Notre Dame of Maryland University
Self-Study Design

Submitted to the Middle States Commission on Higher Education
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Institutional Overview

Notre Dame of Maryland University (NDMU) was founded by the School Sisters of Notre Dame in 1895 as the first Catholic college for women in the nation to award the four-year baccalaureate degree. The School Sisters of Notre Dame (SSND), a global order of Catholic religious women with a widely respected legacy of service and educating underserved populations, continues to sponsor the University. True to our founders' principles, the University today promotes the advancement of women and provides a liberal education in the Catholic tradition. While NDMU has resisted the movement by many single

5. To expand community and global partnerships

The leadership teams and volunteers have identified sub-

degree programs in the natural sciences, the social sciences, the fine arts, and the humanities. The School also provides a liberal arts curriculum that touches the lives of all Notre Dame undergraduates through a rigorous program of general education. The 70 full-time faculty members in the School of Arts and Sciences, as well as numerous associate faculty representing business and the professions, serve more than half the University's students in diverse programs of study. The School delivers approximately half the academic credit awarded by the University, including courses supporting students in the Schools of Education and Nursing. SOAS also offers graduate programs in contemporary communication, English, analytics in knowledge management, management, and nonprofit management.

The School of Education (SOE) offers its well-established bachelor's degree, 11 master's degree programs, two graduate certificates and the Ph.D. in Instructional Leadership for Changing Populations. The SOE became the first NCATE-approved private school program in Maryland to earn full accreditation in 2000 and has since been fully reaccredited in 2007 and 2013, with each of its 18 areas of certification also recognized in Maryland and nationally. The SOE has continued to evolve and thrive in order to meet the needs of an ever-expanding, diverse population and to respond to the demands of the employment market. For example, the SOE became the first education preparation program in Maryland to offer certification in Gifted and Talented Education; likewise, the SOE is the only authorized program that offers a degree in mathematics instructional leadership for both elementary and middle school educators, and is the first to be granted approval to offer an endorsement in STEM education. Through the SOE, Notre Dame is the largest private provider of educator certification (and the second largest among both public and private overall) in the state of Maryland.

The School of Nursing was established in 2011 as part of NDMU's transition to a University and is accredited by the Accreditation Commission for Education in Nursing and approved by the Maryland Board of Nursing. The School's mission is *to educate women and men to transform nursing and healthcare; to build inclusive, caring communities; to engage in service to others; and to promote social responsibility.* True to the SSNDs founding principles, the School has maintained a distinctive focus on caring connections with patients, students, colleagues, and the discipline of nursing, as well as a commitment to improving health outcomes for the region's most vulnerable residents through outreach and service. The School has three degree-granting programs: an accelerated RN-to-BSN program; an MSN program in Nursing Education and Nursing Administration; and a traditional, "2 + 2" BSN program that launched in fall 2013 with the first class of 45 junior-level nursing majors. Since the Department of Nursing was established at the College of Notre Dame of Maryland in 1982, more than 2,000 graduates have earned their baccalaureate and master's degrees in nursing through its respected programs. Notre Dame of Maryland University will graduate its first class of entry-level nurses in the spring of 2015.

The School of Pharmacy (SOP) awarded its first Pharm.D degrees to 52 graduates in 2013 and received full accreditation by the Accreditation Council for Pharmacy Education in the same year. The SOP reaches out to the surrounding community in a number of ways, including through the service-learning program called "AdvoCaring," which assigns students to one of twelve non-profit agencies in the area for a period of four years. Throughout this period students and their faculty advisor not only learn about cultural competence and psychosocial issues related to practice but also provide health-related services to these agencies. Since its inception, the SOP has provided over 9,000 hours of service to residents of Baltimore City. Students in the

With a solid international focus, Notre Dame has formal exchange agreements with more than a dozen international colleges and universities, including Japan and Australia. Many students choose to study abroad for a semester or year, or enroll in a short January term, in one of 36 programs in 27 countries. Recent short-term experiences include travel to Guatemala, China, Paris, and London. On campus, leadership opportunities abound for students in academic, athletic and student life areas. Notre Dame's strong internship program provides students with opportunities to test different areas of interest, gain valuable experience, and make important contacts in the professional world. Service-learning projects within courses enable students to work directly with local organizations utilizing information and skills while assisting worthwhile programs. Community service is a prominent value at Notre Dame, with the Career Center and the Office of Campus Ministry linking students to service enterprises throughout the area. For example, the University's first-year students engage in Project Homeless in Baltimore as part of the NDMU 100 orientation course. This program has students assist those in need of help to connect with resources that will help them better their daily lives.

The surrounding community is invited to campus for musical performances, readings by authors, drama presentations and educational lectures. The Gormley Gallery exhibits the work of student, faculty and guest artists. Notre Dame fields eight NCAA Division III teams: basketball, field hockey, lacrosse, soccer, softball, swimming, tennis and volleyball. The Gators are part of the Colonial States Athletic Conference (CSAC). The University's 21,000 alumnae and alumni have become leaders in a full range of professional fields and have made important contributions to family and community life throughout the country and the world.

Support for the University, its programs, and its mission continues to grow. The Campaign for Notre Dame of Maryland University has reached 79% of the $42 million campaign

goal, with commitments totaling $30.2 million. The current focus of the Campaign is named *Eternally Gibbons*, a targeted fundraising campaign to raise $4 million for the restoration of Gibbons Hall, the central building on our campus. A timeline has been developed with a Public Launch scheduled for April 2015 in conjunction with the inauguration of President Marylou Yam, Ph.D. Solicitations of corporate, foundation and major individual donors have recently begun and will continue through completion of the campaign in December 2016. Notre Dame of Maryland University continues to be awarded significant grant funding to support University programs and capital projects that advance its mission, strategic plan, and faculty and student scholarship. Since the last report to Middle States, federal grants have included awards from the National Endowment for the Humanities, the National Science Foundation, and the Health Resources and Services Administration. A $452,000 NSF grant in 2011 provides scholarships to Women's College students who are seeking degrees in STEM fields. The School of Nursing has been the greatest beneficiary of grant funding during this period. The Health Services Cost Review Commission and the Maryland Higher Education Commission (MHEC) have jointly awarded grants totaling $3.3 million to expand NDMU's capacity and programming to educate nurses and support faculty fellowships. The Maryland Hospital Association has provided grant support to launch the entry-level Bachelor of Science in Nursing program. Other significant external funding has included several Race to the Top grants from the Maryland State Department of Education to the School of Education, a sub-award from HRSA to the School of Pharmacy, and Lumina Foundation support to improve the quality of online courses in the School of Arts and Sciences.

The Gibbons Hall restoration represents the most recent renovation/building initiative among the many projects undertaken since the last Middle States report in 2007. Recent projects

platform for a thorough review and analysis of the institution's strengths, weaknesses, and opportunities for improvement.

To begin the self-study process, President Marylou Yam appointed sixteen representatives from the campus community to the Self-Study Steering Committee – two co-chairs plus fourteen additional members. The Committee's co-chairs were selected to represent both the NDMU community and the School Sisters of Notre Dame (NDMU's founding order), embodying both the mission of the institution and the charism of the SSND. The Vice President for Academic Affairs, the Associate Vice President for Academic Affairs and Assessment, and the Steering Committee co-chairs recommended an organizational structure of individual work groups, with each to be chaired by a member of the Committee and aligned to one of the fourteen Criteria for Excellence.

Following appointment of the Steering Committee, the committee received nominations for work group membership, suggested others, and recruited 6-10 individuals for each group. The resulting membership represents a broad cross-section of the campus community and also includes undergraduate and graduate students. The scope of these groups, which touch every area on campus, ensures transparency and ample lines of communication across and among units, departments and programs within the institution. Student members joined the work groups beginning in Spring 2015.

To facilitate ease of access and collaboration, SharePoint was selected as the online document management and storage system for the work of the self-study. An online library was established to hold common-use documents, and each work group was assigned individual workspace in which to research and write their segments of the self-study design and report. All

work group members were trained in the use and function of SharePoint, and an administrative assistant from among university staff was assigned to each group to provide office support.

The self-study process was launched and introduced at NDMU's January 2015 Faculty Institute, and the Steering Committee and work group members spent that afternoon working on their research questions and document list. The committee meets monthly and the work groups, in general, meet every two weeks. It is anticipated that the bulk of the research and review will take place within the fourteen groups.

Self-Study Outcomes

1. To demonstrate through self-study and self-review that the university possesses the characteristics of excellence outlined in the 14 MSCHE accreditation Standards, meeting and exceeding the fundamental elements of each Standard.

2. To create and complete a meaningful, substantive self-study process that ensures compliance with accreditation

5.

Dr. Yam also reiterated to the University community that successful reaccreditation is a priority, and NDMU needs

Work Group Charge and Research Questions

Standard 1 University Mission and Goals
The institution's mission clearly defines its purpose within the context of higher education and indicates whom the institution serves and what it intends to accomplish. Work Group 1 is charged with reviewing the institution's stated goals, confirming that these goals are consistent with the aspirations and expectations of higher education. This Work Group will engage in deliberations to determine the strength of the connections between the Notre Dame mission and the work of the University, and will evaluate how effectively the institution lives out the mission in responding to the needs of this time in higher education, given Notre Dame's new reality as a University serving a broader, more diverse student population.

Consistency in Living the Mission
1. How is the Mission Statement consistent with the historic mission and goals of the University and with the spirit of the SSND founders? How is the NDMU mission distinctive from that of other Catholic colleges? Other private institutions? How has the University planned for the sustainability of the Office of Mission?

2. Explain the synergy between the University Vision Statement, the Mission Statement, and the Strategic Plan.

3. To what extent are institutional goals well aligned with the mission of the University? To what extent are new programs systematically developed with mission and these strategic goals in mind?

Processes for Monitoring Mission Effectiveness
1. How does the mission guide planning, decision-making, and resource allocation for University curricular and co-curricular programming? If a program is not aligned with the University's mission and strategic goals, what process is in place to address that inconsistency? What mission audit process is in place for new and ongoing programs?

2. How does NDMU systematically review understandings of the mission among its constituencies and respond to their lived experience?

Communication about Mission to University Constituencies
1. How effectively are the University's mission and strategic goals conveyed to internal and external constituencies? What evidence demonstrates the effectiveness of mission

Standard 2 Planning, Resource Allocation, and Institutional Renewal
Notre Dame of Maryland University engages in coordinated planning at the board, executive, and unit levels to guide implementation of the University's mission and to achieve University goals, allocating available resources to address priorities based on the Strategic Plan and changes in the educational environment. Work Group 2 is charged with researching how assessment and subsequent adjustments for continuous improvement ensure institutional renewal at NDMU, and how that renewal is evidenced in part by such things as student retention, overall enrollment, clear policies, and various means of communication with University constituents.

Planning and Communication
1. How is the University Strategic Plan developed and updated and by whom?
    a. How does the University ensure accountability at the University and unit levels?
    b. How are the processes communicated to University constituents?
    c. What policies and governance structures support institutional planning?

Planning and Resource Allocation
2. How can the conceptual and procedural relationships between the Strategic Plan and the budget development process be strengthened so that these relationships are well understood and effectively implemented? Budget here includes both operations and the capital budget.
    a. How are the operational and capital budgets guided by the Strategic Plan?
    b. What is/are the process(es) by which human, financial, and physical resources are allocated?
    c. How does planning in University divisions and smaller units, such as through the University Committee on Academic Planning and academic units, tie into University-wide strategic planning?

Institutional Renewal
3. How does the University evaluate how effectively it implements its mission and goals with respect to planning?
    a. What assessments has the University used to evaluate its effectiveness? What assessments should it use going forward, especially with a new Strategic Plan, and on what schedule?
    b. What significant changes over the past 5-10 years demonstrate institutional renewal?

Standard 3 Institutional Resources
The work and life of a university is dependent on human, financial, technical, facilities and other resources, without which the campus community would come to a halt, and the mission and goals of the institution would not be achieved. Work Group 3 is charged to review NDMU's commitment to the effective and efficient use of institutional resources, data-driven decision-making, and ongoing assessment of the use and impact of its resources; to determine areas for improvement; and to identify next steps moving forward to most fully meet this Standard.

Human Resources
1. What are the most significant challenges facing NDMU now and over the next five years with respect to human resources?
    a. What is NDMU doing or what should it be doing to address these challenges?
    b. How do NDMU's resources compare with peer institutions? Are there appropriate reasons for any significant differences?

Facilities Resources
1. What are the most significant challenges facing NDMU over the next five years with respect to facilities resources?
    a. What is NDMU doing or shat should it be doing to address these challenges?
    b. How do NDMU's resources compare with peer institutions? Are there appropriate reasons for any significant differences?

Financial Resources
1. What are the most significant challenges facing NDMU now and over the next five years with respect to financial resources?
    a. What is NDMU doing or what should it be doing to address these challenges?
    b. How do NDMU's resources compare with peer institutions? Are there appropriate reasons for any significant differences?

Standard 4 Leadership & Governance
The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. Work Group 4 is charged to research how NDMU's governance structure ensures an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with

Transition of Key Leadership Positions

2. Since the last Middle States evaluation, the University transitioned from a College to a University with four schools. During this time, there has also been transition of key leadership positions.
   a. How was the transition in leadership communicated to all constituencies?
   b. What has been the impact of these transitions on the campus community?
   c. What measures were taken to insure a clear delineation of roles and responsibilities of the senior leadership team from that of the Board of Trustees?

Faculty Governance

3. A new faculty senate structure was developed in the transition to University status and the formation of four schools.
   a. How does the current faculty senate structure insure shared governance at NDMU?
   b. What new policies and procedures were developed to accommodate the autonomy of the four schools while connecting all four schools as a University?
   c.

Leadership and Culture of NDMU
1. How do administrators perceive the amount of time and support resources available to make effective decisions?
2. In what ways has the new administrative structure impacted the culture of and support for research and scholarship, especially in sciences where research may require start-up funds?
3. How does the administrative structure foster quality improvement through Professional Development for faculty and staff?

Standardture

a. What are the admissions policies, procedures, academic programs and services offered at NDMU and how are they communicated to students in order for them to make an informed decision about their enrollment at the University?
b. How is the student profile developed for each area (Women's College, College of Adult Undergraduate Studies, College of Graduate Studies, Pharmacy) and how is this information used to influence future enrollment planning?
c. How well does the University integrate academic and enrollment planning processes with external needs, data and mission?

Retention and Graduation
2. How is Notre Dame using retention data and analysis to provide resources and services that will assist in students' persistence and completion rates in undergraduate and graduate programs?
a. Why do students choose NOT to attend Notre Dame and what factors are involved in students leaving before completion?
b. How effective are the current retention programs and services?
c. How is NDMU addressing the continuing/changing needs of students across all programs?

Marketing
3. How does Notre Dame of Maryland University present itself to the public and prospective students to affect positive enrollment outcomes?
a. What methods are used to analyze the enrollment and marketing plans?
b. How is the University developing an enrollment "culture" to create an atmosphere of collaboration among enrollment professionals, faculty, staff, alums and friends of the University for recruitment, retention and enrollment needs?
c. How do partnerships (current/future, domestic/international, articulation/business) impact the University and enhance the student's experience?

Standard 9   Student Support Services
Work Group 9 is charged to research the ways in which NDMU provides student support services that enable each student to achieve the institution's goals for its students; assesses and improves these services to most effectively support student success; and links work in these areas to fulfillment of mission and strategic priorities.

Programs and Services
1. How do we identify, describe and evaluate the programs and services offered to support the comprehensive development of enrolled students?
a. What services are offered to support the academic, personal, and social development of students?
b. How effective are the programs and services that support academic, personal, and social development of students?

      c.   How do Notre Dame's programs and services compare to those at our peer institutions?

Special Populations
    2.

Institutional Resources

3. Have institutional resources developed over the last 10 years to adequately support all programs/majors at the University.
    a. Are their sufficient numbers of full time faculty with enough breadth of disciplinary expertise to 1) effectively deliver majors and programs and 2) to provide a rich and diverse educational experience for students?
    b. Are courses readily available to students when they need them to complete programmatic/major requirements? If not, why?
    c. Does the University have appropriate financial resources to support and sustain both existing and new majors and programs?

Standard 12 General Education

Standard 12 provides the opportunity to demonstrate how Notre Dame's general education program expresses the core values of our mission, helping students develop their potential for intellectual excellence, social responsibility, and transformative leadership within the context of the Catholic tradition. Work Group 12 is charged to research how NDMU delivers a richly integrated curriculum, in which essential skills, knowledge, and values are connected to each other, to students' major programs of study, and to Notre Dame's educational philosophy. This group will also look for evidence of deep and broad community-wide commitment to general education, in the form of genuine faculty ownership, meaningful student engagement, and effective assessment.

Key General Education Proficiencies

1. How do we ensure that general education constitutes an engaging and rigorous program of study that reflects our mission?
    a. How does the general education program develop students'
        1) understanding of values and ethics

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      c.   What contracts exist with affiliated providers, and who is responsible for the oversight of these contractual relationships?

Standard 14 Assessment of Student Learning Outcomes

Standard 14 asks an institution to

Steering Committee and Work Group Members

<u>Steering Committee</u>
Co-Chairs:
Sister Margaret Ellen Mahoney, Professor and Chair, English Department
Sister Sharon Slear, Dean, School of Education

- Min So Kwon- Assistant Professor, Clinical and Admin. Sciences, School of Pharmacy
- Geri Larson- Director of Human Resources
- Jocelyn McKeon- Associate Professor, Chemistry
- Jim Mitchell- Executive Director Risk Management & Public Safety
- Donna Murphy – Graduate Student, School of Education
- Heidi Fletcher- Vice President for Enrollment Management, Admissions/Enrollment Management

<u>Standard 5: Administration</u>
Chair: Sister Mary Fitzgerald – Instructor, School of Education
Administrative Support: Chris Rhodovi
Members:
- Terri Arnove

Standard 8: Student Admissions and Retention

Chair: Sharon Bogdan- Associate Vice President for Enrollment, Admissions/ Enrollment Mgt
Administrative Support: Christine Baumgarten
Members:
- Gilda Anroman- Assistant Dean for Student Affairs, School of Pharmacy
- Kathy Brave – Graduate Student, School of Education
- Sister Christine DeVinne - Vice President for Academic Affairs/Dean of Faculty, Academic Affairs
- Jackie DiMaggio- Assistant Director of Admissions, Graduate programs, Graduate Admissions
- Laura Janicki- Academic Records Specialist I, Registrar's Office
- Ken Sossa - Assistant Professor, Biology
- Evelyn Spratt- Faculty, School of Education
- Diamond White- Assistant Director of Financial Aid, Financial aid

Standard 9: Student Support Services

Chair: Natalie Gillard- Director of Student Activities and Orientation, Student Development
Administrative Support: Ally Keaton
Members:
- Anne Davis- Tutor Coordinator, Academic Affairs, Academic support
- Lillian Doyle – Undergraduate Student, School of Arts and Sciences
- Beth Green- Director of the Trailblazers Program, Academic Affairs
- Janice Greene- Lab Manager & Software Specialist, Information Technology
- Kris Kirk- Professor, Chemistry
- Jessie Sell- Director of Academic Support, Academic Affairs
- Laura Mathabel - Director of Disability Support Services, Disability Support Services
- Elizabeth Scott- Assistant Director of Counseling Center, Counseling Center
- Ammad Sheikh- Director of Career Center, Career Center

Standard 10: Faculty

Co-Chair: Deborah Calhoun –Chair, Business and Economics Department, Business/1 Tf ( ) Tj ET 0.2 (s)Tb.4

Members:
- Payal Agarwal- Assistant Professor, Pharmaceutical Sciences, School of Pharmacy
- Megan Bowen- Enrollment Manager, School of Education, Graduate Admissions
- Erica Brinkley- Assistant professor, School of Nursing
- Elizabeth Schachterle – Undergraduate Student, School of Arts and Sciences
- Angela Simmons-

- Beth Jones - Assistant Professor, Business/Economics
- Margaret Sullivan- Associate Professor, Mathematics/Physics/Computer Studies
- Lisa Pallet – Assistant Professor, School o

- School curriculum committee agenda and minutes
- Senior administrator search process policy
- Senior administrator job descriptions
- School bylaws

Standard 5
- Faculty Handbook
- Staff Handbook
- Student Handbook
- Catalogs
- Associate Faculty Guide
- Website
- Human Resource Policies
- SWAT data and analysis
- Emergency procedures
- 2012-2016 Board Agenda and Minutes
- Board committees and membership
- Board minutes, 2010-2015
- Job description template
- Sample of job descriptions
- School of

- Documentation of evidence of SSND and Catholic identity on campus
- 2012-2016 percentage of liberal arts courses offered
- 2012-2016 details about the Common Read
- 2012-2016 internal and external events celebrating the value of the liberal arts
- NDMU value statements
- NDMU website
- NDMU student testimonials

Standard 7
- 2012-2016 meeting notes and annual summaries from the 4 school assessment committees
- 2012-2016 meeting notes and annual summaries from the general education committee
- 2012-2016 annual reports for all non-academic units and programs
- NDMU strategic plan (old)
- Draft and guiding documents for current/new strategic plan
- 2012-2016 meeting notes and annual summary from University Assessment Committee
- Description of budget request and allocation process
- All accreditation reports
- Mission and values statement
- Program outcomes for all programs and units
- 2012-2016 survey results
- Division/unit strategic plans
- Institutional report cards (dashboards?)
- External audit reports
- 2007 and 2012 Middle States self-study

Standard 8
- Enrollment, marketi7326 0 Tm /TT9 1 Tf (҆ Tj ETQ/Cs1 cs I 50 0 0 Tm /TTf (

- External marketing data and feedback reports
- Updated listing and report of current and future partnerships

Standard 9
- Definitions for special populations, diverse populations, students of concern
- 2014 Task Force Report on Special Populations
- MICUA Cultural Diversity Survey
- Special Populations mission and philosophy
- Diverse Populations mission and philosophy
- Peer institution reports with information on all academic and student support services

- 2012-2016 faculty data and demographics

Standard 11
- NDMU Periodic Review Report 2012

- NDMU 2007 Self-Study Report
- Graduate course catalog
- Undergraduate course catalog
- Graduate course syllabi
- Undergraduate course syllabi
- Graduate course descriptions
- Undergraduate course descriptions
- Degree program documents listing learning outcomes/objectives
- Majors documents listing learning outcomes/objectives
- Curriculum maps
- Syllabi template for the four schools.
- IT strategic plan
- IT annual reports
- Library strategic plan
- Library annual reports
- NDMU strategic plan
- Program assessment plans
- Annual program assessment reports
- University mission statement
- Department and/or program mission statements
- Course cancellation documentation
- Department and/or Program Mission Statements
- Program vacancies list
- List of academic advisors
- List of associate faculty
- List of full time faculty
- Department budgets

- 2012-16 Gen Ed enrollment data
- 2012-16 Gen Ed evaluation rubrics
- 2012-16 Gen Ed sample assignments
- 2012-16 Gen Ed assessment report feedback
- 2012-16 Gen Ed Curriculum Action Forms
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11. Alphabetize or put listed items in some other logical order.

12. To indent or align items, use tabs rather than spaces. Tab once for left indent.

13. Use one font throughout the document. Times New Roman 12

14. Do not type headings or blocks of texts in all capital letters.

Outline for the Self-Study

NDMU has selected a comprehensive self-study to provide a platform for an overarching review of all areas of the institution, including mission, goals, educational outcomes, resources, structures, governances, services, programs, processes, and roles. We have selected to organize the self-study report around two main categories: Institutional Context (Standards 1-7) and Educational Effectiveness (Standards 8-14). NDMU believes that the comprehensive model for self-study will allow for self-reflection and analysis leading to institutional renewal and improvement, as well as the opportunity to most effectively link and connect units, programs, services, and people to the short and long term mission and goals, as well as institutional and program-based outcomes.

The following outline presents the organization structure of the Self-S

Profile of the Evaluation Team

NDMU's ideal visiting team would bring diverse experience embedded within an innate sense of the forces that drive the work of a faith-based institution in a global higher education community. The chairperson for the visiting team should have the following characteristics:

• Experience with small, liberal arts colleges

• Awareness of the role of women's colleges in higher education

• Familiarity with the Catholic intellectual tradition and faith-based institutions

• Understanding of the challenges of private institutions that offer diverse programs and

  serve diverse populations

The chairperson would be accompanied by a strong team of higher education professionals who would each bring expertise in key areas such as academics, finance, student life, and assessment. Members of the team should have the following characteristics in addition to their area of expertise:

- Knowledge of traditional liberal arts programs and the role of women's education

- Exposure to the needs and expectations of adult and graduate learners

- Awareness of the resource challenges faced by tuition-dependent institutions

- Familiarity with professional programs

- Appreciation for international programs and students

- Understanding of the challenges that face an institution that recently transitioned from college to university status

Timeline for the Self-Study

NDMU has made a multi-year commitment to the self-study process, which will inform and weave within all of the work of the institution over the next two years. This commitment has been made in recognition of the importance of this process, the guidance of the Middle States Commission, and the realization that good work takes time. The following table outlines the major blocks of time allocated to this project by semester/term, beginning with a review in 2013 of systems and processes in terms of the findings form the 2007 self-study report and in anticipation of the upcoming 2017 document. NDMU is currently midway through this timeline, coming up to full engagement with a January 2015 launch and with the development and submission of the self-study design in preparation for the MSCHE Liaison visit in May 2015.