



Self-Study Design

Middle States Commission on Higher Education

Submitted to:
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Vice President, Middle States Commission on Higher Education

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Institutional Overview

Immaculata University is a Catholic, comprehensive, coeducational institution originally founded as Villa Maria College in 1920. It was the first Catholic college for women in the Philadelphia area. Accredited by the Middle States Association in 1928, the college changed its name to Immaculata College in 1930. In 1969, Immaculata created the Evening Division for adult undergraduate students, expanding education to both men and women, and added graduate-level programs in 1983. In June 2002, Immaculata College received confirmation of university status from the Pennsylvania Department of Education. In November 2020, Immaculata celebrated 100 years as an institution of higher education. Immaculata's legacy preserves the treasures of thought and action that are the product of a century of experience and reflection, which has culminated in a community of scholars balancing faith and reason in the pursuit of truth. The University mission, revised in 2017, respects both the history of the institution and its vital role in shaping 21st century servant-leaders:

Immaculata University, a Catholic academic community, founded and sponsored by the Sisters, Servants of the Immaculate Heart of Mary, is committed to scholarship, formation of the whole person for leadership and service, and empowerment of all to seek truth, promote justice, and engage in dialogue between faith and culture.

Over the last ten years, Immaculata has continued to seek new opportunities to fulfill its mission by providing the most relevant educational experiences that also respond to societal needs. New undergraduate programs—including cybersecurity, financial planning, second-degree pre-licensure nursing, and supply chain management, as well as graduate programs in athletic training and health care management—engage learners in emerging fields. Partnerships with area institutions—Alvernia University, Penn State Great Valley, Marywood University, Salus University, Widener University, among others—create pathways to innovative programs for both undergraduate and graduate students. Partnerships with organizations—such as a relationship with the Archdiocese of Philadelphia for which Immaculata's associate's degree in education provides support to those working as teaching assistants and teaching aides—expands the University's scope of service. A recently-developed relationship with the Low Cost Models for Independent Colleges Consortium (LCMC) has allowed the University to add two new bachelor's degree programs in public administration and public health and promises opportunities for other new majors. These initiatives demonstrate a vibrant and responsive engagement in academic excellence that serves emergent needs of the region and the world.

Immaculata's expansive suburban campus overlooks Chester Valley and is located on the Main Line, 30 miles west of Philadelphia, in the heart of an economically-vibrant county. The University currently serves men and women of all ages through the College of Undergraduate Studies, the College of Adult and Professional Studies, and the College of Graduate Studies. The University offers three doctoral programs, nine master's degree programs, and more than 60 undergraduate majors, minors, certificates, and pre-professional programs. Of these programs, one doctoral program, four master's programs, nine bachelor's programs, and four associate's programs may be completed fully online. In addition to on-campus and online programs, Immaculata offers programs at several off-campus locations. The fall 2021 enrollment across all three colleges is 2,483 students. The IPEDS fall 2021 reported enrollment for full-time undergraduate students is 1,000 students.

The faculty consists of 85 full-time faculty augmented by part-time adjunct faculty. These educators continue a tradition of educational excellence sustained within an environment of care

for and interest in each individual student: a spirit fostered by the Sisters, Servants of the Immaculate Heart of Mary, who first established and continue to sponsor the University. The genuine, personal care shown to each student in an atmosphere of respect, vitality, and warmth is one of the distinctive characteristics of Immaculata.

The majority of students come from the Mid-Atlantic region, and about a quarter of undergraduates are first-generation college students. Enrollment of minority populations (based upon IPEDS data) over the three colleges is 25.5%, representing a 10% increase over the past ten years.

The University employs indicators across programs and populations that help track both student success and institutional effectiveness. Such indicators include first-year retention rates in the traditional undergraduate population (83%) and completion rates among all colleges (69.9%), high satisfaction ratings across colleges in graduation surveys, and programmatic achievements such as first-time NCLEX pass rates for nursing students (88.89% in 2020-21).

Immaculata University's fall Full Time Equivalent (FTE) decreased 16.78% from 2014 to 2018. The fluctuation in the College of Undergraduate Studies (CUS) and the College of Graduate Studies (CGS) has been minimal. As part of the institutional response to the enrollment decrease, additional academic programs were added to the University's portfolio to garner a larger market share, including but not limited to five new graduate and three new undergraduate programs, launched between fall 2018 and fall 2020. In 2019, 2020 and 2021 the enrollment began to stabilize, yielding a 6% increase in enrollment in 2021 from 2018. In addition, the fall 2021 CUS enrollment reached a seven-year high despite the pandemic.

The most significant fluctuation has occurred in the College of Adult Professional Studies (CAPS). The University has been keenly aware of the change within this area, identifying that the majority of the fluctuation has been within the RN-BSN program. Several external factors are impacting the enrollment of this program, among them: hospitals hiring more BSN-prepared RNs (reducing the need for RN to BSN education) and area market saturation in similar programs (including an area community college offering an RN-BSN program). In response to the trends, Immaculata University continues to expand our academic portfolio, enhance marketing, and grow strategic partnerships.

Immaculata students flourish as part of a challenging academic community coupled with a robust environment of activities. Each of the more than 35 organizations that a student might join provide rich learning opportunities for service, leadership, and spiritual and cultural growth. Inherent in the institutional mission, the spirit of service and service activities are integrated throughout the campus community. Service hours are difficult to calculate because individuals and groups engaged in service work at IU give of themselves freely, often not tracking such hours. Athletic teams, campus ministry, clubs, sororities, fraternities, honor societies, as well as service learning classes all provide opportunity for campus involvement in service. The University sponsors a variety of special service activities, including (annual service hours provided): mission trips to Peru (500 hours), New Orleans outreach (525 hours), Habitat for Humanity (300 hours), and freshman community service day (1,315 hours). Additionally, the University responds frequently to emergent needs, such as the 2022 refugee crisis resulting from the Russian invasion of Ukraine. The University also runs a food cupboard, IU Cares, to support any students or staff experiencing food insecurity and maintains a garden that provides fresh vegetables shared with local food banks. While trips abroad and some service

opportunities were curtailed because of the pandemic, these efforts represent only a small portion of the University's service initiatives.

Under the leadership of our first lay president, Barbara Lettiere, Immaculata has seen several capital improvements, most recently new state-of-the-art nursing simulation labs (2019 and 2021), the IHM Student Center (2019) as well as the Parsons Science Pavilion and Cybersecurity lab, both of which are currently under construction and scheduled to open in fall 2022. In addition, a recent institutional reorganization task force (spring 2021) yielded a proposal for a new, three-college structure that will launch in fall 2023. Retaining the distinctive identity of the College of Graduate Studies under a new name, College of Graduate Studies and Research, the revised College of Undergraduate Studies will serve both comprehensive tuition and part-time undergraduates. The College of Nursing and Health Professions will place a special spotlight on the needs of and collaboration among our growing undergraduate and graduate health-related majors. In her first five years, President Lettiere set and guided the institution through a five-year Strategic Agenda and, upon reappointment by the Board for a second term in July 2021, led development of the new Strategic Plan for 2022-2027.

Institutional Priorities to be Addressed in the Self-Study

In considering the Institutional Priorities, members of the Core Team pondered what makes Immaculata unique and what would sustain our institution for future generations, while remaining cognizant of our mission and Strategic Plan. Upon reflection, the Core Team observed that it was part of the institutional DNA to reverence the God-given dignity of each member of the community while responding to the ever-evolving needs of society—always with academic excellence, responsible stewardship, and service as key goals. Members of the Steering Committee entered into this reflection and dialogue during their first meeting. After further individual reflection, Steering Committee members offered their written insights into hallmarks of Immaculata and priorities that should drive our future. From these responses, additional reflection, and discussion, the Core Team fashioned three Institutional Priorities. At this juncture and during the initial meeting with MSCHE Vice President Liaison, Dr. Terence Peavy, the Core Team realized that the Institutional Priorities would need to align with an anticipated but not-yet-seen Strategic Plan. Leveraging the communication from President Lettiere regarding the upcoming Strategic Plan process, the Core Team focused on the elements articulated. Confident of the integrity of their reflection and work, the Core Team submitted the proposed Institutional Priorities to President Lettiere and members of the Executive Administration, who agreed that these Institutional Priorities collectively capture Immaculata University's mission, hallmarks, vision, and the 2022-2027 Strategic Plan.

Therefore, after careful consideration and alignment with the mission and goals, the IU Strategic Plan, and MSCHE Standards, the Core Team and Steering Committee have identified three Institutional Priorities:

1. Retain and foster institutional commitment to formation of the whole person in an ever changing and diverse society.

This priority is directly linked to the IU Mission, which explicitly mentions "formation of the whole person for leadership and service." Just as Mother Camilla Maloney, IHM envisioned Immaculata as providing higher-level education for women in the early twentieth century where and when it was non-existent, so too will our students confront the needs of society through their

learning and service, in and outside of the classroom. In this priority, we remember that learning moves outward, as is stated in our IU motto: “*Scientia floret virtute*” -- knowledge flourishes in virtue. We prepare our students to lead as they and society change.

2. Ensure institutional viability through data-driven decision-making and responsible stewardship of institutional resources.

Through ongoing institutional assessment and other evaluative measures, data are collected and analyzed, and the results are employed to ensure continuous improvement across the University. The breadth and scope of these processes facilitate the engagement of constituents across the community.

The institution prioritizes utilizing and maximizing available resources well while using data effectively and efficiently to explore and secure additional resources. This informed decision-making helps to create a campus-wide culture of excellence in all areas.

3. Provide an innovative teaching and learning environment so as to engage our students in a vibrant educational experience.

Learning takes many forms and this priority includes all learning modalities and educational experiences. We acknowledge the synergistic characteristic of education – and that learning and teaching take place in tandem. Students are challenged to engage, think critically, and learn to serve as agents of their own learning. In this priority, innovation spurs new discourse, divergent thinking, and opportunities for interdisciplinary and intercollegial participation and collaboration.

The three tables that appear on the following pages demonstrate the alignment of these priorities to the institutional mission (Table 1), the goals of the proposed institutional Strategic Plan (Table 2), and the Middle States Standards for Accreditation (Table 3).

Table 1*Alignment of University Mission with Institutional Priorities*

Elements of the Mission	Priority #1 Formation of Whole Person in a Changing and Diverse Society	Priority #2 Institutional Viability and Resources	Priority #3 Innovative Teaching and Learning Environment
Faithful to our Catholic Identity and to the Church	X	X	
Academic community fostering and committed to scholarship	X		X
Formation of the whole person for leadership and service	X		X
Empower all to seek truth, promote justice	X	X	

Table 2*Alignment of Strategic Plan Goals with Institutional Priorities*

Goals of the Strategic Plan 2022-2027	Priority #1 Formation of Whole Person in a Changing and Diverse Society	Priority #2 Institutional Viability and Resources	Priority #3 Innovative Teaching and Learning Environment
Create a Distinct Brand Identity within a Culture of Inclusion	X		X
Secure and Develop Resources to Strengthen the University and its Key Stakeholders.		X	X
Achieve Enrollment Goal of 3,000 Students and a Retention Rate Above the National Average	X	X	X

Enhance Academic Excellence through Teaching and Learning	X	X	X
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Table 3
Alignment of MSCHE Standards with Institutional Priorities

Standards	Priority #1 Formation of Whole Person in a Changing and Diverse Society	Priority #2 Institutional Viability and Resources	Priority #3 Innovative Teaching and Learning Environment
I. Mission and Goals	X	X	
II. Ethics and Integrity	X	X	
III. Design and Delivery of Student Learning Experience			X
IV. Support of the Student Experience	X		X
V. Educational Effectiveness Assessment	X		X
VI. Planning, Resources and Institutional Improvement		X	
VII. Governance, Leadership and Administration		X	

Intended Outcomes of the Self-Study

The intended outcomes of our Self-Study are to:

- Demonstrate how Immaculata University currently meets the Commission’s Standards of Accreditation and Requirements of Affiliation and verify institutional compliance with accreditation-relevant federal regulations. (Compliance)
- Focus on continuous improvement and quality assurance in the attainment of Immaculata’s mission, institutional priorities, and the goals of the 2022-2027 Strategic Plan. (Continuous Improvement)
- Engage the Immaculata community in a reflective, inclusive, and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the community. (Self-Appraisal)

- Use the Self-Study process to expand the knowledge, understanding, and participation of the broader university community in the life and vision of Immaculata. (Institutional Engagement)

Self-Study Approach

Immaculata University's Self-Study Report will be organized using the *Standards-Based Approach*, enabling Immaculata University to confirm its alignment with the seven standards of accreditation as well as the Requirements of Affiliation and compliance with federal regulations.

As we prepared for the current MSCHE Self-Study, Immaculata University was beginning development of a new five-year Strategic Plan. Based upon the implementation timeline of the new plan, we determined that a Standards-Based Approach would be most effective in addressing issues of importance to the University.

Organizational Structure of the Steering Committee and Work Groups

With the imminent approach of preparations for the MSCHE Self-Study reaccreditation process, the Vice President for Academic Affairs and Provost enlisted the support of the Dean for Academic Affairs and the Accreditation Liaison Officer in a conversation to review key steps in initiating the Self-Study process.

One of this group's first steps was to brainstorm possible individuals to serve as Co-Chairs of the Steering Committee and Self-Study process. Group members next sent these suggestions to the President and Executive Administration for review and approval. Once finalized, the Co-Chairs from the faculty became part of a five-member group, the Core Team, with the purpose of creating, supporting, and facilitating the processes, procedures, and activities of the Self-Study process.

Process for Selection of Steering Committee and Work Group Members

The Core Team began identifying individuals from the administration and faculty who demonstrated the leadership capacity, institutional commitment, and professional expertise to serve as members of the Steering Committee for each of the standards, along with individuals whose knowledge and skill would be vital to the smooth functioning of the work of the accreditation process (communication, data organization, research, and IT). The President and Executive Administration reviewed the recommendations, made some minor adjustments, and formally approved the design and membership of the Steering Committee. In addition, the President approached the Board of Trustees seeking volunteers, and two members offered their time, assistance, and expertise. Both Board members have strong academic backgrounds and involvement with accreditation processes. The President invited each member of the Steering Committee to serve, and all accepted the role.

At the first gathering of the Steering Committee, the Co-Chairs presented on the significance of each person's active engagement and voice during the process. The charge to the Steering Committee lists two types of engagement, one visionary and the other functional. The Core Team drew this distinction to highlight the importance of each voice and all voices in a visionary process while also clearly defining the functional duties of the Committee members.

The Co-Chairs also shared with the Steering Committee the role of the Work Groups, whose responsibility would be to respond to specific standards or manage key activities of the Self-Study process. In early January 2022, the Co-Chairs tasked Work Group Leads to provide names of administrators, staff, and faculty whom they considered potential Work Group members. To ensure that a broad representation of the campus would be included, knowing that individuals on campus might not be known to the Leads, they were also encouraged to provide a description of roles they might want included on the committee. A Google form was set up for the Leads to submit both names and position descriptions for the Work Groups' members.

Once the Google forms were completed, the Core Team collated and reviewed the Work Group profiles. The Core Team refined these profiles by eliminating duplications, providing additional candidates, and looking at the balance in Work Group membership by factors such as departmental representation, expertise, institutional knowledge, and faculty-administrator make-up. Once this was completed, the Core Team shared these lists with the President and Executive Administration. Through a process of review considering individuals' positions, knowledge, and familiarity with the institutional context of the standard, the President and Executive Administration refined the list. The Executive Administration confirmed the Work Group composition, and the Work Group profiles were shared with the Steering Committee.

The Co-Chairs encouraged each Work Group Lead to identify a person within the Work Group who would serve as the Collaborating Lead. One of the essential roles of the Collaborating Lead is to serve as a liaison from the Work Group.

Committee and Work Group Members

Listed in Table 4 are the members of the Steering Committee with their names and job titles. Table 5 includes the members of the Work Groups with names and job titles and/or other areas of responsibility at Immaculata University.

There are two key leadership roles for each Standard Work Group:

- The Work Group Lead is responsible for directing all activities of their Work Group. The Lead serves as a member of the Steering Committee. In this role, the Lead takes responsibility for meeting deadlines, verifying completion of tasks, and communicating between the Steering Committee and Work Group members on issues related to the Self-Study process.
- The Collaborating Lead serves as a supportive collaborator with the Lead, sharing input on processes and insights on the topics to be discussed within the Work Groups. The Collaborating Lead communicates with the supporting Work Groups (IT, Communication, Writing, and Evidence). Within the area of evidence, the Collaborating Lead works with Evidence Group Lead to obtain evidence to demonstrate compliance with the standard. Other tasks can be mutually shared as agreed upon with the Lead. The Collaborating Lead assumes responsibility for and leadership of the Work Group in the absence of the Lead. In addition, the Collaborating Lead serves to ensure continuity should there be any personnel changes.

The Lead and Collaborating Lead are highlighted in Table 5.

Table 4*Steering Committee Membership*

Co-Chairs	
Sister Judith Parsons	Professor of Philosophy
Dr. Kelly Stalker	Professor/Department Chair of Health, Nutrition and Exercise Sciences
Members	
Mr. Sergio Aclo	Manager of Online Learning
Ms. Mary Kate Boland	Dean of Academic Affairs
Sister Carol Anne Couchara	Professor of Education/Dissertation Support Manager
Ms. Janelle Cronmiller	Associate Dean of Students and Title IX Coordinator
Sister Ann Heath	Professor and Director of Higher Education, MSCHE ALO
Dr. Erin Kirschmann	Associate Professor of Psychology and Counseling
Dr. Patricia Knecht	Board of Trustees Member
Dr. Kelly Orlando	Professor of Biology
Ms. Cecelia Oswald	Director of Office of Institutional Research and Effectiveness
Dr. Marcia Parris	Dean of College of Graduate Studies
Dr. Josh Weikert	Associate Professor/Department Chair of Civic Engagement
Ms. Jane Wilson	Budget Director
Dr. Judith Witt	Board of Trustees Member
Consultants	
Ms. Lydia Szyjka	Director of Communications
Dr. Angela Tekely	Vice President for Academic Affairs/Provost

Table 5
Work Group Membership

Work Group 1: Standard I	
Sister Carol Anne Couchara	Lead of Work Group; Professor of Education/Dissertation Support Manager
Ms. Leah Bustraan	Collaborating Lead; Director of Student Teaching & Certification Officer
Dr. M.E. Jones	Professor of Applied Technology and Mathematics
Ms. Alexa Milano	Associate Director of Admissions
Mr. Tom Machamer	Assistant Director of Resident Life and Housing
Dr. David Martinson	Professor of Psychology and Counseling
Ms. Karen Matweychuk	Director of Alumni Relations
Ms. Jill Seacrist	Bursar
Work Group 2: Standard II	
Dr. Joshua Weikert	Lead of Work Group; Associate Professor/Department Chair Civic Engagement
Dr. Maria Cuddy-Casey	Collaborating Lead; Professor of Psychology and Counseling
Ms. Danielle Conway	Human Resource Generalist
Sister Susan Cronin	Professor of Biology
Mr. Jared Kane	Website Manager
Ms. Jenny Lindsay	Director of Resident Life and Housing
Ms. Dina Stern	Director of Financial Aid
Dr. Jane Tang	Professor of Nursing/Division Chair
Work Group 3: Standard III	
Dr. Kelly Orlando	Lead of Work Group; Professor of Biology
Dr. Dawn Kriebel	Collaborating Lead; Professor of Psychology and Counseling
Ms. Darcey Doyle	Director of Curriculum and Instruction
Dr. Kelly Doyle	Assistant Professor of Education

Dr. Mark Hammons	Assistant Dean, College of Graduate Studies
Ms. Elyssa Mulchy	Instructional Designer, Online Learning
Ms. Jennifer Peruso	Executive Director of Learning Support Services
Dr. Cristine Tansey	Assistant Professor/Assistant Director of Pre-licensure BSN Program
Work Group 4: Standard IV	
Dr. Marcia Parris	Lead of Work Group; Dean, College of Graduate Studies
Ms. Kate Kearney	Collaborating Lead; Executive Director of Center for Undergraduate Advising
Ms. Avery Turner	Registrar
Ms. Kathy Memmo	Associate Director of Center for Undergraduate Advising
Ms. Chrissy Rhine	Executive Director of Admissions
Ms. Sandra Rollison	Associate Dean, College of Graduate Studies
Ms. Zena Tracey	Adult Non-Traditional Admissions Counselor
Ms. Kathleen Womelsdorf	Assistant Director of Academic Compliance/Senior Women's Administrator
Dr. Luna Zhang	Professor of Chemistry
Work Group 5: Standard V	
Dr. Erin Kirschmann	Lead of Work Group; Associate Professor Psychology and Counseling
Dr. Laurie DiRosa	Collaborating Lead; Associate Professor of Health, Nutrition, and Exercise Science
Ms. Lisa D'Ortone	Learning Support Coordinator
Ms. Heidi Harrison	Director of Career and Professional Development
Sister Donna Kelley	Professor of Psychology and Counseling/Director of Psy.D. Program
Dr. Karen Miscavage	Assistant Professor of Education/Director of MA-EDL
Dr. Bobbijo Pinnelli	Associate Director of Academic Assessment
Ms. Lynn Rothenhoefer	Associate Dean of Students

Work Group 6: Standard VI	
Ms. Jane Wilson	Lead of Work Group; Budget Director
Dr. Elizabeth Faunce	Collaborating Lead; Professor of Business, Fashion and Leadership
Mr. Kevin Convery	Director of Facilities
Dr. Tom O'Brien	Director of Sponsored Research & Professor Emerita
Mr. Kerry Jones	Director of Capital Planning
Mr. Paul Murphy	Director of Athletics and Recreation
Dr. Bryan Steinberg	Chief Information Officer
Work Group 7: Standard VII	
Ms. Janelle Cronmiller	Lead of Work Group; Associate Dean of Students and Title IX Coordinator
Ms. Joanne Cristinzio	Collaborating Lead; Director of Finance/Controller
Sister Monica Acri	Assistant Professor of Psychology and Counseling
Ms. Peggy Behm	Board of Trustees Chair
Dr. Pam Hudson	Associate Professor of Nursing/Director of MSN Program
Dr. Jean Shingle	Dean of Undergraduate Academic Administration
Ms. Claudine Vita	Executive Director of Human Resources
Work Group 8: Writing Group	
Ms. Mary Kate Boland	Lead of Writing Group; Dean for Academic Affairs
Ms. Allison Duncan	Associate Director of Marketing and Communication
Ms. Kerri Rinaldi	Director of Writing Center
Work Group 9: Technology Group	
Mr. Sergio Aclo	Lead of Technology Group; Manager, Online Learning
Work Group 10: Evidence Group	
Ms. Cecelia Oswald	Lead of Evidence Group; Director of Office of Institutional Research and Effectiveness
Ms. Sue Ross	Finance and Business Operations Administrator

Work Group 11: Communication	
Ms. Lydia Szyjka	Lead of Communication Group; Director of Communications
Ms. Shannon Garland	Digital Content Specialist

Roles and Responsibilities

To ensure clarity and transparency around the way in which the decision-forming and the decision-making processes will take place, roles and responsibilities have been clearly defined and shared with those participating directly in the preparation of the Self-Study. The listing of charges captures these roles and responsibilities, providing an infrastructure for the effective management of processes and procedures as the work proceeds.

Charge of the Core Team

The Core Team provides overall guidance to the Self-Study process; each member plays an active role through the Steering Committee. Each member also serves as a liaison to one or more Standards Work Group(s), thus ensuring active lines of communication among the Work Groups, uniform messaging to all Work Groups, and supportive guidance to the Leads and Collaborating Leads. The Core Team prepares and updates timelines, assesses the need for educational support, serves as a resource for the Self-Study Co-Chairs, and helps ensure that Work Group Leads have needed information to effectively carry out their roles in responding to the mission, priorities, and standards.

Visionary Process

- Craft strategies, processes, and procedures to support the effective functioning of all aspects of the Self-Study development
- Suggest members of the Steering Committee to the Executive Administration
- Craft the Steering Committee and Work Group charges
- Recommend members of the Work Groups to the Executive Administration in consultation with the Steering Committee
- Recommend the Institutional Priorities to the Executive Administration in consultation with the Steering Committee
- Review and approve the Self-Study Design with support from the Steering Committee informed by the Work Groups
- Develop and execute a comprehensive communication plan to ensure the University community is engaged in the Self-Study process
- Refine the recommendations for improvement that will be included in the Self-Study Report in collaboration with the Steering Committee
- Share recommendations for improvement put forth by the Work Groups with the Executive Administration for consideration
- Finalize the Self-Study Report

Functional Process

- Complete the Self-Study Training
- Work with the ALO in preparing communications for the MSCHE Vice President Liaison, Dr. Terence Peavy
- Plan and organize site visits of the MSCHE Vice President Liaison, Team Chair, and Evaluation Team
- Schedule Steering Committee meetings and develop agendas for the meetings
- Develop Self-Study processes and ensure on-time delivery of work products by the Steering Committee and Work Groups
- Coordinate the review of the Self-Study Report with the University community
- Ensure compliance with the Requirements of Affiliation
- Edit the final Self-Study Report

Charge of Self-Study Co-Chairs

Self-Study Steering Committee chairpersons have the principal responsibility and expertise qualifying them to lead the Self-Study process from beginning to end. They serve as members of the Core Team and have principal responsibility in leading all the efforts directly related to the institutional self-assessment based on the mission, priorities, and standards. They fulfill this role through processes, leadership, and guidance when they:

Process

- Ensure a transparent and collaborative Self-Study process
- Assume principal responsibility for managing timelines, ensuring the Self-Study process meets all milestones on established timelines
- Prepare campus community for the reaccreditation team's visit by fulfilling the communication plan responsibilities
- Participate in organization of Self-Study visits
- Participate in drafting institutional response to Team Report

Leadership

- Serve as members of the Core Team
- Organize and lead Steering Committee meetings and cross-institution coordination and communication about Self-Study process and institutional accreditation
- Oversee the work of the Steering Committee through the Self-Study process

Guidance

- Provide suggestions for members of the Steering Committee and Work Groups
- Assist in developing Self-Study priorities
- Contribute to the development of Self-Study Design document
- Support all Steering Committee members in accomplishing their charges
- Support Work Group Leads
- Provide counsel and advice in resolution of conflicts
- Read, edit, synthesize Work Group reports and other documents in collaboration with Core Team to ensure a coherent Self-Study Design and a Self-Study Report that authentically represents input from institutional stakeholders
- Manage information requests
- Help identify gaps of process, policy, and the work collaboratively in communicating to stakeholders to reduce exposure and improve effectiveness

Charge of the Steering Committee

The Steering Committee integrates, oversees, and supports the activities and reflection emanating from the Work Groups. Through a reflective and collaborative process, members engage in thoughtful dialogue, analyze institutional evidence of compliance, and share considerations for innovations and improvement.

Visionary Process

- Acquire a deep knowledge of the Standards of Accreditation and their connections to the institutional priorities and the University's mission and Strategic Plan
- Collaborate in a reflective and analytical process for the development of an evidence-rich Self-Study Report
- Review and provide feedback on the Self-Study Design to ensure a critical analysis of institutional goals and priorities as well as compliance with MSCHE Standards, Requirements of Affiliation, and applicable federal regulatory requirements
- Facilitate an inclusive Self-Study process that will support institutional growth.
- Suggest members for the Work Groups
- Lead Work Groups using a structure that will support a strong relationship between the Steering Committee and each Work Group
- Support Work Groups by providing information and guidance for identifying critical issues, gathering appropriate evidence, and maintaining accountability for deliverables

Functional Process

- Ensure timetable with adequate milestones is implemented
- Ensure the Standards of Accreditation, Requirements of Affiliation, institutional priorities, and areas of compliance are addressed and met through the Self-Study Report in a way that does not duplicate effort
- Collect, review, and capture evidence-based insights from Work Groups that advance the growth of the institution
- Ensure a robust Evidence Inventory, identifying areas of overlap across Work Groups to eliminate inefficiencies and duplication of effort
- Review reports and drafts submitted by Work Groups, provide feedback, and assemble final documents into a cohesive and complete Self-Study Report
- Contribute to development and completion of Self-Study Report; ensure Self-Study Report, Evidence Inventory, and Verification of Compliance are completed and submitted on time
- Participate in site visits

Charge of Work Groups

Members of Work Groups serve as the principal agents in formulating the institutional response to each standard with attentiveness to the criteria, priorities, and associated requirements. The Groups are charged with gathering data, analysis of evidence, documentation of findings, and formulation of observations regarding strengths, quality improvement, and/or innovation. Each Work Group is facilitated by a Lead and assisted by a Collaborating Lead.

Visionary Process

- Review the criteria for their MSCHE Standard in light of mission and institutional priorities
- Incorporate consideration of the Institutional Priorities into the discussion of the Work Group

- Engage in respectful and insightful discussion and analysis of work of the University in the light of the MSCHE Standards, Institutional Priorities, and the University Strategic Plan
- Develop draft outline of Chapter highlights:
 - Emphasize Priorities
 - Link each element to existing evidence or determine what data needs to be gathered
 - Analyze existing evidence in light of the criteria of the standard
 - Develop a line of thought through which the work of the University can best be told in the Chapter responsive to the criteria of the standard and priorities
 - Associate programs, processes, and achievement that will best showcase the work of the University

Functional Process

- Identify existing evidence relevant to the assigned standard along with any gaps in evidence to demonstrate compliance with the assigned standard
- Identify community groups who can contribute evidence related to the standard and coordinate meetings through the Steering Committee
- Hold meetings with Work Group members and report on the progress at Steering Committee meetings
- Oversee the development and writing of the Work Group Report
- Submit Reports in accord with Timeline

Summary

The charges make clear that the Steering Committee and Work Groups have a strong working relationship. The meetings of the Steering Committee enable interactions across Work Groups, ensuring an open dialogue to identify common areas of inquiry and to reduce undue duplication of effort. The roles of the Lead, Collaborating Lead, and the Core Team provide ongoing support to Work Groups to help them in the evaluation and assessment of standards and priorities.

Through training provided at the Steering Committee meetings and through the affiliation of a member of the Core Team with each Work Group, expectations for inclusion and analysis of various types of data related to compliance with the Standards for Accreditation and/or Requirements of Affiliation will be achieved. The Evidence section of the Self-Study Design addresses the specifics of evidence gathering. In brief, each Work Group submits requests to the Evidence Group via a Google Form. These requests are reviewed, clarified, and coded consistent with an overall organizational plan for the evidence warehouse. The Evidence Group then turns these requests into action items, gathers evidence, stores it in the evidence warehouse, and makes it available to the Work Groups. The Work Groups are then charged to examine the evidence in light of the criteria being reviewed.

The charges also make clear that the Core Team has responsibility to develop Self-Study processes and ensure on-time delivery of work products by the Steering Committee and Work Groups. This is accomplished through the weekly meetings of the Core Team. The Co-Chairs communicate updates and requirements to the Leads of the Work Groups. Steering Committee meetings are scheduled via the Provost's office who considers faculty rosters and other major University functions in planning so that members can be present either in person or virtually. The Leads plan Work Group meetings. The key performance timeline is updated and shared with the Steering Committee regularly. This document is also posted in IU's Moodle hub for the MSCHE Self-Study.

Lines of Inquiry

The lines of inquiry were developed through an iterative process. The Core Team provided recommendations, developed through an examination of questions posed by other institutions and the criteria of each MSCHE Standard, as samples to the Work Group Leads of the Standards Group. The Work Groups reviewed the suggested lines, making updates, edits, and adjustments to respond to the standards' criteria and their institutional sense. The Core Team reviewed these and made additional suggestions; at the Steering Committee meeting all members participated in an exercise of providing input and suggestions.

Once the Executive Administration had approved the Institutional Priorities in light of the emerging Strategic Plan, these were provided to the Steering Committee. The Work Groups again revisited the lines of inquiry to ensure that the specific priorities being addressed within their standards would be reflected through the questions. After this review, the revised lines were again submitted to the Core Team, who did an additional analysis of the lines, ensuring a uniformity of approach, adequate coverage of each criterion, and infusion of the priorities. These finalized lines were distributed to the Steering Committee for final approval.

Standard I: Mission and Goals

1. How do the mission and goals of Immaculata clearly define and inform the faculty, administration, staff, and governing structures in making decisions related to the operation and planning?
2. How effectively are the mission and Institutional Goals communicated and publicized to internal and external constituencies?
3. To what extent have institutional periodic evaluation, self-reflection, growth, and vision supported Immaculata in maintaining realistic goals consistent with its mission and appropriate to higher education?
4. In what ways does Immaculata demonstrate that its goals are realistic and appropriate to an institution of higher education?
5. What evidence demonstrates that Immaculata participates in a collaborative, reflective practice to ensure that its mission and goals are relevant and achievable?
6. How are the mission and goals of the institution expressed through the Institutional Priorities?

Standard II: Ethics and Integrity

1. In what ways does the University demonstrate its commitment to periodic assessment of ethics and integrity thus ensuring an environment of academic and intellectual freedoms, the avoidance of conflict interest, honesty and truthfulness in its communications and practices to internal and external audiences, and maintenance of policies, practices and processes that are fair and equitable and respectful of its diverse constituents?
2. To what degree does the University demonstrate and foster respect among students, faculty, staff, and administration from diverse backgrounds, with diverse ideas and perspectives? How does the institution respond to the emerging shifts in demographic profiles to provide a welcoming and supportive environment consistent with its mission?
3. How does the institution apply its grievance policy, ensuring that complaints or grievances raised by students, faculty, or staff are addressed fairly, equitably, and promptly?
4. What processes and practices ensure fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees?

5. As appropriate to its mission, services, programs, how effectively does the institution promote affordability and accessibility, full disclosure of information on institutional assessment, and institutional compliance of all applicable mandated guidelines? To what degree do these facilitate student understanding of funding sources and options, value received for cost, and methods to make informed decisions about incurring debt?

Standard III: Design and Delivery of the Student Learning Experience

1. In what ways does the institution demonstrate that all its programs foster a coherent student learning experience, promoting a synthesis of learning within an innovative teaching and learning environment?
2. How does the University ensure and support student learning experiences that are designed, delivered, and assessed by qualified faculty and academic staff?
3. How does the University communicate information about academic offerings, requirements, academic progress, and resources so that students can make informed decisions?
4. What learning opportunities and resources are available to support both the institution's programs of study and students' academic progress? How is the institution responsive to articulated needs from diverse populations to ensure inclusion and student success?
5. In what ways does Immaculata University's undergraduate core curriculum foster students' essential skills, growth, development, and innovative thinking across disciplines for preparation in an ever-changing and diverse society?
6. To what extent are qualified faculty providing graduate students opportunities for the development of research, scholarship, and independent thinking?

Standard IV: Support of the Student Learning Experience

1. In what ways does the institution provide policies and procedures to facilitate student success, including consideration of costs, college preparation and/or readiness, academic and student life services, goals and timeline, and clarity on pathways to completion? How are these assessed and modified to be responsive to diversity, inclusion and equity across all populations?
2. How are policies and procedures related to transfer credit, credit for prior learning, alternative learning approaches, and security of student records effectively implemented?
3. How effective are the athletic, student life, and other extracurricular activities in supporting a vibrant student experience? To what extent are these regulated and assessed by equivalent academic, fiscal, and administrative processes and procedures that govern all other programs?

Standard V: Educational Effectiveness Assessment

1. To what degree is the execution and assessment of educational goals consistent within program/degree levels?
2. Across departments/divisions/colleges, to what degree are systematic assessments used to demonstrate achievement of clearly-stated educational goals that support the mission?
3. To what extent are assessment results used to further innovative teaching and learning environments and how is this demonstrated, reviewed, and shared?
4. In what ways does the institution conduct periodic assessment of its educational effectiveness assessment processes?

Standard VI: Planning, Resources, and Institutional Improvement

1. To what extent are institutional (institution wide and individual unit level) objectives clearly stated, assessed, and operationalized to reflect linkage to mission and goal achievement, and used for planning and resource allocation?
2. How does assessment of effectiveness of planning, resource allocation, institutional renewal processes and financial viability contribute to long-term sustainability consistent with the University mission, goals, and institutional priorities?
3. How does the institution show that resources-fiscal, human, physical and technical-provide adequate support to its operations in the fulfillment of mission and goals?
4. In what ways does the University manifest a well-defined decision-making process, clear assignment of responsibility and accountability, and communication and assessment of its planning and improvement processes that provide for constituent participation?
5. To what extent does IU align the Strategic Plan and budgeting process with the mission, goals, and strategic objectives of both the institution and units?

Standard VII: Governance, Leadership, and Administration

1. How does the institution evaluate and provide evidence that its governance structure clearly displays roles, responsibilities, and accountability for decision-making by all constituencies, including the University's Board of Trustees, administration, faculty, staff, and students?
2. How does the institution evaluate and provide evidence that the administrative structure and leadership positions engage with faculty, students, and staff to advance the institution's goals and objectives and embrace change to maintain an environment that fosters informed decision-making and student success?
3. To what degree does the institution review and demonstrate how the administrative structure and leadership positions ensure the effective functioning of the institution responsive to the higher education landscape through its mission, meeting strategic goals, assuming fiduciary responsibility, ensuring stability and viability of degree programs, implementing University policy, and effective planning?
4. In what manner does the institution evaluate and demonstrate how University leadership is provided the necessary resources, such as time, assistance, and technology, to perform their duties and assess efficiency and effectiveness of their areas?
5. To what extent does the University analyze and document regular assessment of the effectiveness of its governance, leadership, and administration?
6. What evidence ensures the President possesses appropriate credentials and professional experiences consistent with the mission and has the authority and autonomy to guide the institution toward attaining the University's goals and objectives?

Guidelines for Reporting

The Self-Study timeline, found later in this document, was developed by the Core Team and shared with the Steering Committee and Work Groups. This timeline includes the deliverable dates for Steering Committee and Work Group tasks, including development of the lines of inquiry, drafts, and final reports. It is the responsibility of the Work Group Leads to schedule meetings so as to adhere to the deliverable dates indicated on the timeline. Additionally, a reporting template has been developed for use by the groups as they begin answering their lines of inquiry and developing their chapters. Work Group Leads regularly report on group progress at Steering Committee meetings. To assist with communication between the Core Team and the Work Group Leads, a Core Team member is assigned to each Work Group to

serve in a liaison role. The Core Team member works with the Work Group Lead between Steering Committee meetings to deliver updates, answer questions, and attend Work Group meetings when available.

Immaculata University utilizes the Moodle Learning Management System for organization of Steering Committee and Work Group materials. Steering Committee minutes and associated accreditation documentation are located in the Steering Committee folder on Moodle. Each Standard Work Group has a designated folder in Moodle. Within the folder, the Work Group stores notes, minutes, completed documents, and links to working documents and group activities.

The initial draft of the Self-Study Design was completed on April 1, 2022, and reviewed by the Core Team on April 4, 2022. Additional edits were made and reviewed again by the Core Team on April 26, 2022. The Writing Group edited the document, and the Core Team reviewed it once again. The final draft of the Self-Study Design was submitted to the Executive Administration on May 20, 2022. The final draft of the Self-Study Design will be submitted to the Middle States Commission on Higher Education by May 26, 2022.

The Writing Group, in collaboration with the Core Team, developed a Google Doc reporting template for use by each Standard Work Group. Work Groups will submit reports to the Steering Committee using this template (see Appendix A).

Organization of the Final Self-Study Report

Immaculata University's Self-Study Report will be organized in chapters by MSCHE's Standards of Accreditation. The Requirements of Affiliation will be embedded within the relevant standards chapters. A complete list of Self-Study chapters is below. Within each chapter, the standard's lines of inquiry will be addressed with data presented to support the criteria for each standard. Cross-references to referenced material in other sections of the report and location within the Evidence Inventory will be included. Each chapter will conclude with a summary of strengths, challenges, and opportunities.

Self-Study Report Outline

1. **Introduction:** A summary of the institutional history, profile, and an institutional priority rationale. Also included is a description of the Self-Study approach and chapter organization.
2. **Standard I: Mission and Goals**
 - a. Lines of Inquiry Discussion
 - b. Requirements of Affiliation Included: 7, 8, 10
3. **Standard II: Ethics and Integrity**
 - a. Lines of Inquiry Discussion
 - b. Requirements of Affiliation Included: 1, 5, 6, 8, 14
4. **Standard III: Design and Delivery of the Student Learning Experience**
 - a. Lines of Inquiry Discussion
 - b. Requirements of Affiliation Included: 9, 10, 11, 15
5. **Standard IV: Support of the Student Experience**
 - a. Lines of Inquiry Discussion
 - b. Requirements of Affiliation Included: 3, 4, 8, 9, 10, 11, 15
6. **Standard V: Educational Effectiveness Assessment**

- a. Lines of Inquiry Discussion
- b. Requirements of Affiliation Included: 8, 9, 10
- 7. Standard VI: Planning, Resources, and Institutional Improvement**
 - a. Lines of Inquiry Discussion
 - b. Requirements of Affiliation Included: 8, 10, 14
- 8. Standard VII: Governance, Leadership, and Administration**
 - a. Lines of Inquiry Discussion
 - b. Requirements of Affiliation Included: 2, 7, 12, 13
- 9. Conclusion:** A summary of the Self-Study conclusions and self-identified opportunities. This includes preliminary plans for institutional opportunities and an explanation of how the Self-Study process assisted with continuous improvement and innovation.

Guidelines for Self-Study Narrative

The following guidelines have been developed by the Writing Group to assist with the formatting of all sections of the Self-Study Design and Report. These guidelines are shared with the Core Team, Steering Committee, and Work Group members to guide the writing throughout the process.

Document Parameters

- Document Type: MS Word
- Font: Arial, 11 point, black
- Margins: 1 inch all around; Header/Footer margins should be ½ inch
 - Page numbers: bottom right corner
 - Header/Footer - Arial, 10 point
- References format: As needed, use (APA) format for all in-text citations.
- Spacing: single-spaced with one space between sentences. Double-space between paragraphs with no indentation at start of paragraph
- Text justification: Left justified
- Tables and Figures: Numbering convention will be structured by chapters (e.g., second table in chapter 3 would be Table 3.2; first table from chapter 6 would be Table 6. Figures, if used, would work similarly).

General Capitalization Rules

- **Always capitalize** the following:
 - College names when referencing specific IU college or colleges (e.g., College of Graduate Studies)
 - Degree names - when listing full terms (Bachelor of Arts, Master of Science, etc.)
 - Department/Division names (Arts, Languages and Letters Department, Education Division)
 - Document/Self-Study specific roles and content (e.g., Steering Committee, Standard [#] Work Group, Core Team, Evidence Work Group, etc.)
 - Institutional documents (Undergraduate Catalog, Strategic Plan, etc.)
 - Institutional standing committees, as represented on annual committee lists (e.g., Graduate Academic Policy, Academic Personnel, Student Life and Development, etc.)
 - Titles - specific (Dean for College of Undergraduate Studies)
 - University (when specifically referencing Immaculata)

- **Do not capitalize** the following:
 - Academic terms (fall, winter, spring, summer)
 - Degree names - when referenced partially (associate, bachelor's, master's, doctoral)
 - Discipline names that are not proper nouns - e.g., history, biology, nursing, etc. (English would be the exception as it is a proper noun.)
 - General college, department/division, or university references (e.g., "all colleges support...", "academic departments must...", "university-level expectations...." etc.)
 - General title usage (e.g., deans, chairs, directors, etc.)

Style Guidelines

- Comma usage: Employ the Oxford comma (comma before "and") in any series.
- Formality: Do not use contractions. Refer to positions, not individual names. Write in third person.
- Voice: Use the active voice as often as possible.

Compliance Strategy for Applicable Federal Regulatory Requirements

The Dean for Academic Affairs will oversee and confirm that the Requirements of Affiliation (ROA) are sufficiently evidenced throughout the document. Documentation for the ROA will be evidenced in the standard chapters most relevant to the ROA in question. When the initial chapter drafts are submitted for review, the Dean will confirm each standard provides sufficient evidence to support Immaculata's compliance with the related ROA.

In addition, a final version of the table below will provide a quick inventory for site visitors as to the chapter and specific evidence items that verify institutional compliance. The current iteration of this table provides a high-level overview of each ROA, the standard(s) in which it is evidenced, and a list of preliminary, key evidence sources that demonstrate compliance.

Table 6

Requirements of Affiliation Aligned with Standards and Evidence

Requirements of Affiliation	Related Standard(s)	Preliminary Evidence Inventory
<p>1. The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency within the Middle States region as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates. Institutions that offer only postsecondary certificates, diplomas, or licenses are not eligible for accreditation by the Middle States Commission on Higher Education.</p>	Std II	<ul style="list-style-type: none"> ● IU Charter ● PDE Letters ● IU Policy Manual -IUPM (Volume I)
<p>2. The institution is operational, with students actively enrolled in its degree programs.</p>	Std VII	<ul style="list-style-type: none"> ● Enrollment Profile Data (IPEDS) ● Annual Fact Book

Requirements of Affiliation	Related Standard(s)	Preliminary Evidence Inventory
3. For institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the evaluation team visit for initial accreditation takes place, unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate that students have achieved appropriate learning outcomes.	Std IV	N/A
4. The institution's representatives communicate with the Commission in English, both orally and in writing.	Std IV	<ul style="list-style-type: none"> ● MSCHE substantive change ● PRR reports ● MSCHE letter responses
5. The institution complies with all applicable government (usually Federal and state) laws and regulations.	Std II	<ul style="list-style-type: none"> ● HEOA Webpage ● Financial Audits ● NC-SARA Reports ● Campus Safety Annual Reports
6. The institution complies with applicable Commission, interregional, and inter-institutional policies. These policies can be viewed on the Commission website, www.msche.org .	Std II	<ul style="list-style-type: none"> ● HEOA Page ● IUPM ● Financial Audits ● NC-SARA Reports ● Campus Safety Annual Reports
7. The institution has a mission statement and related goals, approved by its governing board, that defines its purposes within the context of higher education	Std I Std VII	<ul style="list-style-type: none"> ● IU Mission ● Strategic Plan ● Mission and Ministry Committee minutes

Requirements of Affiliation	Related Standard(s)	Preliminary Evidence Inventory
<p>8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.</p>	<p>Std I Std IV Std V Std VI Std II</p>	<ul style="list-style-type: none"> ● Annual Plan EOYA ● Pass Rates for Credentialing Exams ● Annual SLO Assessment and 5 Year Program Reviews (Academic Assessment Hub - Moodle) ● Programmatic Accreditation ● Reports and required publication of data on IU website ● Course Evaluations ● Student Graduation Surveys
<p>9. The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.</p>	<p>Std III Std IV Std V</p>	<ul style="list-style-type: none"> ● Program Proposals/Approvals ● Annual SLO Assessment and 5 Year Program Reviews (Academic Assessment Hub - Moodle) ● Annual Reports for new programs
<p>10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.</p>	<p>Std I Std III Std IV Std V Std VI</p>	<ul style="list-style-type: none"> ● Annual SLO Assessment and 5 Year Program Reviews (Academic Assessment Hub - Moodle) ● IRPE Office Data

Requirements of Affiliation	Related Standard(s)	Preliminary Evidence Inventory
<p>11. The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.</p>	<p>Std VI Std VII</p>	<ul style="list-style-type: none"> ● Strategic Planning and Budget, Executive Administration, BOT Minutes ● Financial Audits
<p>12. The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution's governing body is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being accomplished.</p>	<p>Std VII</p>	<ul style="list-style-type: none"> ● IUPM, Volume I ● IU Website
<p>13. A majority of the institution's governing body's members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution's district/system or other chief executive officer shall not serve as the chair of the governing body.</p>	<p>Std VII</p>	<ul style="list-style-type: none"> ● IUPM, Volume I ● BOT Charter ● BOT Membership lists (2013-14 through 2023-24 academic years)

Requirements of Affiliation	Related Standard(s)	Preliminary Evidence Inventory
<p>14. The institution and its governing body/bodies make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities.</p>	<p>Std II Std VI</p>	<ul style="list-style-type: none"> • IU Website (accreditation pages) • Communications from programmatic accreditors (ACBSP, ACEND, APA, CAATE, CCNE, NASM) and programmatic approving bodies (AMTA, CFP)
<p>15. The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution’s educational programs.</p>	<p>Std III Std VI</p>	<ul style="list-style-type: none"> • IU Annual Common Data Set (IRPE webpage)

Self-Study Timetable and Communication Plan

Immaculata University has created a high-level timeline for the Self-Study process as well as an associated communications plan to ensure that all stakeholders are engaged in the process. The audience below identified as the “Campus Community” reflects these stakeholders: students, faculty, staff, and administrators. Campus engagement will include focus groups, surveys, and open meetings. Other opportunities for input will unfold organically throughout the Self-Study process to ensure that all constituencies may participate. The communication method and its effectiveness will continue to be assessed to ensure that the audiences are engaged throughout the process.

Table 7
Self-Study Timeline and Communication Plan

Timeframe	Activity/Task	Audience	Method
<p>8/26/2021</p>	<p>Co-Chairs announced</p>	<p>Campus Community, Board of Trustees</p>	<p>Electronic letter sent via email from President Lettiere</p>

Timeframe	Activity/Task	Audience	Method
10/1/2021	Participation in MSCHE Self-Study Institute	Individuals identified by the Executive Administration	Participation via MSCHE Portal, individuals notified by their Vice Presidents.
11/20/2021	Members of the Steering Committee announced	Campus Community, Board of Trustees	Electronic letter sent via email from President Lettiere
12/1/2021	First Meeting of Steering Committee/Overview of process	Steering Committee	Face to Face meeting and ability to meet via MS Teams
1/14/2022	MSCHE-IU Meeting with Dr. Terence Peavy	IU's MSCHE Core Team	Virtual Meeting
2/3/2022	Invitation to serve on Work Group	Selected individuals	Electronic letter sent via email from President Lettiere
2/10/2022	Second Steering Committee Meeting - Discussion about Work Groups' first meetings and about Institutional Priorities	Steering Committee	Face to Face meeting and ability to meet via MS Teams
2/14/2022	Work Groups formed	Notification to individuals serving on the Work Groups	Electronic letter sent via email from President Lettiere
2/15/2022	Work Groups prepare to meet for first time	Work Group Leads and group members	Meeting with groups in person or virtually
2/16/2022	Institutional Priorities approved by Executive Administration	Executive Administration	Meeting and discussion at Executive Administration meeting
3/7/2022	Finalize the Outcomes for the Self-Study	IU's MSCHE Core Team	Meeting to finalize
3/17/2022	Third Steering Committee Meeting - Outcomes, Priorities,	Steering Committee	Face to Face meeting and ability to meet via MS Teams

Timeframe	Activity/Task	Audience	Method
	Lines of Inquiry, Evidence Inventory		
3/17/2022	Website shared with Faculty	Faculty	Faculty Meeting Presentation
3/17/2022	Website goes live/Virtual Launch of Middle States Self-Study	Campus Community, Board of Trustees	Email, website, video
4/4/2022	Lines of Inquiry Approved	IU's MSCHE Core Team	Shared with Work Group Leads through conversations
4/22/2022	Fourth Steering Committee Meeting - Team Profile/Aspirant Institutions. Updates: Self-Study Design (SSD) & Reporting Template	Steering Committee	Face to Face meeting and ability to meet via MS Teams
5/7/2022	Notification to campus stakeholders regarding MSCHE Liaison June 9th visit	Board of Trustees member, Faculty, Staff and Students	Electronic letter sent via email from President Lettiere; announcement also posted in Dome Digest (a campus-wide weekly email)
5/9/2022	Writing Group Deadline SSD - Part I	MSCHE Work Group Leads	Submission of draft via report template
5/9/2022	Core Group Review SSD Document - Part I	IU's MSCHE Core Team	Update document via Google Document
5/18/2022	Writing Group Deadline SSD Design - Part II	MSCHE Work Group Leads	Submission of draft via report template

Timeframe	Activity/Task	Audience	Method
5/19/2022	Fifth Steering Committee Meeting - Discussed status of SSD and June 9 Virtual Visit	Steering Committee	Face to Face meeting and ability to meet via MS Teams
5/20/2022	Core Group Review Document - Part II/Finalize	IU's MSCHE Core Team	Update document via Google Document
5/20/2022	SSD Draft to President/Executive Administration Team	President, Executive Administration, Steering Committee	Email
5/20 - 5/25/2022	Finalize edits to SSD Draft	IU's MSCHE Core Team; Writing Group	Update document via Google Document
5/26/2022	SSD Draft Submission to MSCHE Liaison	Sister Ann Heath, MSCHE ALO	Email
6/8/2022	Sixth Meeting Steering Committee	Steering Committee	Face to Face meeting and ability to meet via MS Teams
6/9/2022	Self-Study Prep Visit with Dr. Terence Peavy	Campus Community, Board of Trustees	Virtual Meetings
Summer 2022	Revisions to SSD per Dr. Terence Peavy	IU's MSCHE Core Team	Via Email
Summer 2022	Timeline for Standards Work Groups	MSCHE Work Group Leads	Discussion via Steering Committee meeting
7/21/2022	Seventh Meeting Steering Committee	Steering Committee	Face to Face meeting and ability to meet via MS Teams
8/23/2022	Eighth Meeting Steering Committee	Steering Committee	Face to Face meeting and ability to meet via MS Teams
September 2022 - April 2024	Monthly Meetings Steering Committee	Steering Committee	Face to Face meeting and ability to meet via MS Teams

Timeframe	Activity/Task	Audience	Method
September 2022	SSD Approved and Posted	IU's MSCHE Core Team	IU's MSCHE Website
Fall 2022	Sharing of progress with IU community	IU Stakeholders	Email and Update to the MSCHE website
September 2022	Directions for Chapter submissions to Steering Committee	Steering Committee	Email to Steering Committee
October 2022	Deadline I Work Groups	MSCHE Work Group Leads	Update document via Google Document
November 2022	Feedback Deadline I Work Groups for Core Committee	IU's MSCHE Core Team	Update document via Google Document
December 2022	Deadline II Work Groups	MSCHE Work Group Leads	Update document via Google Document
January 2023	Feedback Deadline II Work Groups for Core Committee	IU's MSCHE Core Team	Update document via Google Document
Spring 2023	Complete first draft of Self Study Report	Steering Committee; Core Team	Update document via Google Document
	Sharing of progress with IU community	IU Stakeholders	Email and Update to the MSCHE website
	MSCHE chair chosen; visit dates confirmed; approved SSD sent to Team Chair	IU's MSCHE Core Team	Dates published to MSCHE website
January 2023	Deadline III Work Groups	MSCHE Work Group Leads	Update document via Google Document
February 2023	Feedback Deadline III Work Groups for Core Committee	IU's MSCHE Core Team	Update document via Google Document
April 2023	Deadline IV Work Groups	MSCHE Work Group Leads	Update document via Google Document

Timeframe	Activity/Task	Audience	Method
May 2023	Feedback Deadline IV Work Groups for Core Team	IU's MSCHE Core Team	Update document via Google Document
Summer 2023	Self-Study Report Revisions	IU's MSCHE Core Team	Update document via Google Document
August 2023	Steering Committee Group Reviews SSD	Steering Committee	Update document via Google Document
Fall 2023	Work Groups finalize Self-Study Report	Work Group Leads and group members	Update document via Google Document
	Sharing of progress with IU community	IU Stakeholders	Email and Update to the MSCHE website
August - September 2023	Executive Administration and Board Review SS and make comment	Executive Administration and Board of Trustees	Electronic letter sent via email from President Lettiere
early October 2023	SS complete revisions	IU's MSCHE Core Team	Update document via Google Document
mid-October 2023	IU sends SS to Team Chair	Sister Ann Heath, MSCHE ALO	Via Email
November 2023	Team Chair Visit	TBD	TBD
Winter 2024	Revisions to SS report and sharing with IU community	IU Stakeholders	Email and Update to the MSCHE website
Spring 2024	Sharing of progress with IU community	IU Stakeholders	Email and Update to the MSCHE website
	Communicate information about Self-Study Visit	IU Stakeholders	TBD
6 weeks prior to Team Visit	SS must be posted for SS Team	Sister Ann Heath, MSCHE ALO	MSCHE Portal

Timeframe	Activity/Task	Audience	Method
April 2024	Team Visit	IU Stakeholders	TBD
Weekly meetings	IU's MSCHE Core Group	IU's MSCHE Core Team	Discussions with Steering Committee and Executive Administration
June – November 2024	MSCHE Commission meets to determine action	IU Stakeholders	TBD
Ongoing	Board of Trustees Updates on MSCHE Self-Study progress	Angela Tekely, Judy Witt, Patty Knecht	During scheduled Board of Trustees Meeting
	Faculty Updates on MSCHE Self-Study progress	MSCHE Co-Chairs: Kelly Stalker and Sister Judith Parsons	During scheduled Faculty Meeting
	Campus engaged with Work Groups	Work Group Leads, group members and stakeholders	As determined by Work Group Leads

Evaluation Team Profile

Immaculata University seeks the following characteristics and expertise in our evaluation team:

Team Chair

The Team Chair should be from a private, faith-based institution with a familiarity with distance education and off-site education; undergraduate liberal arts and professional programs, particularly in nursing and health care; professional graduate programs; enrollment sensitivity for an institution with Immaculata's profile and in a competitive marketplace; and financial resourcing awareness and fiscal management insight for a highly tuition-dependent institution.

Team Members

Ideally, team members would come from institutions with a similar profile to Immaculata (private and/or religiously affiliated institution) and would represent expertise from among the following: familiarity with distance education and off-site education; robust partnership and programmatic accreditation; undergraduate liberal arts and professional programs particularly in nursing and health care; professional graduate programs; and enrollment sensitivity for tuition-driven institutions in a highly competitive market.

Peer, Aspirant, and Conflict of Interest (Conflicting) Institutions

In determining peer and aspirant institutions, Immaculata examined the enrollment of undergraduate students, undergraduate graduation rate, operating revenue, and their endowments. Additionally, schools were selected that included graduate programs, approved distance learning offerings, and a focus on health care-related fields.

Conflicting institutions include schools with which Immaculata University has partnerships, competing enrollments, schools within the same athletic conference, and potential professional conflicts.

For reference, the following table lists our official peer and aspirant institutions, as well as those with which we share significant application overlap.

Table 8
Peer, Aspirant, Conflicting Institutions

PEER	ASPIRANT	CONFLICTING
Caldwell University Carlow University Felician University Hood College Mt. St. Mary College (NY) Waynesburg University Geneva College	Elizabethtown College Iona College Kings College Le Moyne College Mercyhurst University Nazareth College of Rochester St. Bonaventure University The College of St. Rose Wagner College	Albright College Alvernia University Arcadia University Cabrini University Cedar Crest College Centenary College Chestnut Hill College Delaware Valley College DeSales University Georgian Court University Gwynedd-Mercy University Holy Family University Jefferson University Johns Hopkins University Marymount University Neumann University Penn State University - Great Valley Philadelphia University Philadelphia College of Osteopathic Medicine La Salle University PA College of Health Sciences St. Joseph's University (PA) West Chester University Rosemont College Salus University Temple University Trinity University Washington, D.C. Widener University Wilmington University

Evidence Inventory Strategy

The MSCHE Hub in Moodle will be the platform for organizing and sharing the Evidence Inventory. Oversight of evidence collection, organization, and storage is the responsibility of the Evidence Inventory Work Group (Evidence Group), chaired by the Director of Institutional Research and Effectiveness.

Recognizing the importance of access to and use of consistent versions of evidence documents throughout the Self-Study, an evidence organization system was implemented as part of the Self-Study Design. The Evidence Group established a category-based numbering system for evidence documents. This numbering system is posted within the MSCHE Self-Study Moodle Hub in an “Evidence Inventory” folder and is summarized in Figure 1. Each piece of collected evidence to assist with writing the Self-Study document or that is required as evidence to support the Self-Study is assigned a unique number using this organization system. Document dates are recorded as part of this process.

Evidence Numbering

Evidence is organized into ten categories. The categories are aligned with Immaculata University’s six administrative divisions, with the Division of Student Engagement and Undergraduate Admissions divided into two separate categories for ease of document reference. Three additional categories were added: governance, assessment, and “other” documents. Each overall evidence category is further subdivided by topic. The Evidence Work Group recognizes that additional topical areas may arise as the Self-Study progresses; thus, each organizational category has room to expand using the “reserved” numbering in each category. The evidence numbering system provides organization for documents but also enables the Standards-based Work Groups to review all evidence collected on a topical basis.

Master Evidence Inventory List

The Evidence Inventory Work Group will maintain and update a Master Evidence Inventory List, which is a Google Sheets spreadsheet, accessible from the MSCHE Self-Study Hub or by web link. The Master Evidence Inventory List includes the following information for each document collected: (1) Evidence Number, (2) Evidence Category, (3) Title of Document, (4) Document Date or Download Date (if static copy of a webpage), (5) Source of Document (website, staff name, file path), and (6) Upload Status. The Master Evidence list is sortable and filterable for all MSCHE team members, but write-access to this document is limited to the Evidence Work Group.

Accessing the Evidence

All files in the Evidence Inventory will be provided in PDF format, with the possible exception of a small number of Excel-based data files intended for data analysis. Evidence files will be named with a consistent file convention of “Evidence Number – Title.pdf” (e.g., E1 – Immaculata University Eight Point Strategic Plan: 2017-2022). PDF files will be uploaded to the MSCHE Self-Study Hub into their respective organizational category, as shown in Figure 1.

Figure 1

Location of Evidence Inventory in MSCHE Moodle Hub.



Initial Evidence Conversations and Collection (Ongoing)

Each of the Standards Work Group Leads met with the Evidence Group for an initial brainstorming session to discuss possible institutional resources available on their respective standard. Using a separate Google sheet per standard, each Standards Work Group then provided an initial list of desired documents for the Evidence Group to collect and post in the MSCHE Hub. The Core Team, Work Group members and Evidence Group members have access to this shared standards-based evidence request list (Figure 2).

As the Evidence Group locates and uploads the requested documents, the document number and collection/posting status is updated in the Google sheet. The sheet also provides a comment section for additional dialog between the Standard Work Group and Evidence Work Groups, for example to ask follow-up questions. Appendix B provides an initial list of evidence submitted by each Standard Work Group. The initial list is unduplicated and organized by category, as evidence was duplicated throughout the Work Group requests.

Figure 2

Example of Work Group Evidence Request Google Sheet

	A	B	C	D	E
1	Evidence Document or Needed Item	Working Group Notes	Evidence Group Notes	Evidence Number in MSCHE HUB	Date of Request
2	Example: Undergraduate Course Catalog		posted 2021-2022 catalog	E2000	Initial batch
3					
4					
5					

Work Group Evidence and Document Workflow

As each Work Group progresses through the Self-Study process, it is anticipated that additional evidence collection will be identified and requested. The Work Group will use their respective standard's Google sheet to add additional evidence requests for the Evidence Group.

The Evidence Group meets weekly to review each standards-based evidence Google sheet to determine if there are new requests and to confirm the past week's progress on outstanding items. In addition to collecting and categorizing existing documents, the Evidence Group will collect survey-based data and/or conduct focus groups, depending on the needs of the Work Groups.

Appendix A: Standard Work Group Reporting Template

Immaculata University 2022-2024 MSCHE Self-Study

Standard #: Standard Name

Work Group Report

Will create separate "template" for each standard and prefill Criteria, LOI, alignments

Report submitted to Core Team: DATE

Sections A - D will be included in both interim reports and final report submission; sections E-G are used, as needed, for interim reports to identify areas requiring additional attention, clarification, support, and/or data.

Standard Criteria - Lines of Inquiry

Template will include the Work Group's MSCHE standard criteria/lines of inquiry

Standard alignment with Institutional Priorities

Include charts of alignment between Standard/IP/Mission

A. Work Group Process: Emerging Topics/Topics for Further Investigation

Documentation of Work Group's collaboration with Evidence Group, documentation (where appropriate) of Verification of Compliance elements, and any collaborative discussions needed - among work groups, with other steering committee members or supporting groups - to avoid duplication. Identify which members of the Work Group are responsible for investigating the identified issues.

B. Collaboration, Connections and Evidence Inventory Approach

Overview of the Work Group's collaborations with those refining the Evidence Inventory and, where applicable, Verification of Compliance process, and a list of documentation to be included in the Evidence Inventory. In addition, a description of collaborative discussions with members of other work groups and, where needed, strategies for avoiding undue duplication. Include description (or listing) of evidence/assessment information utilized to conduct analyses consistent with the lines of inquiry.

C. Analytical Report

Analytical narrative that addresses lines of inquiry.

D. Summary of Findings (to date)

This area may start as a bulleted list in early submissions.

a. Strengths

Based on analytical report, evidence-based areas of strength consistent with the Work Group's charge and assigned Standards and Priorities

b. Opportunities

Based on analytical report, evidence-based opportunities for improvement and innovation consistent with the Work Group's charge and assigned Standards and Priorities.

Additional Topics for Interim Reports:

Additional evidence required (reports, qualitative data, etc.) to demonstrate achievement of standard criteria; action steps for the Work Group; ideas to share with the Steering Committee, etc.

E. Challenges?

Identify here any roadblocks or points of confusion that require input from Steering Committee members or Core Committee.

F. Questions?

Pose direct questions to Steering Committee members or Core Committee about MSCHE process, expectations, etc.

G. Next Action Steps for Work Group

Identify briefly what the Work Group plans to accomplish in the next interim report (data to review, collaboration with other groups, engagement with Evidence Group, etc.)

Appendix B - Initial List of Evidence (Unduplicated)

	Inventory Folder	Evidence Category	Title of Document
1	Governance	Strategic Planning, Mission, Goals	Immaculata University Eight Point Strategic Plan: 2017-2021
2	Governance	Strategic Planning, Mission, Goals	Immaculata Mission Statement and Core Values
10	Governance	Strategic Planning, Mission, Goals	IU Organizational Charts
100	Governance	Board of Trustees	Board of Trustees Self Assessment - Fall 2021
101	Governance	Board of Trustees	Board of Trustees Membership 2021-2022
102	Governance	Board of Trustees	Meeting Agendas for BOT (2020-2022)
102a	Governance	Board of Trustees	Meeting Agendas for Finance & Property Committee BoT FY22
103	Governance	Board of Trustees	Confidentiality and Conflict of Interest Statement
104	Governance	Board of Trustees	2021-2022 BOT Annual Meeting Schedule
105	Governance	Board of Trustees	Trustees reaching full term limits 2022-2024
200	Governance	President's Office	All Staff Presentations - 2019 and 2021 (slide decks)
300	Governance	Institutional Policies, Proc, Org Structure	IU Policy Manual Volume 1 - Governance and Administration.pdf
301	Governance	Institutional Policies, Proc, Org Structure	IU Policy Manual Volume II - Community Policies.pdf
302	Governance	Institutional Policies, Proc, Org Structure	IU Policy Manual Volume III - Institution Wide Employment Policies.pdf
303	Governance	Institutional Policies, Proc, Org Structure	IU Policy Manual Volume IV - Faculty Personnel Policies.pdf
304	Governance	Institutional Policies, Proc, Org Structure	IU Policy Manual Volume V - Academic Policies and Procedures.pdf
305	Governance	Institutional Policies, Proc, Org Structure	IU Policy Manual Volume VI - Non-Academic Student Life Policies.pdf
306	Governance	Institutional Policies, Proc, Org Structure	IU Policy Manual Volume VII - Business and Financial Affairs Policies.pdf
307	Governance	Institutional Policies, Proc, Org Structure	Student Policy Acknowledgement Form 2021-2022
308	Governance	Institutional Policies, Proc, Org Structure	Student Government Constitution
309	Governance	Institutional Policies, Proc, Org Structure	Rights of Students & Statement of FERPA Practice (from website)

	Inventory Folder	Evidence Category	Title of Document
310	Governance	Institutional Policies, Proc, Org Structure	University Committees 2021-2022
311	Governance	Institutional Policies, Proc, Org Structure	University Committees 2020-2021
500	Governance	Title IX	Title IX Policy
501	Governance	Title IX	Title IX and Non-Discrimination Information (from website)
600	Governance	Institutional Policies, Proc, Org Structure	2021-2022 University Committees
601	Governance	Other Governance	Research Ethics Review Board - Description
1000	Finance & Admin	Finance and Budget Related	Final Immaculata 063021 Financial Statements
1001	Finance & Admin	Finance and Budget Related	Capital Expenditures IC 2021
1002	Finance & Admin	Finance and Budget Related	Cash and Investments IC 2021
1003	Finance & Admin	Finance and Budget Related	Compensation and Benefits IC 2021
1004	Finance & Admin	Finance and Budget Related	Contributions & Grants IC 2021
1005	Finance & Admin	Finance and Budget Related	Entity Level Controls 2021
1006	Finance & Admin	Finance and Budget Related	Financial Close and Reporting IC 2021
1007	Finance & Admin	Finance and Budget Related	General Disbursements Accounts Payable IC 2021
1008	Finance & Admin	Finance and Budget Related	Revenue, AR, and Cash Receipts IC 2021
1100	Finance & Admin	Human Resources	2021-22 Immaculata University Benefits Guidebook
1101	Finance & Admin	Human Resources	Equal Opportunity Statement
1102	Finance & Admin	Human Resources	Annual Self Appraisal Form - Blank Template
1103	Finance & Admin	Human Resources	Job Descriptions Administrator Clerical Maintenance
1300	Finance & Admin	Security / Safety	Annual Security Report
1301	Finance & Admin	Security / Safety	Emergency Preparedness Plan
1302	Finance & Admin	Security / Safety	Campus Safety & Protection Overview (from website)

	Inventory Folder	Evidence Category	Title of Document
1400	Finance & Admin	Technology	Immaculata Data Management Policy
2000	Academic Affairs	Course Catalogs, Course Descriptions, Schedules	Undergraduate Catalog 2021-2022
2001	Academic Affairs	Course Catalogs, Course Descriptions, Schedules	Undergraduate Course Descriptions 2021-2022
2002	Academic Affairs	Course Catalogs, Course Descriptions, Schedules	Graduate Catalog 2021-2022
2003	Academic Affairs	Course Catalogs, Course Descriptions, Schedules	Academic Calendars 2017-2022 (fall and spring terms)
2200	Academic Affairs	Programmatic Accreditations	NCLEX Pass Rates 2011-2020
2201	Academic Affairs	Programmatic Accreditations	Accreditation
2300	Academic Affairs	Student Data: Enrollment, Retention, Grad Rates, Outcomes	Total Institutional Enrollment by First Major (2017-2021)
2301	Academic Affairs	Student Data: Enrollment, Retention, Grad Rates, Outcomes	CUS One-Year Retention Rates (Freshman fall to fall) 2005-2021
2302	Academic Affairs	Student Data: Enrollment, Retention, Grad Rates, Outcomes	CUS Outcomes Data Collection - First Destination Survey Instrument
2303	Academic Affairs	Student Data: Enrollment, Retention, Grad Rates, Outcomes	CUS Class of 2021 Outcomes Summary
2304	Academic Affairs	Student Data: Enrollment, Retention, Grad Rates, Outcomes	CUS Class of 2020 Outcomes Summary
2305	Academic Affairs	Student Data: Enrollment, Retention, Grad Rates, Outcomes	Internships and Practicums
2400	Academic Affairs	Academic Advising and Learning Support	NSO Pre-Advisement Survey
2401	Academic Affairs	Academic Advising and Learning Support	Academic Support & Success Overview (from website)
2402	Academic Affairs	Academic Advising and Learning Support	Academic Success & Advising Courses (SAS)
2403	Academic Affairs	Academic Advising and Learning Support	Career & Professional Development Overview (from website)
2404	Academic Affairs	Academic Advising and Learning Support	Writing Center Overview (from website)

	Inventory Folder	Evidence Category	Title of Document
2405	Academic Affairs	Academic Advising and Learning Support	Disability Services
2500	Academic Affairs	Depts & Curriculum	Program Course Outcomes Map Example 1 - Higher Education (EDD)
2501	Academic Affairs	Depts & Curriculum	Program Course Outcomes Map Example 2 - Educational Leadership (MA)
2502	Academic Affairs	Depts & Curriculum	Program Course Outcomes Map Example 3 - Exercise Science Program (UG)
2503	Academic Affairs	Depts & Curriculum	Program Course Outcomes Map Example 4 - Political Science and IR
2550	Academic Affairs	Depts & Curriculum	Music Department Student Handbook 2021-2022
2551	Academic Affairs	Depts & Curriculum	PreLicensure BSN Student Handbook
2560	Academic Affairs	Depts & Curriculum	Syllabus Template - CORE courses
2561	Academic Affairs	Depts & Curriculum	Syllabus Template - Undergraduate courses
2562	Academic Affairs	Depts & Curriculum	Syllabus Template - Graduate courses
2563	Academic Affairs	Depts & Curriculum	Syllabus Template - Updated COVID language for Spring 2022
2700	Academic Affairs	AA Committees	Academic Personnel Committee Agendas
2701	Academic Affairs	AA Committees	Academic Personnel Committee Minutes
2800	Academic Affairs	Other Academic Affairs	IU CUS & CGS Research Symposium Program 4.22.21
2801	Academic Affairs	Other Academic Affairs	Abstract Booklet - CUS Poster Under the Dome 5.2.2019
2802	Academic Affairs	Other Academic Affairs	Abstract Booklet - CGS Research in the Round- 5.2.2019
2803	Academic Affairs	Other Academic Affairs	Abstract Booklet - CUS Posters Under the Dome 4.12.2018
2804	Academic Affairs	Other Academic Affairs	Abstract Booklet - CGS Research in the Round 4.12.2018
2805	Academic Affairs	Other Academic Affairs	PRAXIS TEST SCORES - 5 YEAR - BIOLOGY 5235
2806	Academic Affairs	Other Academic Affairs	PRAXIS TEST SCORES - 5 YEAR - CHEMISTRY 5245
2807	Academic Affairs	Other Academic Affairs	PRAXIS TEST SCORES - 5 YEAR - ELA 5038

	Inventory Folder	Evidence Category	Title of Document
2808	Academic Affairs	Other Academic Affairs	PRAXIS TEST SCORES - 5 YEAR - FUNDAMENTALS SUBJECT TEST 5511
2809	Academic Affairs	Other Academic Affairs	PRAXIS TEST SCORES - 5 YEAR - SCHOOL COUNSELOR 5421
2810	Academic Affairs	Other Academic Affairs	PRAXIS TEST SCORES - 5 YEAR - SOCIAL STUDIES 5081
2811	Academic Affairs	Other Academic Affairs	PRAXIS TEST SCORES - 5 YEAR - SUPERVISORY 5412
2812	Academic Affairs	Other Academic Affairs	PRAXIS TEST SCORES - 7 YEAR - BIOLOGY 5235
2813	Academic Affairs	Other Academic Affairs	SLS TEST SCORES - 5 YEAR - PRINCIPAL 6990
2814	Academic Affairs	Other Academic Affairs	SLS TEST SCORES - 5 YEAR - SUPERINTENDENT 6991
2815	Academic Affairs	Other Academic Affairs	PEARSON TEST SCORES - 5 YEAR - PK-4 (Immaculata University and PA)
2816	Academic Affairs	Other Academic Affairs	PEARSON TEST SCORES - 5 YEAR - SPECIAL EDUCATION PK-8 (Immaculata University and PA)
3000	Assessment	Institutional Effectiveness	Institutional Effectiveness Plan
3001	Assessment	Institutional Effectiveness	Template - Five-Year Undergraduate Program Review
3002	Assessment	Institutional Effectiveness	Template - Five-Year Graduate Program Review
3003	Assessment	Institutional Effectiveness	Template - Five-Year Undergraduate Program Abridged Review
3004	Assessment	Institutional Effectiveness	Template - Five-Year Graduate Program Abridged Review
3005	Assessment	Institutional Effectiveness	Five-Year Program Review Handbook
3006	Assessment	Institutional Effectiveness	Five-year Review Example 1 - HIED (2016-2021)
3007	Assessment	Institutional Effectiveness	Five-year Review Example 2 - UG Theology (2016-2021)
3008	Assessment	Institutional Effectiveness	Five-year Review Example 3 - UG CHEM (2015-2020)
3009	Assessment	Institutional Effectiveness	Five-year Review Example 4 - UG ATAM (2015-2020)
3010	Assessment	Institutional Effectiveness	Five-year Review Example 5 - UG Biology (2015-2020)
4100	Admissions & FA	Student Financial Aid & Tuition Costs	CUS Costs - Tuition and Fees 2021-2022 (website info)
4101	Admissions & FA	Student Financial Aid & Tuition Costs	Meal Plan options 2021-22

	Inventory Folder	Evidence Category	Title of Document
4102	Admissions & FA	Student Financial Aid & Tuition Costs	Housing options and costs 2021-22
4103	Admissions & FA	Student Financial Aid & Tuition Costs	Financial Aid (CUS)
4104	Admissions & FA	Student Financial Aid & Tuition Costs	Scholarships & Grants Overview (CUS)
4105	Admissions & FA	Student Financial Aid & Tuition Costs	Institutional Scholarships & Grants (UG)
4106	Admissions & FA	Student Financial Aid & Tuition Costs	Endowments (CUS)
4107	Admissions & FA	Student Financial Aid & Tuition Costs	Federal and State programs- Need-Based Financial Aid (UG)
4110	Admissions & FA	Student Financial Aid & Tuition Costs	Costs-CAPS 2021-2022
4120	Admissions & FA	Student Financial Aid & Tuition Costs	Costs-CGS 2021-2022
4121	Admissions & FA	Student Financial Aid & Tuition Costs	Net Price Calculator
4122	Admissions & FA	Student Financial Aid & Tuition Costs	Refunds and Academic Credit
5000	SD&E	Student Life	IU Clubs and Organizations
5001	SD&E	Student Life	IU Honor Societies
5002	SD&E	Student Life	Recognition of Achievement
5003	SD&E	Student Life	Carol Night Program (IU Traditions)
5004	SD&E	Student Life	Student Leadership
5005	SD&E	Student Life	100 Nights (to graduation) Celebration (IU Traditions)
5006	SD&E	Student Life	Charter Day Celebration (IU Traditions)
5007	SD&E	Student Life	Feast of the Immaculata Conception (IU Traditions)
5008	SD&E	Student Life	Rose Arbor Day (IU Traditions)
5100	SD&E	Athletics	Athletics Policies
5101	SD&E	Athletics	Student Athletic Advisory Board Membership List
5102	SD&E	Athletics	Student-Athlete Advisory Committee

	Inventory Folder	Evidence Category	Title of Document
5200	Student Development & Engagement	Diversity and Inclusion	Diversity and Inclusion
5300	SD&E	Counseling and Wellness	Health and Counseling Services Overview (from website)
5301	SD&E	Counseling and Wellness	Behavioral Intervention Team (from website)
5500	SD&E	New Student Orientation	NSO II Schedule 2021
5501	SD&E	New Student Orientation	NSO I Student Survey 2021 - Final Report
5502	SD&E	New Student Orientation	NSO I Student Survey 2021 - Final Report
5503	SD&E	New Student Orientation	NSO II Student Survey 2021 - Final Report
6000	Marketing & Commun	Marketing and Communications	Immaculata Website
6001	Marketing & Commun	Marketing and Communications	Immaculata Magazine - Winter 2022
6002	Marketing & Commun	Marketing and Communications	Facebook Account
6003	Marketing & Commun	Marketing and Communications	Instagram Account
6004	Marketing & Commun	Marketing and Communications	News Release Log 2021-2022
6005	Marketing & Commun	Marketing and Communications	News Release Log 2020-2021
6005	Marketing & Commun	Marketing and Communications	News Release Log 2018-2019
6010	Marketing & Commun	Marketing and Communications	Sample Program Sheets Applied Technology and Mathematics
6011	Marketing & Commun	Marketing and Communications	Sample Program Sheets Arts Languages and Letters
6012	Marketing & Commun	Marketing and Communications	Sample Program Sheets Business Fashion and Leadership
6013	Marketing & Commun	Marketing and Communications	Sample Program Sheets Civic Engagement
6014	Marketing & Commun	Marketing and Communications	Sample Program Sheets Education
6015	Marketing & Commun	Marketing and Communications	Sample Program Sheets Health Nutrition and Ex Science
6016	Marketing & Commun	Marketing and Communications	Sample Program Sheets Music
6017	Marketing & Commun	Marketing and Communications	Sample Program Sheets Natural Sciences
6018	Marketing &	Marketing and	Sample Program Sheets Nursing

	Inventory Folder	Evidence Category	Title of Document
	Commun	Communications	
6019	Marketing & Commun	Marketing and Communications	Sample Program Sheets Psych and Counseling
6020	Marketing & Commun	Marketing and Communications	Sample Program Sheets Theology and Philosophy
6021	Marketing & Commun	Marketing and Communications	Sample Program Sheet Undecided
6050	Marketing & Commun	Marketing and Communications	Dome Digest 3.14.22
6051	Marketing & Commun	Marketing and Communications	Dome Digest 4/14/2020
6052	Marketing & Commun	Marketing and Communications	Dome Digest 6/3/2019
7000	Advancement	Alumni Relations	Immaculata At a Glance 2021-2022 (contains honor roll of donors)
7001	Advancement	Alumni Relations	Honor Roll of Donors (Fiscal Year 2021)
7002	Advancement	Alumni Relations	Postcard of Alumni Events 2022
7003	Advancement	Alumni Relations	Highlights from the Hill Alumni Newsletter - 3/1/2022
7004	Advancement	Alumni Relations	Highlights from the Hill Alumni Newsletter - 5/1/2021
7005	Advancement	Alumni Relations	Highlights from the Hill Alumni Newsletter - 7/15/2020
7006	Advancement	Alumni Relations	Alumni Awards 2018
7007	Advancement	Alumni Relations	Alumni Awards 2019
7008	Advancement	Alumni Relations	Alumni Awards 2021
7100	Advancement	Board of Governors	Alum Board of Governors 2022-22
7200	Advancement	Immaculata Fund and Giving	Immaculata Fund and Scholarships
7201	Advancement	Immaculata Fund and Giving	Giving Societies
7202	Advancement	Immaculata Fund and Giving	Endowed Scholarships
8000	Mission & Ministry	IU and IHM History	IU History Brochure
8001	Mission & Ministry	IU and IHM History	IHM History Brochure
8002	Mission & Ministry	IU and IHM History	New Faculty / Administrator Orientation
8003	Mission & Ministry	IU and IHM History	Decades of Distinction (from website)

	Inventory Folder	Evidence Category	Title of Document
8004	Mission & Ministry	IU and IHM History	Athletic Legacy (Centennial Highlights; from website)
8100	Mission & Ministry	Campus Ministry	Golden Hearts Recipients List (2019-2022)
8101	Mission & Ministry	Campus Ministry	Advent Booklet 2021
8102	Mission & Ministry	Campus Ministry	Lenten Booklet 2022
8103	Mission & Ministry	Campus Ministry	IU Cares Food Cupboard
8104	Mission & Ministry	Campus Ministry	Mission & Ministry Committee Agendas
8105	Mission & Ministry	Campus Ministry	Mission & Ministry Committee Minutes
8106	Mission & Ministry	Campus Ministry	IU Mission Email sample 1 2022
8107	Mission & Ministry	Campus Ministry	IU Mission Email sample 2 2021
8108	Mission & Ministry	Campus Ministry	IU Mission Email sample 2 2020
9000	Other Documents	Survey Data	CUS Graduating Student Survey - Spring 2021
9001	Other Documents	Survey Data	CGS Graduating Student Survey - May 2021
9002	Other Documents	Survey Data	CAPS Graduating Student Survey - May 2021
9200	Other Documents	Miscellaneous	IPEDS Data Feedback Report 2021
9201	Other Documents	Miscellaneous	Journal Article: "Not What, But How"