on the humanities than on the natural and social sciences.

Teaching in the Sophomore Interdisciplinary Studies (SIS) program also is not evenly distributed. Fall 2011 data also indicate a disproportionate distribution of faculty who taught Sophomore Interdisciplinary Studies (SIS) courses, with humanities (56%) and social sciences (44%) carrying the full load ([Appendix 5.8, SIS Faculty, Fall 2008-2011](#)). Spring 2012 data show a similar trend, when once again, SIS courses are overrepresented by the humanities (88%) and underrepresented by the natural (8%) and social sciences (8%). However, these data may not reflect the support from natural sciences in the form of guest lectures in established SIS courses.

The First-Year Seminar program shows a similar pattern of over-representation of the humanities, although to a lesser degree. Moreover, the natural sciences show appropriate faculty representation in this category while the social sciences are underrepresented. Further study of the FYS and SIS programs is needed to understand the nature of the effects on faculty resources and to determine what steps should be taken to achieve a more equitable distribution of resources. Questions to consider include:

- Do the data represent a trend or a temporary aberration?
- Is there a shortage of faculty in certain departments that may affect the staffing needs of the new curriculum? Or is staffing at levels in Humanities departments that allow for greater commitment to service courses?
- Is there comparable commitment in teaching FYS and SIS courses across the three academic areas?

When examining the questions, the College should keep in mind the following in terms of faculty resources. McDaniel's 96 full-time faculty and 119 part-time undergraduate faculty ([Factbook 2010-2011](#), p. 3) represent the following ranks: Professor, Associate Professor, Assistant Professor, Visiting Assistant Professor, Senior Lecturer, Senior Coach Lecturer, Lecturer, Visiting Seminar Lecturer, Visiting Lecturer, Librarian, Dean. In terms of faculty distribution, 43% of the faculty teach in the humanities, 34% in the social sciences, and 23% in the natural sciences (see [Appendix 5.6, Faculty by Academic Area](#)).

Faculty Involvement in Assessment

Faculty members are involved in all aspects of academic assessment at the programmatic, departmental, and campus-wide level. The implementation of the McDaniel Plan led to the formation of a new standing committee, the Academic Assessment Committee. Elected by the faculty, the AAC is composed of five full-time faculty members representing disciplines in the social sciences, humanities, and natural sciences (Provost serves as an *ex-officio* member without a vote). The AAC's goals are to (a) foster sound assessments of the College's academic programs, (b) encourage the collection of data that lead to action, (c) collect departmental assessment plans and reports, responding to them as necessary, (d) assemble a work group annually to assess general education outcomes and determine which outcome to assess, (e) maintain continuity between annual general education assessments, (f) ensure that the College examines findings from the general education assessments and pursues further assessments in areas of concern as needed, and (g) prepare the fifth-year report on general education assessment. The first fifth-year report will be prepared by the AAC in AY 2012-13 and presented to the April Faculty Meeting in 2013. For more on assessment at the College see Chapter 4.

Other Areas of Service

Faculty service extends well beyond advising and committee work. McDaniel faculty coordinate numerous student clubs and organizations, sponsor campus language houses, and participate in the off-campus initiatives involving the broader community. Overall, full-time undergraduate faculty members report spending roughly the same amount of time on community or public service ([HERI 1A, p. 40](#)) as colleagues in comparison groups; however, McDaniel full-time undergraduate faculty appear to collaborate more with the local community in research and teaching (52.8% at McDaniel vs. 41% in Comparison Group 1, [HERI 1A, p. 4](#)).

Faculty Development

Institutional Support for Faculty Development

McDaniel College promotes continuous faculty development, funding a wide variety of professional pursuits related to instruction, curriculum, research, creativity, and service. The Faculty Development Committee (FDC), CFE and Instructional Technology Endowed Account (InTech) provide grants, awards, and workshops to support faculty growth. Data from the 2010-2011 HERI Faculty Survey indicate that the majority of faculty agree (57.5%) that there is "adequate support for faculty development" (Table 5.1). This number is somewhat below those of the HERI comparison groups (comparison group 1 = 64.8%; comparison group 2 = 67.4%), indicating that McDaniel has room for improvement. Similarly, 51.4% of faculty are satisfied or very satisfied that there are opportunities to pursue scholarly work. McDaniel faculty appear to be as satisfied as, or more satisfied than the comparison groups (comparison group 1 = 51.1%;

comparison group 2 = 39.5%) with respect to this question. On the related question of the extent to which research and/or publishing demands have been a source of stress for faculty, nearly 70% reported some level of stress. The comparison groups report lower levels of stress, 66% and 61.7%, respectively. Taken together, the responses to these related questions reveal that faculty mostly feel supported and satisfied with regard to faculty development and opportunities to pursue scholarly work, but the appreciation for these aspects of their work is not sufficient to alleviate the stress associated with research and publication.

Table 5.1 Comparison: Support for Faculty Development, Opportunity for Scholarly Pursuits, Research/Publishing Demands

Support for faculty development	Opportunity for scholarly pursuits	Research or publishing Demands
Agree strongly – 6.8%	Very satisfied - 8.3%	Extensive – 13.7%
Agree somewhat – 50.7%	Satisfied - 43.1%	Somewhat – 56.2%
Disagree somewhat – 26%	Marginally satisfied - 29.2%	Not at all – 30.1
Disagree strongly – 16.4%	Not satisfied - 19.4%	

Source: [2010-2011 HERI Faculty Survey](#), p. 70, p. 58, p. 53, respectively

Additional results from the [HERI 2010-2011 survey](#) show that full-time faculty consider teaching essential (90%) or very important (10%) and pursue professional development to improve their instruction, with 81% participating in teaching enhancement workshops over a two-year period. Faculty also take advantage of institutional funding for professional travel (86.3%), sabbaticals (50%), internal grants (46.8%), as well as incentives for course development (37.2%) and new instructional technologies (44.9%) (HERI 1A, pp. 3-7). Professional development opportunities, criteria, and awards are delineated below.

The following lists various programs and opportunities for faculty development at the College:

Faculty Development Grants: The Faculty Development Committee (FDC) develops criteria for faculty proposals, evaluates grant submissions, and recommends projects as well as financial support to the Provost and Dean of Faculty. FDC grants “must benefit or enhance the faculty member’s scholarly research or enhance the faculty member’s teaching abilities. It is understood that continued development and nurturing of these skills within a faculty member will result in a better teacher-scholar and will positively impact student learning at the College” ([Faculty Development Committee Mission, Faculty Handbook 1.7.6](#)). Faculty Development Committee reports document a consistent record of monetary grants and awards issued in support of conference activities, research, creativity projects, and instructional development projects (FDC Grant Award Summaries, 2006-2011).

Travel Funds: Tenure-track and tenured faculty may request up to \$1,000 for professional conferences and travel. Supplementary travel funds can be granted by the Provost and Dean of the Faculty on an exceptional basis. Response to the [HERI survey](#) indicated that 90.4% used travel funds paid by the institution (1A, p.6).

Office of Academic and Government Grants: The office assists faculty members with identifying off-campus sources of support (public and private grants, faculty exchanges, etc.) and applying

for grants. According to Annual Academic Affairs Reports, 2007-2011, external funding for the 2007-2011 academic years totaled approximately \$2,259,225 for 50 projects.

Distinguished Scholars' Award: Each semester the FDC grants up to two Distinguished Scholars' Awards to tenured and pre-tenured faculty for exceptional projects that “not only exceed the expectations of normal scholarship but also represent a unique window of opportunity.” As noted in the application guidelines, faculty proposals must address one of the five grant categories: research, instruction, writing, service initiatives, and creative work for notable metropolitan, national, or international venues (Distinguished Scholars' Awards and Funding, 2007-2011).

Center for Faculty Excellence: The Director's Report combined with event calendars document programming to engage faculty in continuous professional development activities. The mission states that “The Center's programs seek to integrate the various facets of faculty professional work and to encourage continuous growth of teacher-scholars with particular attention to teaching and advising, curricular development, student-faculty collaboration, and experiential learning. The Center supports a culture of innovation, values diversity of talents and interests, appreciates both the art and science of pedagogy, encourages the creative use of technology, and promotes on-going critical reflection through assessment of student learning and both individual and institutional effectiveness.” The Center communicates regularly with faculty about professional development initiatives through the CFE Event Calendar ([Event Calendars 2011-2012](#)) and CFE Blog . The CFE Director who maintains this blog, also posts information on conferences, pedagogy, and issues in higher education, allowing for an online discussion presence when faculty are not always able to meet face to face.

Instructional Technology (InTech) Endowed Account: The InTech Endowed Account funds projects exploring new and innovative pedagogies related to instructional technology. Priority is given to proposals that encourage collaborative, student-centered learning and offer transfer to the broader campus community. The endowed account also offers Summer Institutes, pairing faculty with InTech members for extended projects, each lasting one-two weeks. For more on this program see Chapter 1.

Ira G. Zepp Teaching Enhancement Grant: Each spring the Office of Academic Affairs presents a single award to a faculty member pursuing a substantial project to enhance teaching. The award description is intentionally broad, encouraging applicants to explore a variety of pedagogies and project topics (Ira G. Zepp Teaching Enhancement Grant Awards).

Ira G. Zepp Distinguished Teaching Award: Awarded annually, the Zepp Distinguished Teaching Award is supported through the generosity of Trustee Charles E. Moore, Jr., Class of 1971, and Carol Hoerichs Moore, Class of 1970. The award is given each year to a member of the faculty who has distinguished himself or herself as an outstanding teacher at McDaniel College. The total value of the award is \$10,000—a stipend of \$5,000 and a professional development fund of \$5,000.

Professional Development for Adjunct Faculty

Results from the Adjunct Instructor Practices Survey provide evidence that undergraduate departments and graduate programs invest considerable effort in adjunct faculty development,

reviewing course requirements, discussing campus policies, and collaborating on instructional practices, resources, and course content. Respondents cite mentoring as the primary means of faculty development. Dedicated professional development is also provided for many adjuncts in the form of meetings within individual departments or via campus-wide offerings in workshops provided by Instructional Technology and the CFE. Opportunities for adjuncts to observe the teaching of franchised faculty are also made available, and several departments and programs require that adjunct faculty co-teach courses with franchised faculty before teaching independently. Some departments and programs use Blackboard sites to communicate policies and procedures and to provide access to instructional resources and sample syllabi. Most departments include adjunct faculty in the McDaniel community, encouraging them to attend informal gatherings, develop new courses, and participate in FYS and SIS programs.

Faculty Grievance and Discipline

Clarity of Standards

Overall, appeals of FAC recommendations are relatively rare, with only 5 occurring between 2001 and 2012 (FAC Record Since 2001); however, this general state of satisfaction with such an essential part of faculty work and status does not suggest complacency or inattention to continued improvement. Indeed, the FAC is undertaking a thorough review of the Faculty Handbook with an eye towards eliminating confusion and/or inconsistencies.

Fairness and Equity of Practices

As stated in the [Faculty Handbook](#), the “Faculty Ombudsman is an advisor to those faculty who think they have not had due process or who believe they have been treated unfairly in their dealings with the administration or within the faculty itself. The ombudsman is not to decide the merits of complaints or cases but to help faculty members gain full, appropriate, and fair hearings of their grievances. The ombudsman’s services are available to all full-time and part-time faculty. The ombudsman, who must be tenured with at least five years of teaching at McDaniel College, will be elected by the faculty to serve a three-year term. The runner-up in that election will serve as an alternate in cases of conflict of interest” ([Faculty Handbook](#)). All inquiries are confidential and further data are not available; however, the College’s Faculty Ombudsman’s position has been used as a means of ensuring the values of fairness, equity, justice, equality of opportunity, and mutual respect.

Academic Freedom

The Faculty Handbook defines “Academic Freedom” under “Faculty Rights and Privileges” in section 2.2 (p. 12), with that definition applying to both research and conduct in the classroom. Faculty are “citizens, members of a learned profession, and officers of an educational institution.” As “citizens,” they are entitled to speak and write without threat of institutional censorship or discipline; however, they must also recognize the obligations associated with their roles. These obligations include checking for accuracy, exercising restraint, and showing respect for others as well as the institution ([AAUP policy](#)).

McDaniel faculty members express a conviction about their academic freedom. When surveyed, 90% of the full- and part-time faculty indicated that they are very satisfied or satisfied with their autonomy and independence at the College ([HERI, 1B, p. 59](#)). This satisfaction extends to

autonomy over course design, with 98.7% reporting they are very satisfied or satisfied with their freedom to determine course content ([HERI 1B, p. 62](#)).

Faculty Communication

Information collected over the past two years indicates a substantial effort to address issues involving communication among all members of the campus community. Specifically, the [HERI Survey](#) and Institutional Assessment of Academic Advising (IAAA) Survey provide data on faculty and student perceptions of communication. Results from the HERI Report identify areas that require significant communication between faculty, faculty and administration, and faculty and students. With a 70% response rate to the HERI Survey, we can be fairly confident in the findings. The response rate for the IAAA, averaging 27%, suggests a valid picture of student attitudes about communication with faculty. Findings about communication between different constituencies at the College are discussed below. Communication Between Faculty and Administration is discussed in Chapter 2 of this self-study.

Faculty and Student Communication

According to HERI findings, communication between faculty and students is strong, particularly with regard to academic work, with all respondents reporting that they support students through verbal communication in the classroom and feedback on written work. Moreover, faculty encourage students to become independent learners who can communicate their ideas well and develop habits of mind that lead to critical thinking and metacognitive awareness of their learning processes. Faculty report that they are strongly interested in their students' academic challenges (95%) (1B, p. 66) and believe that it is important to mentor students as scholars (86%). They accommodate students beyond regular office hours (99%) (1B p. 46) and express interest in students' personal problems (96.3%) (1B p. 64). Developing a sense of community among faculty and students is a high or very high priority for 74% and a medium priority for another 21% (1B, p. 71).

Responses to the IAAA corroborate [HERI](#) results, showing positive faculty-student communication related to advising. Over 80% of students agree or strongly agree that their advisors are knowledgeable, accessible, and constructive in their feedback. In addition to academic planning, students meet with faculty advisors to discuss intellectual, cultural, and political issues (76%), educational opportunities (e.g., internships, study abroad, or special programs) (83%), and post-graduation plans (77%). Moreover, students seek academic advising from faculty other than their assigned advisors. Faculty-student communication is less likely to involve personal issues, with only 48% of students reporting that they discuss personal problems with their advisors, which does not correlate to the HERI findings.

Faculty and students use varied modes of communication. Most students report meeting fewer than four times a semester with their major and minor advisors, relying more on e-mail, the most common form of communication with advisors (97% for major, 82% for minor or second major). Other forms of faculty-student communication include group meetings, Blackboard, and text messaging. Recommendations to the faculty based on the advising survey are discussed in Chapter 3.

Communication among Faculty

An analysis of HERI data indicates that faculty respect one other and communicate well, particularly in their professional encounters. The vast majority of faculty (96.3%) report that they are satisfied or very satisfied with their colleagues' competency (1B, p. 60). Additionally, respondents rate their professional relationships as strong, 82.6% reporting that they are satisfied or very satisfied with collegial relationships (82.6%) and departmental leadership (79%) (1B, p. 61). One of the weakest areas appears to be in the area of mentoring, with only 52% indicating they mentor new faculty (1B, p. 12); however, it is also possible that many respondents are new faculty and, therefore, lack the experience to assume a mentoring role.

Conclusion and Recommendations

The faculty at McDaniel College is strong and vibrant. The faculty maintain a strong governance system, recognized the need for a Level-I in teaching and instituted such, and revised the general education curriculum to create The McDaniel Plan. The new curriculum has only been fully implemented with the Class of 2014, so continued monitoring of the stresses on programs such as FYS, SIS and other requirements in the general education curriculum must and will continue, as not all divisions (humanities, social sciences, natural sciences) are contributing in equal measure. Faculty do feel strained at the pressures of recognizing not only the need, but value of research, but feel that they are not able to give adequate time to that activity. Data indicates, too, some amount of dissatisfaction with committee work and other service commitments. Overall, however, faculty are active in their fields. The faculty will continue to analyze and assess learning across departments and in The McDaniel Plan, addressing problems and issues. It is a suggestion from this self-study that careful attention be paid to the use of adjuncts in undergraduate and graduate programs. As it has done in the past, McDaniel faculty will continue to drive new initiatives, supporting the institution's move toward a more global, inclusive education.

The evidence presented in this chapter demonstrates that McDaniel College is in compliance with Middle States' fundamental elements related to Standard 10: Faculty.

Key Recommendation from Chapter 5:

Create strategies to improve diversity among administration, staff, and faculty. As demonstrated in Chapter 3, the College has made great strides in its efforts to recruit a diverse student body. However, the College has been less successful in recruiting and retaining a diverse administration, faculty and staff. While Chapter 5 focuses primary attention on faculty searches, it is clear that improving diversity in other areas is also critical. A training program for current members of the College on the value of diversity among all constituencies must be established, and better strategies for increasing diversity need to be developed and implemented.