

REAFFIRMATION OF ACCREDITATION | 2013
BRIEFING DOCUMENT



MARQUETTE
UNIVERSITY

Be The Difference.

REAFFIRMATION OF ACCREDITATION | 2013 BRIEFING DOCUMENT

This document has been prepared in advance of the site visit by the Higher Learning Commission of the North Central Association of Colleges and Schools, scheduled for September 30 – October 2, 2013.

Reflect
Affirm
Inspire

Table of Contents

INTRODUCTION	1
FREQUENTLY ASKED QUESTIONS	3
THE HLC SITE VISIT TEAM	5
SELF-STUDY OVERVIEW	6
SELF-STUDY REPORT	7
INTRODUCTION	7
CRITERION ONE: Mission	9
CRITERION TWO: Integrity – Ethical and Responsible Conduct	11
CRITERION THREE: Teaching and Learning – Quality, Resources and Support ..	13
CRITERION FOUR: Teaching and Learning – Evaluation and Improvement.	16
CRITERION FIVE: Resources, Planning and Institutional Effectiveness	18

INTRODUCTION

Marquette's journey toward institutional reaffirmation of accreditation began more than two years ago. Since that time, literally hundreds of faculty, students and staff across campus have been engaged in an inclusive effort to help prepare the university community for an accreditation site visit scheduled for September 30 – October 2, 2013. A review team representing the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools will come to campus and, based upon reading our *Self-study Report* and the team's observations while on site, will determine the extent to which Marquette meets expected standards for ongoing accreditation. In addition, team members will provide suggestions for ways in which the university can improve its operations moving forward.



This briefing document is designed with two primary goals in mind. First, it offers to members of the Marquette community a sense of institutional accreditation: why it is important, and what campus members can expect during the upcoming visit. The Frequently Asked Questions section of this document addresses many of these issues.

The second goal is to help the campus community better understand the criteria for reaffirmation of accreditation and the evidence put forth in the *Self-study Report* to help make the case for the ways in which we meet and exceed HLC expectations. To that end, the briefing is organized to parallel each criterion chapter within the *Self-study Report*, providing a synopsis that includes: (1) identification of HLC criterion core components and bullet points that identify related key evidence cited in the *Self-study Report* and (2) a summary of strengths, opportunities and challenges that emanated from the processes of examination and reflection.

As a campus, we could not have arrived at this moment without the deep and sincere commitment to this initiative from so many colleagues. As reaffirmation leaders, we would like to acknowledge and thank each and every individual who took time to contribute to this important undertaking.

Cordially,

A handwritten signature in black ink, appearing to read 'Gary Meyer'.

Dr. Gary Meyer, Chair
Reaffirmation of Accreditation Initiative
Vice Provost for Undergraduate Programs
and Teaching

A handwritten signature in black ink, appearing to read 'Toby Peters'.

Dr. Thomas "Toby" Peters, Co-chair
Reaffirmation of Accreditation Initiative
Senior Associate Vice President
Office of the Executive Vice President

FREQUENTLY ASKED QUESTIONS

Who accredits Marquette University?

Marquette University is accredited by the North Central Association of Colleges and Schools (NCA), one of six regional accreditors in the United States. The Higher Learning Commission (HLC) is one of two commission members of NCA and the one responsible for accrediting degree-granting, post-secondary educational institutions in the North Central region. Marquette has been accredited since 1922, with the last reaffirmation occurring in 2004. Since that time, Marquette underwent a focused visit in 2009 and change visit in 2012.

What is the value of accreditation?

Accreditation by the Higher Learning Commission provides assurance to the public that an institution has been found to meet the agency's stated requirements and criteria, and that there are reasonable grounds for believing the institution will continue to do so. There are five established criteria that relate to the following: (1) the university mission; (2) integrity across all operations; (3) quality of teaching and learning, including resources and support; (4) evaluation and improvement processes; and (5) institutional planning and effectiveness (see page 6). The ability to meet all criteria and earn accreditation is critical as students attending accredited institutions are able to secure federal financial aid and loans.

Accreditation also provides an opportunity for self-improvement within the accredited institution. The HLC reaches the conclusion that a college or university meets the established criteria only after the institution opens itself to outside examination by experienced evaluators familiar with accrediting requirements and higher education. The accreditation process provides the accredited institution with an opportunity for critical self-analysis, which ideally leads to improvement in quality.

What is the difference between institutional accreditation and program accreditation?

Institutional accreditation speaks to the overall quality of the institution without making judgments about specific programs. Institutional accreditation is accreditation of all programs, sites and methods of delivery. The accreditation of individual programs, such as those preparing students to practice a profession, is carried out by specialized accrediting bodies that apply specific standards for curricula and course content.

What is the purpose of a self-study report?

Members of the Marquette community engaged in a comprehensive self-examination of the university, which led to the creation of our *Self-study Report*. Reflection provided the opportunity to examine and describe key evidence associated with the many ways in which we meet and exceed the HLC criteria; self-examination also allowed us to identify strengths, challenges and opportunities moving forward in order to improve as an institution.

Who comprises the site visit team, and when will the team visit campus?

The site visit team is comprised of trained peer reviewers — faculty and staff — from other accredited institutions that are outside of Wisconsin yet within the geographic region of the North Central Association of Colleges and Schools. A team of nine will arrive in Milwaukee on Sunday, September 29, 2013, in advance of the scheduled visit set for September 30 through October 2, 2013 (see page 5).

Who will the site visit team speak with on campus?

Members of the site visit team will meet with students, faculty, staff, university leadership and members of the board of trustees. Many of the meetings will be set up in advance of the visit; however, members of the site visit team will likely speak to campus constituents informally while walking around campus and between meetings. Members may also randomly select one or more classes to attend. Three forums, one each for students, faculty and staff, will be organized as well.

What will the site visit team ask campus constituents?

Team members will be interested in gaining constituents' perspectives on many aspects of the Marquette experience. The team views the *Self-study Report* as an invitation to further conversation and as such, will want to validate content of the report as well as ask questions derived from reading the self-study. Team members will likely ask about individuals' experiences, especially as related to their campus roles, responsibilities and expertise. Some questions team members may ask include:

- What has been your experience as a student, staff or faculty member at Marquette University?
- How do you contribute to the mission of the university?
- What role does strategic planning play in your area or at the university?
- What have you learned about your program as a result of assessment or program review?
- How might the Marquette experience be improved?

Where can additional accreditation information be obtained?

Additional details associated with the reaffirmation initiative may be found at: marquette.edu/accreditation/.

THE HLC SITE VISIT TEAM

- Dr. Mary Kunes-Connell (team chair)
Associate Dean of Academic and Clinical Affairs, Associate Professor
Creighton University
- Dr. Alan S. Cureton
President
University of Northwestern – St. Paul
- Dr. Carol-Ann Emmons
Director of Institutional Information, Planning and Research
Illinois Institute of Technology
- Dr. Claire Etaugh
Professor of Psychology
Bradley University
- Dr. Susan J. Lindahl
Chief Operating Officer
Baker University
- Dr. Sherilyn W. Poole
Formerly Associate Vice President for Student Affairs and Dean of Students
Governors State University
- Dr. William Ray
Associate Vice President for Academic Affairs, Vice Provost for OU-Tulsa
University of Oklahoma
- Dr. Richard A. Redner
Associate Dean of Research and Graduate Studies
University of Tulsa
- Dr. Promod Vohra
Dean and Professor, College of Engineering and Engineering Technology
Northern Illinois University

SELF-STUDY OVERVIEW

The complete *Self-study Report* is available on the Marquette University accreditation website: marquette.edu/accreditation/.

The self-study includes six chapters:

Introduction

The introduction focuses on Marquette's history, mission and identity. It reviews progress since the last reaffirmation of accreditation (2004) and outlines the *Self-study Report* process.

Criterion One: Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Criterion Two: Integrity – Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

Criterion Three: Teaching and Learning – Quality, Resources and Support

The institution provides high-quality education, wherever and however its offerings are delivered.

Criterion Four: Teaching and Learning – Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Criterion Five: Resources, Planning and Institutional Effectiveness

The institution's resources, structures and processes are sufficient to fulfill its mission, improve the quality of its educational offerings and respond to future challenges and opportunities. The institution plans for the future.

Each criterion chapter in the self-study contains evidence demonstrating the ways in which the university meets and exceeds HLC standards. Evidence is provided for each of three to five core components within each criterion (21 core components across the five criteria). It is worth noting that the core components are further broken down into subcomponents.

Each core component is identified in the summary that follows, along with key points of evidence used in the self-study. Each chapter summary concludes with a discussion of strengths, challenges and opportunities identified through the self-study process and presented within the self-study document.

INTRODUCTION

The theme of Marquette University's self-study is Reflect – Affirm – Inspire. The introductory chapter includes three parts.

Part I provides an overview of the university's history, mission and identity. It includes a synopsis of our students, faculty and staff, as well as an overview of our academic programs, research, organizational structure, governance, physical infrastructure and institutional impact. Highlights include the following.

- Marquette's history reflects pioneering efforts that have widened access to academic learning for first-generation immigrants, women in Catholic higher education, and low-income and underrepresented students.
- Marquette is distinctive because our mission and identity are anchored in a steadfast commitment to the Catholic and Jesuit traditions.
- As teacher/scholars, Marquette faculty bring solid credentials to a generally small-classroom environment, providing a personal, high-caliber learning experience for our students.
- Academic programs at Marquette individually and collectively strengthen the university's reputation for excellence.
- Excellence at Marquette extends beyond research, academic programming and professional development; we provide exceptional student development opportunities for shaping personal growth and human excellence.
- Marquette's location and physical environment make it a prominent, highly regarded institution that notably impacts the Milwaukee community and Wisconsin overall.

Part II focuses on progress in addressing previously identified challenges the HLC noted as a result of its site visit in 2004. Part II also describes outcomes from a focused visit in 2009 and change visit in 2012.

- The 2004 HLC site visit team provided recommendations regarding Marquette's leadership team, finances, faculty governance, academic planning, research compliance, physical plant, graduation rates, diversity, curriculum, the College of Health Sciences, and program review. Progress in each area over the past decade is provided, along with references to sections within the *Self-study Report* where each topic is discussed in greater detail.
- The 2004 team identified six shortcomings related to Marquette's assessment system (integration, systematic reporting, implementation tools, role definition, institutional support and the link with shared governance); consequently, a focused site visit was recommended for 2009. Marquette responded quickly and proactively to the assessment deficiencies identified. Specifically:
 - The position of vice provost for undergraduate programs and teaching was redefined to include assessment oversight, and an experienced administrator was brought to campus to implement a campus-wide assessment system.
 - An assessment system was developed for all academic programs, co-curricular programs and the University Core of Common Studies. Student learning outcomes and associated performance indicators and measures were developed.

- Many members of the Marquette community, including faculty and administrators, participated in professional development opportunities.
- Each curricular program and co-curricular area began producing annual assessment reports in fall 2007; these are shared across disciplines as Program Assessment Leaders present results at a one-day Assessment Peer Review Working Seminar.
- An assessment website was created for posting unedited assessment plans and results, thereby providing information about student learning at Marquette in a comprehensive and transparent fashion.
- The 2009 HLC focused visit team was satisfied that considerable progress had been made and that the concerns raised in 2004 had been or were being addressed.
- In 2012, Marquette requested a change visit to recognize the contractual relationship between the university and the BloodCenter of Wisconsin associated with our master's program in transfusion medicine. The HLC change visit team recommended approval based on the perceived effectiveness and overall quality of the program.

Part III outlines the self-study process and how it was designed to be organized and inclusive.

- A campus-wide steering committee was selected and launched the reaffirmation initiative in October 2011, creating and charging nine subcommittees. Five subcommittees were aligned with the HLC criteria; a sixth focused on federal compliance; and the remaining three provided support for evidence, communication and the site visit.
- Approximately 200 people across campus were directly involved in the self-study process, including point-persons identified in each academic and non-academic area. In addition, an undergraduate or graduate student was appointed to participate on the steering committee and most subcommittees. More than 1,000 documents were gathered and analyzed throughout this effort.
- The steering committee made special efforts to communicate to the Marquette community the purpose of institutional accreditation in general and the reaffirmation initiative in particular. Communication vehicles included:
 - Stories featured in the *Marquette Tribune* and *Marquette Matters*.
 - Videos of President Scott R. Pilarz, S.J., posted on the Reaffirmation of Accreditation Initiative website.
 - Quarterly updates provided to the Marquette Board of Trustees, along with presentations to the full board in December 2012 and September 2013 (planned).
 - Thirty-five presentations to more than 1,000 members of the Marquette community, conducted in the fall and winter of 2011 and designed to explain the reaffirmation initiative.
 - Campus presentations to inform the Marquette community of self-study findings and help prepare for the fall site visit.
- The *Self-study Report* was developed with ongoing support and input from many constituencies, including the reaffirmation steering committee and the University Leadership Council as well as individual faculty, staff and students.

CRITERION ONE: MISSION

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Marquette is an institution fueled by a clearly articulated and publicly recognized mission rooted in our identity as a Catholic and Jesuit university. Our mission reflects who we are and guides what we do. The life of the mind and the spirit flourish and inform one another at Marquette, paralleling the words of the current leader of the Society of Jesus, Rev. Adolfo Nicolás, S.J.:

"In Jesuit education, the depth of learning and imagination encompasses and integrates intellectual rigor with reflection on the experience of reality together with the creative imagination to work toward constructing a more humane, just, sustainable, and faith-filled world."

At the same time, the university's mission statement stands upon four pillars that Marquette promotes—deeply held values at the core of what Fr. Nicolás describes and fundamental to what the Jesuit tradition upholds. The pillars, which are fully defined in the mission statement, are excellence, faith, leadership and service. These support Father Pilarz's vision to graduate students who "will be problem-solvers and agents for change in a complex world, so in the spirit of St. Ignatius and Jacques Marquette, graduates are ready in every way 'to go and set the world on fire.'" To that end, the university seeks to prepare students to "Be The Difference," transforming society as a result of their values-based education and personal formation through which we ask them to achieve their full potential by pursuing *magis*—the Jesuit ideal of "the more."

CORE COMPONENT 1.A. The institution's mission is broadly understood within the institution and guides its operations.

- Marquette's mission statement was developed through a process shaped by our dynamic affiliations as a Catholic and Jesuit institution of higher learning; it reflects a process aligned with the university's Catholic nature to be inclusive and Jesuit ideal to foster education for the greater glory of God and well-being of humankind, which drive efforts to foster familiarity with the mission throughout the Marquette community.
- The mission statements of individual campus units are rooted in the university's mission statement.
- Our current strategic planning initiative directly flows from the university's confidence in building upon the Marquette mission.

CORE COMPONENT 1.B. The mission is articulated publicly.

- Complementing the foundational nature of primary documents related to mission, vision and priorities, Marquette has developed a variety of easily accessible documents and publications as well as a website that is easy to navigate.
- In Marquette's physical spaces and throughout the campus environment, the university actively expresses our mission as a Catholic and Jesuit entity.

CORE COMPONENT 1.C. The institution understands the relationship between its mission and the diversity of society.

- Marquette’s multiple and interdependent roles as “Catholic,” “Jesuit” and “university” define the university’s work in a multicultural society.
- Marquette puts into practice the recognized goal to promote access among students, faculty and staff representing diverse backgrounds.

CORE COMPONENT 1.D. The institution’s mission demonstrates commitment to the public good.

- Marquette’s multiple and interdependent roles as “Catholic,” “Jesuit” and “university” obligate the institution to serve the public good.
- Marquette is first and foremost an educational institution, with policies and instruments in place to ensure that the university remains a nonprofit organization focused on the institution’s mission.
- Marquette actively engages with a broad range of community partners who share in our mission.

STRENGTHS

- Students, faculty, staff, members of the Marquette Board of Trustees and alumni are all deeply committed to the university’s mission and can readily articulate the four pillars of the mission.
- The institution recognizes in the Marquette mission the call to be inclusive and to serve the public interest beyond the transformational experience provided to students.
- Great strides have been made to increase the diversity of our student body, faculty and staff, and several programs have been established or maintained to help foster success.

CHALLENGES AND OPPORTUNITIES

- One challenge concerns ongoing attention to diversity among students, faculty and staff. This includes: (1) providing additional resources students will need so they are financially supported throughout their Marquette experience; (2) reviewing structures to ensure students have the support necessary for academic, social and spiritual health; and (3) improving the six-year graduation rate among traditionally underrepresented students.
- A second challenge focuses on increasing effectiveness and efficiency in our work with external communities. This creates opportunities to: (1) develop a single point of coordination for the multiple units and areas within the university that work within the Milwaukee community; (2) assist Marquette personnel so they are aware of who on campus already is working with community partners; and (3) determine how to extend the reach of our service work to include more national and international audiences.

CRITERION TWO: INTEGRITY – ETHICAL AND RESPONSIBLE CONDUCT

The institution acts with integrity; its conduct is ethical and responsible.

Integrity demonstrated through ethical and responsible conduct is a natural extension of Marquette’s mission as a Catholic and Jesuit university and, therefore, is the expected standard of behavior both toward and from individuals within the Marquette community. The university strives to exercise institutional integrity in our dealings with all stakeholders—on campus and in the Milwaukee and global communities.

Integrity at all levels is inherent in the presentation and availability of key information about Marquette and university practices. Such information is easily accessible, often through web-based sources. At the same time, Marquette systematically monitors and updates practices to effect changes reflecting accepted and best practices as well as to ensure compliance with federal, state and local laws, codes and guidelines.

CORE COMPONENT 2.A. The institution operates with integrity in its financial, academic, personnel and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty and staff.

- Marquette’s Office of Finance operates in an ethical and responsible fashion across all functions. Internal policies as well as internal and external audits ensure compliance on all levels.
- The university has established standards and/or policies articulated in bulletins and handbooks designed specifically for faculty, staff and students as well as for our board of trustees.
- To ensure ethical and responsible behavior in auxiliary functions, Marquette not only adheres to established policies and procedures, but also follows integrity-based processes that guide how the university chooses external business partners.

CORE COMPONENT 2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

- Marquette strives to ensure that information provided to students and the public is helpful and readily available.
- Information related to academic programs and associated requirements, faculty and staff, costs to students, and accreditation relationships is clear, accurate/current and presented in an easily understandable fashion.

CORE COMPONENT 2.C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

- The structure and focus of the Marquette Board of Trustees are designed so that members can bring to bear their expertise, experience and relationships in addressing issues critical to sustain and improve the university.
- The board of trustees looks both within and outside the institution to help ensure decisions are informed and made in the best interest of the university.
- Marquette implements policies and procedures to help ensure that trustees exercise their roles with integrity of purpose.

CORE COMPONENT 2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

- The university promotes the discovery and sharing of knowledge in a campus environment that regards freedom of expression essential to the university and our growth as a Catholic and Jesuit institution of higher education.
- Recognizing how truth in teaching and learning reflects both responsibilities and rights surrounding freedom of expression, Marquette supports related activities and procedures among faculty and students alike in their research and pedagogy.

CORE COMPONENT 2.E. The institution ensures that faculty, students and staff acquire, discover and apply knowledge responsibly.

- Through practical resources, plans and policies, Marquette strives to ensure ethical research and scholarly activity.
- The university encourages faculty, staff and students to report unethical activity by providing a confidential, externally based resource known as *EthicsPoint*.
- Throughout the four-year undergraduate experience and at the graduate level, Marquette provides courses and training with a research-learning component that reach all students.

STRENGTHS

- Expectations for ethical conduct are set high for all constituencies associated with the university and are well articulated in handbooks and policies, syllabi and classes, training sessions and seminars, online environments and face-to-face encounters.
- Workshops are regularly offered to ensure scholarship is enacted with the highest integrity, and that courses are conducted to ensure students receive guidance in the ethical use of information resources.
- Marquette is unwavering in our commitment to freedom of expression as we carry out the institution's transformative pedagogy and scholarship; we fully support academic freedom for both faculty and students in research, teaching and learning.

CHALLENGES AND OPPORTUNITIES

- An examination of institutional policies and procedures associated with academic integrity suggests improvements may be made by: (1) requiring students and faculty to become more proactive, (2) institutionalizing a student honor code, and (3) centralizing administrative functions. A committee of faculty, staff and students is presently considering how best to implement these recommendations.
- Ensuring that a strong culture exists for the freedom of academic expression is critical. As such, we can: (1) identify venues for open and honest communication between university leaders and among faculty and students; (2) provide financial support for a wide range of academic topics, including those related to controversial issues such as sexuality, religion and politics; and (3) invite to campus not only outside experts who can provide insight on issues regarding academic freedom, but also individuals whose research agendas and perspectives challenge traditional views and paradigms.

CRITERION THREE: TEACHING AND LEARNING – QUALITY, RESOURCES AND SUPPORT

The institution provides high-quality education, wherever and however its offerings are delivered.

We strive to ensure the quality of our degree programs through identified learning outcomes consistent across all modes of course delivery and through outcomes specifically articulated for the University Core of Common Studies. Imperative among our learning outcomes is the ability to engage students in ways that allow them to master modes of intellectual inquiry as well as to develop skills adaptable to changing environments. In both contexts, Marquette's programs address human and cultural diversity, with courses taught by faculty who are hired on the bases of quality credentials and professional expertise.

To support and enhance faculty pedagogy and student learning, Marquette provides access to a full range of quality infrastructure, services and resources—from technology and guidance on using information, to physical spaces including laboratories and clinical sites. Such components are delivered by credentialed staff and are integral to our curricular and co-curricular offerings alike.

Co-curricular engagement is recognized as a vital part of the Marquette student learning experience. University leaders understand, embrace and encourage the integrated nature of student learning, which is deeply engrained in the university's culture. Thus, from student organizations, leadership and service opportunities, to mission-rooted initiatives focused on social innovation and peacemaking, Marquette provides an enriched educational environment.

CORE COMPONENT 3.A. The institution's degree programs are appropriate to higher education.

- Marquette takes measures to ensure curricula are relevant and rigorous, educating students so they can succeed in the world.
- Learning outcomes are explicitly identified for programs across the spectrum of undergraduate, graduate and certificate offerings.
- The university strives to ensure that the rigorous nature of courses and programs delivered in the campus classroom is replicated through e-learning as well as through off-campus and partnership programs.

CORE COMPONENT 3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application and integration of broad learning and skills are integral to its educational programs.

- The University Core of Common Studies, which is the foundation for all undergraduate programs, reflects Marquette's commitment to excellence and the principles of Ignatian pedagogy.
- At the undergraduate and graduate levels, Marquette students participate in academic programs that foster relevant skills in thoughtful inquiry, communication and problem-solving, which are valuable for addressing the needs of and contributing to modern society.
- Marquette offers curricular and co-curricular programs and opportunities that promote awareness of diversity and appreciation of living in a multicultural world.

CORE COMPONENT 3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

- The university maintains faculty levels across the tenure and non-tenure track to ensure quality delivery of the Marquette experience within and outside the classroom; Marquette invests in infrastructure and other support mechanisms (e.g., grants) to promote faculty scholarship and professional development.
- Marquette instructors possess terminal degrees and/or professional experience as appropriate to the program in which they teach and are evaluated regularly and per standards at distinct levels, involving students, administrators and peers.
- Across the spectrum of student support services, our staff are recruited on the basis of solid credentials and stay current in their fields of expertise.

CORE COMPONENT 3.D. The institution provides support for student learning and effective teaching.

- The university has procedures, programs and services to help ensure students are appropriately prepared to embark upon and succeed in their Marquette experience.
- Marquette provides access to physical resources that facilitate excellence in teaching and learning.
- Undergraduate and graduate students alike are provided training in the effective use of research and information resources in a variety of ways, primarily through Raynor Memorial Libraries.

CORE COMPONENT 3.E. The institution fulfills the claims it makes for an enriched educational environment.

- Marquette's mission to promote personal and professional excellence is reflected through many co-curricular opportunities for individual growth.
- Marquette broadens and enriches the student educational experience by linking academics with initiatives that seek to make a difference in the local and global communities.
- In addition to specific initiatives and programs that promote the social justice facet of our mission through academics, Marquette seeks to broaden and enrich the student educational experience by enhancing high-impact practices.

STRENGTHS

- All degree programs are extremely rigorous and couched within a Jesuit system of education that is more than 450 years old. Students know courses will be challenging, regardless of the discipline, instructor or mode of delivery.
- Our University Core of Common Studies provides the foundation for the undergraduate education. With required courses in the arts and sciences, undergraduates from all majors are intellectually engaged across a broad set of knowledge areas that impart concepts and skills every college student should possess.
- Marquette faculty are the heart and soul of the university, recognized for their disciplinary expertise and important scholarly contributions that improve the world in which we live.
- Although new faculty arrive on campus with exceptional credentials, the Center for Teaching and Learning, Office of Research and Sponsored Programs and Office of

the Provost provide programs designed to ensure competitive advantage through an informed and up-to-date faculty.

- The transformational experience that differentiates Marquette from other institutions of higher education also occurs through co-curricular opportunities that nearly all students incorporate into their daily, weekly and semester calendars. Guidance from talented and deeply devoted staff help enable our students to be widely recognized for their social activism.

CHALLENGES AND OPPORTUNITIES

- Marquette is committed to regaining the RU/H Carnegie classification (Research Universities - High research activities). To that end, the university has increased graduate assistantship stipends in several departments; participated in the Council of Graduate Schools' completion project in order to improve Ph.D. completion success; and worked to review and improve reporting processes regarding research and development expenditures.
- The university seeks to explore opportunities to structure and integrate more fully the University Core of Common Studies. Several groups on campus have turned attention toward this, including the University Core Curriculum Review Committee and a cohort of faculty and staff who participated in the 2013 Summer Institute on Integrative Learning conducted by the Association of American Colleges and Universities (AAC&U).
- The opportunity exists to expand student research experiences across the university so that additional students can benefit. A group of 12 faculty and staff came together during summer 2013 to discuss how best to increase student research opportunities.
- With regard to both full-time faculty (tenured and tenure-track) and part-time faculty, additional policies and procedures may be implemented to establish greater consistency in faculty review.
- Undergraduate student academic advising is an area that represents an opportunity for growth and improvement as students arrive on campus with expectations for a "high-touch" experience—one being quality academic advising. Several colleges have made or proposed advising changes.

CRITERION FOUR: TEACHING AND LEARNING – EVALUATION AND IMPROVEMENT

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

With more than 110,000 living alumni worldwide working across fields as far-ranging as the fine arts to international diplomacy, Marquette successfully prepares graduates who are able to “Be The Difference.” Our alumni achieve notable success on post-graduation examinations and certifications. Graduates reflect high rates of employment in their fields of study or, in many instances, pursue advanced study or participate in fellowships, internships and special programs such as the Jesuit Volunteer Corps, Peace Corps, AmeriCorps and Teach For America. Across the spectrum, Marquette graduates are valued by employers, some with whom the university consults to ensure quality educational programs, appropriate learning environments and high-caliber support services that prepare students for their future career and life vocation.

Successful preparation begins with responsibility for sustaining and enhancing institutional quality, which Marquette actively and continually demonstrates through: (1) regular program review; (2) attention to the acceptability and quality of credits we transcript; (3) oversight of strong and comprehensive learning resources; (4) critical assessment and evaluation of course rigor and expectations for student learning; (5) maintaining specialized program accreditations; and (6) hiring expert faculty who make the Marquette mission integral to their interactions with students.

CORE COMPONENT 4.A. The institution demonstrates responsibility for the quality of its educational programs.

- Program review at Marquette—an ongoing process that recently has been revised—is critical for not only ensuring quality and relevance of our academic offerings, but also informing decisions about future programmatic direction and resource allocation that impact student learning.
- Marquette adheres to established policies for assessing acceptability and quality of transfer credit and has tools in place to help students know which credit may be applied at the university.
- Marquette responsibly oversees all academic aspects of our programs, including course prerequisites, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications.

CORE COMPONENT 4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

- Across our curricular and co-curricular programs and within the University Core of Common Studies, Marquette implements an assessment system that includes identifying student learning outcomes and facilitating processes through which we seek to conduct meaningful, manageable, sustainable and impactful assessment.
- Marquette regularly assesses curricular and co-curricular programs, the University Core of Common Studies and our Institutional Undergraduate Learning Outcomes.
- Marquette’s assessment culture incorporates recognized “good practices” in evaluating student learning; all faculty and staff participate in assessment processes.

CORE COMPONENT 4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence and completion rates in its degree and certificate programs.

- Across all levels, the university sets goals to achieve retention and program completion rates that are consistently high. Furthermore, Marquette regularly collects and analyzes extensive data on student retention, persistence and completion regarding all segments of the student body.
- Marquette is proactively developing and improving practices, programs and resources to address needs identified through student retention, persistence and completion data.
- The university adheres to the latest definitions and methodologies issued by the Integrated Postsecondary Education Data System (IPEDS) and discipline-specific agencies, updating reports and analyses to reflect changes in application of these definitions or methodologies.

STRENGTHS

- The assessment process actively promotes a culture of continuous improvement in academic and co-curricular outcomes, accomplished through implementation of assessment that is meaningful, manageable and sustainable.
- Regular opportunities exist for assessment training. Among these is our annual Assessment Peer Review Working Seminar, which asks colleagues from all programs—academic and co-curricular—to provide thoughtful feedback on one another’s yearly assessment efforts.
- The university has invested considerable resources in assessment. As a result, Marquette: (1) hired a full-time university assessment director and a half-time graduate assistant; (2) acquired assessment reporting software; (3) funds mini-grants to explore new assessment approaches and efforts to help reshape capstone and senior experiences that enable better assessment of core learning outcomes; and (4) provides funds for faculty and staff to attend assessment-related conferences and AAC&U workshops.
- Over the past ten years, Marquette University has demonstrated significant strengths in areas critical to assessment, including retention and graduation. First-year retention rates for first-time, full-time undergraduates are near 90 percent, while six-year graduation rates for the same group have averaged almost 80 percent. These data are consistent with schools classified as “highly selective” and as such, indicate very strong performance.

CHALLENGES AND OPPORTUNITIES

- A challenge associated with assessment is to resist complacency—to avoid merely doing what has been done the previous year or over the course of the past several years. Rather, programs must press forward with increasing sophistication as the assessment process matures.
- Marquette’s assessment system is strongest at the program level, where clearly stated goals for student learning and effective processes for assessment have been in place since 2006. On the other hand, learning goals at the institutional undergraduate and Core of Common Studies levels—while inspirational and significant—are not expressed in clearly stated, easily operationalized terms. The assessment of core learning outcomes is further complicated by the lack of course sequencing as well as a lack of defined start and endpoints.

- Evidence suggests assessment results are used, where appropriate, for decision making and allocation of resources primarily within programs. While this is an expected outcome, a challenge exists to develop a more systematic approach for incorporating assessment findings into decision making across campus. Furthermore, connecting assessment results with university-level budgeting remains a challenge and a goal. Although the university has found ways to support enterprise-level assessment, there has been less support and systematic planning and budgeting to support ongoing needs that surface through regular assessment cycles.
- New guidelines for program review have been established that are more closely tied to assessment of student learning, annual reporting, disciplinary accreditation and strategic planning. With full implementation of review set for the 2013–2014 academic year, we must ensure scheduled reviews take place as planned and monitor the newly implemented process to determine how it is working; we must make changes, where necessary, so that anticipated benefits are realized.

CRITERION FIVE: RESOURCES, PLANNING AND INSTITUTIONAL EFFECTIVENESS

The institution's resources, structures and processes are sufficient to fulfill its mission, improve the quality of its educational offerings and respond to future challenges and opportunities. The institution plans for the future.

Since 1881, Marquette has been delivering academic excellence in the Catholic and Jesuit traditions to hundreds of thousands of students. This kind of track record does not happen by chance. The university has built a solid infrastructure, ensuring that appropriate financial, human, physical and technology resources are available, not only to sustain Marquette's operation, but also to enhance it.

To those ends, the university responsibly plans and supports training and development while establishing and adhering to processes and procedures. None of these activities is meant to be static; rather, Marquette continually self-assesses. Whether proactively searching for ways to improve how we carry out our mission or learning through unanticipated experiences, the university makes important changes across operations when necessary, from organizational structure to daily practices. We do so in constant pursuit of *magis*—the ideal to do more for the greater glory of God.

CORE COMPONENT 5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

- Marquette has and allocates the fiscal, human, physical and technology resources necessary for achieving the high standards behind our educational goals and mission; resource allocation is strictly based upon meeting the educational mission of Marquette.
- From hiring practices to performance appraisal and professional development opportunities, Marquette seeks to ensure that non-faculty employees are appropriately qualified and trained.
- Marquette is fiscally responsible, implementing an inclusive budget development process that enables the university to monitor all sources of revenue and expenses, and facilitating cost-saving initiatives.

CORE COMPONENT 5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

- Marquette clearly articulates policies, procedures and statutes that help guide and engage our internal constituencies as they work collaboratively to help govern the institution through structured committees and groups.
- Through tailored orientation and regular study/reflective opportunities that Marquette conducts, members of our board of trustees understand the university as an institution and, therefore, responsibly oversee the institution's governance.
- Marquette faculty, staff and students actively shape academic matters through collaborative work across formally structured bodies and committees.

CORE COMPONENT 5.C. The institution engages in systematic and integrated planning.

- Marquette's mission guides university decisions related to resource allocation; students, faculty and staff are engaged in the university's planning process.
- To fulfill the university's mission-driven priorities, Marquette is facilitating greater interdependence between significant processes: (1) assessing student learning, (2) evaluating operations, (3) planning and (4) budgeting.
- Marquette has established infrastructure and processes in place that closely monitor the institution's capacity vis-à-vis revenue-related factors such as enrollment and the economy.

CORE COMPONENT 5.D. The institution works systematically to improve its performance.

- From surveys and monitoring, to program review and benchmarking, Marquette purposefully examines institutional operations and related issues throughout our administrative and academic support areas.
- Marquette learns both from intentional and unanticipated operational experiences alike, exploring and implementing ways to improve how the university carries out our mission.

STRENGTHS

- Throughout the recent economically challenging years, Marquette has made a strong commitment to human resources as well as to the campus learning infrastructure. The latter includes investing in new buildings (e.g., Engineering and Eckstein halls) and existing infrastructure such as smart classrooms.
- Marquette has purposefully reached inward and outward to help inform decision making and improvement.
- The most recent strategic planning initiative as well as the Reaffirmation of Accreditation Initiative serve as excellent examples of internal inclusive planning and reflection.

CHALLENGES AND OPPORTUNITIES

- Continually recruiting and supporting high-quality talent is a challenge. Discussions have begun to reallocate a greater percentage of facilities and administrative costs (F & A) to colleges and departments, giving them more control over how and the extent to which money is reinvested in research support. Another challenge is to provide competitive salaries that attract and maintain the highest-quality employees.
- Investing in academic infrastructure to support teaching and learning is also a challenge that must be addressed; discussions regarding new learning spaces for our life sciences and business programs as well as completing the second phase of Engineering Hall are ongoing.
- An opportunity and challenge will be to continue the momentum generated through the recent strategic planning initiative. Accordingly, ongoing planning must remain thoughtful, inclusive and strategic. It is especially important that with work on a new strategic plan, care be taken to ensure transparent processes are in place.
- A final challenge concerns shared governance and the need to identify ways to nurture the existing structure. Despite progress such as a reconstituted University Academic Senate with a faculty chairperson, inclusion of the senate chair and vice-chair as full members of the University Leadership Council, and reconstituted senate bylaws, challenges remain. Faculty representatives and administrators alike however recognize instances when shared governance has worked and, thus, can build upon existing successes.



MARQUETTE
UNIVERSITY

Be The Difference.