



Middle States Commission on Higher Education
MANOR COLLEGE
SELF-STUDY DESIGN
Spring 2024

TABLE OF CONTENTS

Institutional Overview	3
Institutional History	3
Institutional Description	4
Core Values	4
Student Profile	5
Table 1: Manor Facts (Based on New First-time, Full-time Fall Enrolled Students)	6
Table 2: Student Enrollment 2018-2023	7
Table 3: Retention, Persistence, and Graduation Rates for Entering First-Time Student Cohorts	8
Strategic Plan Priorities	8
Programs	9
Faculty Characteristics	10
Governance and Planning Processes	10
Institutional Priorities to be Addressed in the Self-Study	12
Intended Outcomes of the Self-Study	13
Self-Study Approach	13
Organizational Structure of the Steering Committee and Working Groups	14
Steering Committee	14
Working Groups	16
Lines of Inquiry	20
Guidelines for Reporting	22
Editorial Style Guide	23
Format	23
Capitalization	24
Organization of the Final Self-Study Report	25
Self-Study Timeline	27
Communication Plan	30
Evaluation Team Profile	33
Strategy for Addressing Annual Institutional Update Indicators and Metrics	35
Evidence Inventory Strategy	36
Appendix A: Working Group Charges	37
Appendix B: Standard Working Group Reporting Template	40

Institutional Overview

Institutional History

Manor College is a private, Catholic institution initially established as a two-year liberal arts institution named St. Macrina's College. Manor College was founded in suburban Montgomery County in 1947 by the Byzantine Ukrainian Sisters of Saint Basil the Great. The College was chartered and incorporated in the Commonwealth of Pennsylvania as Manor Junior College in 1959 and approved by the State Council of Education, Department of Instruction in 1964. In the early sixties, the college offered programs in the liberal arts and secretarial programs in executive, legal, and medical sciences. In 1967, Manor first received accreditation from the Middle States Association of Colleges and Secondary Schools. The College received re-accreditation by Middle States in 1978, 1987, 1997, 2007, and again in 2018.

Throughout the seventies and eighties, Manor significantly expanded its academic programs. Coeducational evening education began in 1972. By 1988, Manor was a coed institution with a coed residence hall. In 1999, Manor removed its Junior College designation to reflect its growth, expansion, and place in Philadelphia's suburban community. In November 2015, Manor's first lay president, Jonathan Peri, was appointed.

In 2018, Pennsylvania Department of Education (PDE) approved Manor College to become a bachelors-granting institution. Then, the Middle States Commission on Higher Education (MSCHE) approved Manor's Liberal Studies and Veterinary Practice Management programs, opening the doors for four-year undergraduate degrees.

Manor College is now a four-year Bachelor's and Associate's degree-granting institution with a variety of degree programs and several certificate programs. It is accredited by three agencies, including MSCHE, and holds memberships in many educational organizations, such as Accreditation Council for Business Schools and Programs (ACBSP), Commission on Dental Accreditation (CODA), and American Veterinary Medical Association's Committee on Veterinary Technician Education and Activities (AVMA-CVTEA).

Manor College's goal is to continue to expand its efforts towards academic excellence as reflected through the forthcoming 2026-2031 Institutional Strategic Plan. President Peri continues to demonstrate a clear and ambitious vision for the future of Manor College with the current Strategic Plan *Caring with Purpose, 2021-2025* that was designed through feedback from all community stakeholders.

Institutional Description

Located just outside Philadelphia on a 20-acre campus in Jenkintown, Pennsylvania, Manor College offers highly competitive, career advancement programs dedicated to providing students an array of options to help them direct their own learning and personal development. As America's only institution of higher learning related to the Ukrainian Greek Catholic Church of the Eastern tradition, Manor College is committed to the preservation of its spiritual and ethnic heritage. Manor College is sponsored by the Sisters of Saint Basil the Great, Jesus, Lover of Humanity Province, whose heritage and tradition are the pursuit of truth and the building of a Christian Community. The college is legally governed by a Board of Trustees, consisting of lay men and women from the business and professional communities and members of the Sisters of the Order of St. Basil the Great.

Manor reflects its heritage and tradition both in its internal operations and in its interactions with the surrounding community. The mission of Manor College focuses on providing its students with a personalized education that is based upon the Judeo-Christian tradition. Manor believes that the ideals and values of this tradition are an integral part of human existence and give purpose and meaning to education.

Core Values

Manor College **CARES** about our students and our community, evidenced by our core values:

Catholic Basilian Tradition of Community, Hospitality, and a Global Vision of Humanity

Academic Excellence Through Personalized Education, Effective Teaching, and a Belief in Lifelong Learning

Respect for the Dignity of Each Person

Experiences that Transform Our Students

Service to the Community



Manor offers a broad range of undergraduate programs focused on professional preparation grounded in a liberal arts tradition. Educational options at Manor range from the traditional on-campus experience to fully online learning options. Students attending Manor receive personalized advising and instruction and come to realize that completing a degree or career-focused certificate results in gainful employment opportunities. The institution's portfolio spans eighteen Associate's degree programs including four career licensure programs and sixteen Bachelor's programs. In particular, Manor's licensure programs have an excellent reputation regionally for producing graduates fully prepared to enter the workforce.

Student Profile

Manor College provides a learning community in which students are encouraged and nurtured from the onset of their collegiate journey to develop and achieve meaningful future goals. Students enjoy learning in small classes that allow for personalized education.

Recognizing the diverse population and educational needs of today's Manor College students, in particular, first-generation, low-income, refugee, and immigrant college students, the College has developed innovative programming and delivery of academic content. Continuous efforts towards integrating Universal Design for Learning (UDL) in all modalities is exemplary of addressing the needs of a diverse student population. Further, student support is always at the forefront of the College's priorities for successful student outcomes. In 2023, the College was awarded the U.S. Department of Education Title III Strengthening Institutions Grant to support career development, faculty development, and an all encompassing student support initiative. This included a new Career Center and Director, Transfer Coordinator, and a new Director of Professional Development and Instructional Design. Additionally, students are supported through on-campus supports, such as the food pantry, clothing closet, and an emergency fund. In 2020, the Diversity, Equity, Inclusion, and Accessibility Committee was formed at the direction of the President to further support our students as well as faculty, staff, administration, and Board of Trustees. The work of this committee has been essential in the creation of the Hiring for Diversity policy, gender-neutral bathrooms, and name-change policy.

The majority of Manor students are from families of modest means: 94% are eligible for financial assistance. More than 60% of all undergraduate students and 72% of all full-time first-time students receive Pell Grants (3-year Average; Institutional Study, 2024), a rate exceeding nearly all Pennsylvania colleges and universities. Over 60% of first-time students who enrolled from fall 2017 through fall 2022 came from families with incomes below federal poverty guidelines for a family of four (Institutional Study 2022: FAFSA review and Health and Human Services Data). First-generation students account for a range of 60-65% of new students through Fall 2023 (Institutional Study 2024). Students enroll hoping to train for careers providing a more stable and secure future for themselves and their families.

Many Manor students come to the college academically under-prepared. An institutional study (2021) revealed that over the previous five years, 52% of Manor's new first-time college students graduated from the lowest ranking 18% of Pennsylvania public schools (as determined by Keystone Exam literature test performance). With the recently-awarded Title III grant, Manor College is positioned to offer more support services, along with the implementation of a Summer Bridge program and a series of developmental classes, to assist in student success. These offerings are intended to lead to higher retention rates, increased graduation rates, and improved student outcomes.

Collectively, the previously mentioned academic challenges that Manor College students face have resulted in less than satisfactory academic performance and progress. An internal review of first-time college students from Fall 2017 through Fall 2022 revealed an average of 38% completed the first term with a GPA of <2.0. More concerning, an average of 15% of this group completed the first term with a GPA of 0.0. However, in Fall 2023, the 0.0 GPA rate for first-time students dropped to 8.3%, and the first-term student GPA rate of <2.0 decreased to 27.5%, evidencing the efficacy of proactive strategic planning and subsequent intervention. The follow-through impact on three-semester retention, persistence, and graduation rates is presented in Table 3 below.

More than 80% of Manor College students work, and 60-65% of new incoming students are first-generation college students. The College strives continually to improve and expand existing institutional support toward addressing the issues students face so that when they leave as Manor graduates, they have reaped the rewards a college education can provide not only for themselves but for future generations. Building continuous support for Manor students in these critical areas is essential. Table 1 below demonstrates the profile of a Manor College student and Table 2 shows enrollment trends from 2018-2023.

Table 1: Manor Facts (Based on New First-time, Full-time Fall Enrolled Students)

Category	FA-18	FA-19	FA-20	FA-21	FA-22	FA-23	6-Yr Avg.
Total New First-time Full-time	202	163	136	105	120	109	139
First term GPA = 0.00	8.9%	14.2%	25.0%	18.1%	12.8%	8.0%	15%
First Term GPA<2.0	42.6%	33.5%	40.4%	38.1%	32.1%	27.0%	36%
Persisted to Spring	80.2%	83.2%	77.9%	73.3%	84.6%	79.0%	80%
Retained 3 semesters	49.0%	58.7%	50.0%	50.0%	53.0%		52%
Retained 3 Baccalaureate Only	52.0%	51.0%	64.0%	39.0%	52.0%		52%
Wth Pell Grants	82.2%	81.9%	73.5%	70.4%	79.2%	67.0%	76%
With Federal Loans	90.1%	89.7%	83.1%	90.0%	90.0%	91.0%	89%
High School Catholic or Christian	12.4%	10.3%	14.7%	13.8%	9.2%	4.0%	11%
HS GPA < 2.0	17.8%	8.4%	9.6%	16.2%	12.5%	27.0%	15%
Student from Philadelphia County	77.2%	78.1%	70.6%	58.1%	62.5%	62.0%	68%
First Generation Student	65.8%	65.2%	50.0%			60.0%	60%
Ethnicity	FA-18	FA-19	FA-20	FA-21	FA-22	FA-23	6-Yr Avg.
Asian	1%	4%	3%	1%	2%	1%	2%
Black/AA	50%	37%	42%	38%	40%	41%	41%

Hispanic	18%	27%	12%	18%	17%	29%	20%
White	22%	24%	33%	32%	37%	22%	28%
Other/Unknown	9%	8%	10%	11%	4%	7%	8%

Table 2: Student Enrollment 2018-2023

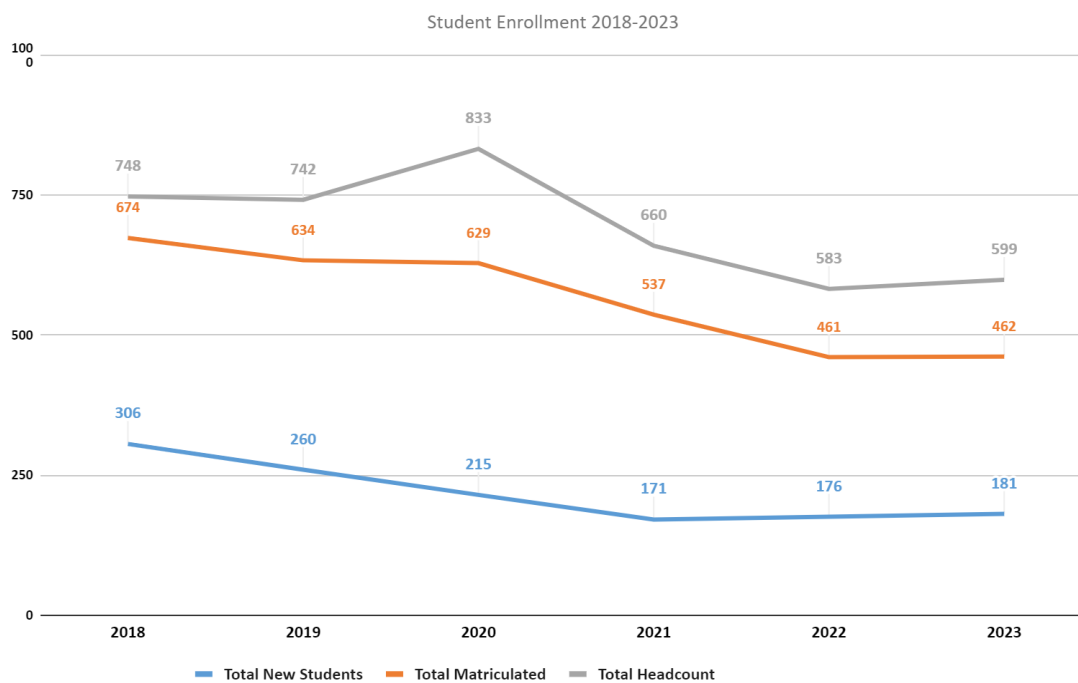
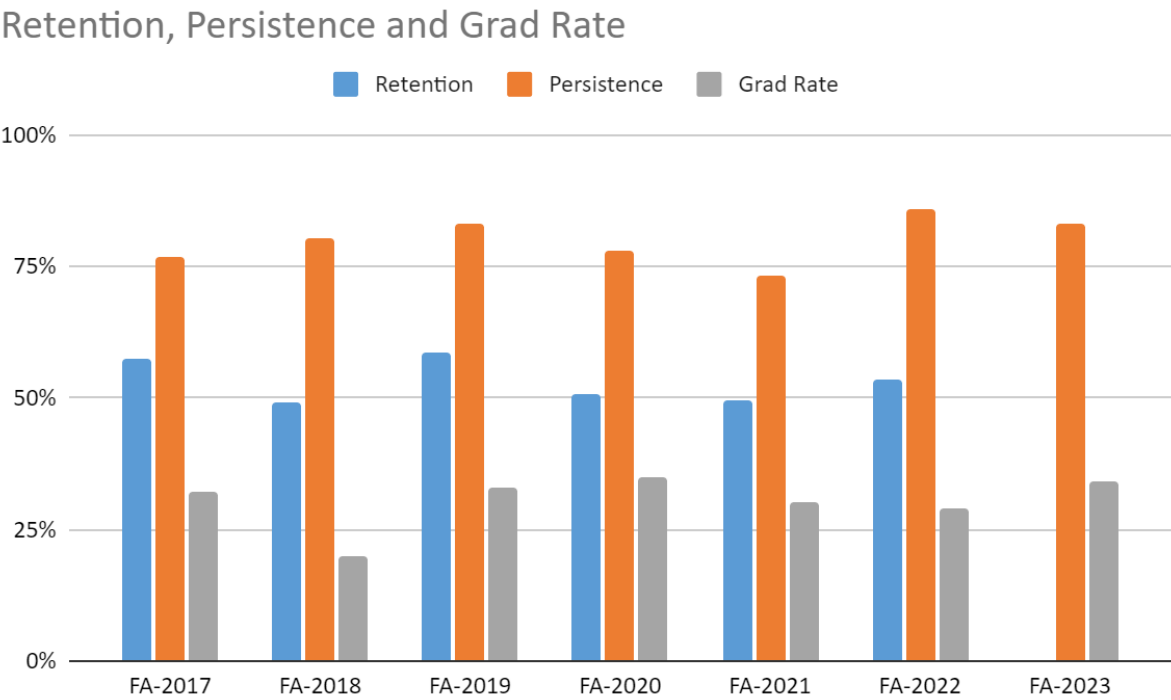


Table 3: Retention, Persistence, and Graduation Rates for Entering First-Time Student Cohorts

Three-Semester Retention Rate: 2017-2023, First-Time Full-Time Students Only



Strategic Plan Priorities

The Manor College Strategic Operational Plan, *Caring with Purpose 2021-2025*, is the College’s long-term response to students’ needs. Its goal is to grow the institution in the new academic landscape. The Strategic Plan Priorities are directly linked to our Institutional Priorities that will be addressed throughout the self study such as:

- Growing the Spirit of the You Belong Here Culture
- Facilitating Innovation to Provide Campus Wide Digital Transformation
- Growing Campus Population
- Expanding Student Support
- Developing graduate programs in response to students’ needs
- Launching a campus master plan and capital campaign

The College has committed to serving historically underserved students through this identified priority of the Strategic Plan: “achieving retention and persistence increases of 5 to 10% by 2025.” An additional stated objective reads Manor will “ensure depth of this planning area is

based in research and is appropriately assessed for effectiveness.” To that end, Manor College has implemented, and will continue, a longitudinal analysis of students, with data informing changes made to achieve goals.

Additionally, the plan is committed to “strengthen career readiness through Academic and Student Affairs collaborations.” Many of these efforts will come from “exposing students to greater career pathways.” This exposure will come from increased skills assessments, interaction with academic and student affairs, enhanced panel discussions with Manor Alumni and industry experts, and additional experiential learning opportunities.

Applying for the Title III grant was an endeavor to address many Strategic Plan priorities. October 2023 was a transformative moment for the institution as Manor College received more than \$1.4 million from the U.S. Department of Education’s Strengthening Institutions Grant under Title III. The grant provides Manor more financial and personnel resources to strengthen the institution’s academic quality and student learning experience, which in turn are needed to significantly improve persistence, retention, and completion rates.

Programs

Manor is grounded in a liberal arts tradition and offers a broad range of undergraduate programs focused on professional preparation. The institution’s portfolio spans eighteen Associate’s degree programs, including four career licensure programs, and sixteen Bachelor’s programs. Manor’s licensure programs have an excellent regional reputation for producing graduates fully prepared to enter the workforce.

Conversely, the general education curriculum was updated in Fall of 2019, with five new concentrations. They include:

1. Effective Communication
2. Conceptualization and Analysis
3. Personal, Social, and Ethical Responsibility
4. Scientific and Quantitative Reasoning
5. Appreciation of Culture and Diversity

Input from all full-time faculty informed curriculum development. The Faculty Senate unanimously approved the proposal, reflecting participatory and shared governance processes. In 2021, the General Education Committee was formed, adding to the institution’s academic committees. This Committee’s role is to approve new general education courses, assess general education course outcomes, and ensure that Academic Affairs strategic planning is consistently and systematically data-driven across programs.

Complementing academics are many co-curricular activities, including honor societies, athletics, undergraduate internships, student life activities, and community service opportunities. Such activities increase students' sense of institutional belonging conducive to academic persistence and completion of academic goals/degrees.

Faculty Characteristics

Students are frequently drawn to Manor's small class sizes and low student-to-faculty ratio (12:1, Fall 2023); they often articulate in evaluations and surveys how they see this as enabling individualized attention. The 20 full-time faculty members at Manor have embraced a student-centered model that includes a Universal Design for Learning (UDL) methodology, progressive instructional design modification, and continual professional development. In addition to a full-time teaching load, 85% of full-time faculty serve as academic advisors. Table 3 provides an overview of instructional staff.

Table 3: Overview of Instructional Staff

Personnel	Fall 2023	Personnel	Fall 2023
Full-Time Faculty	20	Student:Faculty Ratio	12:1
Part-Time Faculty	53	(2023-2024 IPEDS: Fall Enrollment Survey)	
<i>Of Full-Time Faculty:</i>		Faculty with Terminal Degrees	53%
Professors	7	Faculty Full Time Equivalent	36.7%
Associate Professor	2		
Assistant Professors	11		

Governance and Planning Processes

Manor College's Board of Trustees are the agents for directing the achievement of Manor College's Mission. This group is a vital strategic partner to the College President, Dr. Jonathan Peri. Under the leadership of Dr. Peri, Manor has built a tiered approach for governance and planning. The Executive Leadership Team (ELT), comprised of the college Vice Presidents (VP), meets monthly. Each VP reports on activities within her/his respective division. This leadership annually discusses college-wide plans based on the Institutional Strategic Plan, in a concentrated, deliberate, and expansive fashion. The same rigorous process is realized in relation to assessment. One additional tier, The College Management Team, meets every other month. This group includes ELT members and other levels of leadership, such as Deans, the Registrar, and the Faculty Senate Chair. Together these groups report progress in areas of the Strategic Plan and discuss challenges facing the institution and plans for moving the college forward. This tiered approach strengthens shared governance by providing opportunities for members from all departments of the college to disseminate information to and receive feedback from the President and the Executive Leadership Team.

The Academic Affairs Department consists of four divisions, each chaired by a Dean:

1. Division of Allied Health
2. Division of Arts and Sciences
3. Division of Business, Education, and Professional Studies
4. Division of Academic Services

The degree programs within each division are led by Program Directors. Governance and planning for Academic Affairs are conducted by the Academic Affairs Leadership—which consists of the Provost, Deans, Registrar, and Chair of the General Education committee—with Faculty Senate advisorship. Faculty Senate is an advisory body charged with giving advice to and consulting with the Executive Leadership Team (ELT) and President on college policy. The Faculty Senate includes a Faculty Senate Chair, Vice-Chair, and Secretary sharing innovative ideas and guidance on policies and procedures. The group also meets with the Provost and President several times a year, sharing these ideas as well as faculty concerns and suggestions. All faculty at Manor College are invited to join the Faculty Senate; however, only full-time faculty are voting members.

Institutional Priorities to be Addressed in the Self-Study

The Institutional Priorities were chosen from the Manor College Strategic Plan 2020-2025 and the Manor College Mission Statement.

Priorities

*All priorities will relate to growing the spirit and the "You Belong Here" culture

1. Expand Student Support
2. Establish a cyclical process to evaluate, refine, and implement policies to support Mission-driven goals
3. Grow Campus Population

Elements of the Mission Statement	Priority 1:	Priority 2:	Priority 3:
Personalized education	x		x
Individual development of a global vision which includes scientific, humanistic and ethical principles		x	
Lifelong learning	x	x	
Cultivating Academic Evidence	x	x	x
Community Service	x	x	

The Steering Committee connected those elements identified with the Priorities with the Commission Standards using the table below. Refer to the Standards for Accreditation and Requirements of Affiliation (Fourteenth Edition) to help guide the alignment.

Standards for Accreditation	Priority 1:	Priority 2:	Priority 3:
I. Mission and Goals	x	x	x
II. Ethics and Integrity		x	x
III. Design and Delivery of the Student Learning Experience	x	x	
IV. Support of the Student Experience	x	x	x

V. Educational Effectiveness Assessment	x	x	x
VI. Planning, Resources, and Institutional Improvement		x	x
VII. Governance, Leadership, and Administration		x	x

Note that Priorities may not be related to all the Standards.

Intended Outcomes of the Self-Study

Manor College developed the following intended outcomes for our institution's Self-Study process. Intended outcomes state what the institution plans to achieve through the Self-Study process.

Intended outcomes (the first three are prescribed by MSCHE):

1. Demonstrate how Manor College currently meets the Commission's Standards for Accreditation and Requirements of Affiliation.
2. Leverage periodic assessment through each Standard, using assessment results for continuous improvement and innovation to ensure levels of quality for constituents and the attainment of the institution's Priorities, Mission, and goals.
3. Engage the Manor College community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community.
4. Use the Self-Study to inform and guide implementation of the college's next Strategic Plan to provide contemporary and innovative learning experiences sensitive to the needs of students and community.
5. Evidence that Manor College's planning processes are sufficiently clear, coherent, practical, and sustainable.
6. Focus on continuous improvement in the attainment of Manor College's Mission and its Institutional Priorities.

Self-Study Approach

The Manor College Co-Chairs, with Steering Committee approval, agreed to use the recommended Standards-Based Approach to the Self-Study Report as the most effective approach. This will allow the Steering Committee to be clear and organized in the Self-Study

report. The Working Groups will examine each Standard's criteria and see how Manor College meets the Standard through our evidence data. The Steering Committee will also review the data, examine the gaps identified by the Working Groups' Lines of Inquiries, and make recommendations on where new processes need to be implemented for continuous improvement. The goal is not only to ensure that Manor College meets or exceeds the Standards, but also to prepare the Institution for what it needs to consider as it moves forward.

Organizational Structure of the Steering Committee and Working Groups

The Faculty Senate President, the Dean of Allied Health, and the Vice President and Dean of Student Affairs were invited by Manor College's President to serve as the MSCHE Co-Chairs in Fall 2023. This invitation was expressed through an introductory email and private one-on-one meeting.

The Manor College Co-Chairs invited the Manor College Community to complete a Google form survey on the MSCHE standard they would like to work on. Community members selected their first, second, and third choices. The Co-Chairs created the Working Groups from that form. Once the groups were selected, the Co-Chairs selected a Chair and Vice-Chair from each Working Group list to lead their designated group. The Chair of each Working Group was invited via email to take on the role and given the Working Group charge. All chosen Chairs agreed to the invitation. The role of the Vice-Chair was created to stand in for the Chair in the event of their absence. Each Working Group also selected a Recorder to take meeting minutes and upload them to the designated drive for their team. The Steering Committee Co-Chairs also elected to select an Editor for the SSD and future report.

Steering Committee

The Steering Committee provides the overall guidance to the Self-Study process. In addition to the Co-Chairs, the Steering Committee is composed of each Working Group Chair to allow for collaboration and feedback amongst all Working Groups. When the Steering Committee comes together, the goal is to collaborate on all Standards and give feedback and input for the Chairs to take back to their individual groups. All Working Groups will be apprised of all Steering Committee activities regarding their Standard throughout the process. The Steering Committee will ensure that the institutional Mission, the selected Priorities, and the Commission's Standards for Accreditation and Requirements of Affiliation will be analyzed in the Self-Study Report, utilizing Manor College's evaluation and assessment information data.

MSCHE Accreditation Steering Committee/ Working Group Chair Charge:

- The Working Group Chair is expected to serve on the Steering Committee for the duration of the Self-Study process.
- In the event that a Working Group Chair cannot serve for the duration, the Vice-Chair will then serve as Chair.
- A Working Group will consist of a Chair, a Vice-Chair, and other members, who should be drawn from faculty, staff, and administration. The Working Group Chair will serve from the Spring semester 2024 through the site visit, anticipated to be in Spring 2026.
- The Steering Committee Chairs meet weekly and establish deadlines for the Steering Committee members to effectively lead their Working Groups. The Steering Committee meets monthly to review progress and examine the evidence and Lines of Inquiry.
- Starting fiscal year 24-25: For the semesters for which the Working Groups will function, the Working Group Chair will receive an evidence-based honorarium at the end of each semester. This will be reviewed and subject to budget approval.

The Steering Committee/Working Group Chair will have the following responsibilities:

1. Demonstrate familiarity with the institution's Mission, goals, and Priorities.
2. Demonstrate understanding of and commitment to the Self-Study process.
3. Work with the Self-Study Steering Committee members to consider Institutional Priorities to be evaluated alongside the Standards.
4. Work with the Self-Study Steering Committee members to develop 3-5 Lines of Inquiry that will guide the work of the Working Group.
5. Attend Steering Committee meetings, to be held at least once monthly or as needed.
6. Working with the Vice-Chair, arrange for and lead Working Group meetings, which will be conducted as often as necessary to accomplish the work of the Working Group.
7. Ensure that comprehensive minutes are taken at each Working Group meeting and shared with the Steering Committee.
8. Distribute the tasks of the Working Group among members and establish internal deadlines.
9. Participate in the communication of the Self-Study process to college constituencies.
10. Report to the Steering Committee on the work of their Working Group and collaborate, as needed, with other Working Group Chairs to promote cohesion of reports.
11. Assign a Working Group member (Archivist) to populate the Evidence Inventory with materials specific to the Working Group's Standard.
12. Contribute to the drafting of the Self-Study Design (Spring 2024) and Self-Study Report (Spring 2025).
13. Assist with the evaluation of evidence and data, relevant to the Standard and Priority, and assist with the consultation of appropriate constituencies and stakeholders.
14. Assist with the development of recommendations and action steps relevant to the findings of the Working Group and its evaluation of the Standard.
15. Help organize and participate in on-site accreditation team's visit.

Working Group Chairs/Steering Committee Members were given access to all essential documents through a dedicated MSCHE Canvas Course shell (MSCHE 2023-2026) in the institutional Canvas LMS.

Co-Chairs of Steering Committee:

- Michael Landis, Professor and Program Director of Liberal Arts and Liberal Studies/Chair of General Education
- Allison Mootz, Vice President and Dean of Student Affairs
- Jaime Simpson, Dean of Allied Health Division/Associate Professor and Program Director of the EFDA Program/Dental Health Center Director

Other Members:

- Kelly Peiffer, Vice President of Marketing Communications and Advancement
- Dr. Ayesha McArthur, Director of Professional Development and Instructional Design
- Dr. Ayisha Sereni, Assistant Professor of Business
- Shamika Ford, Director of Residence Life
- Dr. Stephanie Marks, Professor and Program Director of Veterinary Technology
- Dr. Jessica Zsoldos, Director of Admissions
- Dr. Timothy Yancy, Assistant Professor and Program Director of Business Administration

Editor

Lori Carriere, Assistant Professor of English/Writing Coordinator

Once the core Steering Committee was established and all members accepted their invited role, an initial meeting was conducted in December 2023. During this introductory meeting, the Committee discussed its role as a Steering Committee, reviewed the committee charge, answered any questions and planned the January 2024 kick-off event to introduce the Self-Study to the college community. It was at the kick-off event that the Working Groups met for the first time.

Working Groups

- A Working Group consists of a Chair, a Vice-Chair, and other members, who are drawn from faculty, staff, and administration. The Working Group Chair will serve from the Spring semester 2024 through the site visit, anticipated to be in Spring 2026.
- Working Groups are established for each of the seven accreditation Standards. The main goal is to develop a clear logical mapping of concepts connecting Standards, Priorities, outcomes, Lines of Inquiry, and data.
- All Working Groups will be charged with conducting a thorough investigation of the college's performance with respect to its assigned Standards for Accreditation and Requirements of Affiliation (Fourteenth Edition), as well as the Evidence Expectations by Standard.
- Students will be invited to participate in Working Groups, especially III, IV, and VII.

- Working groups will utilize student focus groups and surveys to further incorporate a student voice in study.

These are the key charges that were presented to the Working Group Chairs at the Kick-Off Meeting.

These are Key Charges that were presented to the Working Groups:

- Naming the Working Group
- Identifying a Recorder in the group to take minutes and compile and store data/documents.
- Submitting the Working Group's charge and specific Lines of Inquiry by January 31, 2024 (reminder: Lines of Inquiry should directly relate to the Institutional Priorities and/or the intended outcomes and should also be considered for criteria that has limited or no evidence to demonstrate compliance).
- Identifying relevant assessment information, institutional processes, documents, and procedures that will be gathered, reviewed, summarized, and used by the Working Group to support assertions and conclusions in the Self-Study Report. (Jan-Feb)
- Describing anticipated collaborations among the Working Groups and with key questions to address the Lines of Inquiry.
- Providing a description of how the Working Groups will collaborate with individuals or groups responsible for compiling and maintaining the Evidence Inventory.
- Demonstrating periodic assessment of the evidence and processes inherent in the assigned Standard and show how such results were used for improvement.
- Crafting recommendations for improvement based on findings and analysis

Working Group actions will also include:

- Collecting data for each Standard by group members using the *Evidence Expectations by Standard* as a guide. Once collected, the Working Group will review and the Chair will present at the monthly Steering Committee meetings for final approval.
- Facilitating meetings and/or collaborations on living documents to ensure all members participate and have a voice in the Self-Study process.
- Ensuring that Working Groups interact with their designated Chairs/Steering Committee members. The design of having each Working Group Chair be a member of the Steering Committee will allow for collaboration amongst the Working Groups to determine gaps and areas of improvement through the Lines of Inquiry and eliminate unnecessary duplication.

Membership of the Working Groups

* = Steering Committee Member/Working Group Chair

** = Working Group Vice-Chair

Executive Leadership Team (ELT) members oversees academic and non-academic assessment strategies.

Standard I: Missions and Goals

- Kelly Peiffer*, Vice President of Marketing Communications and Advancement (ELT)
- Joe Gillespie**, Provost (ELT)
- Sharon Madden, Executive Assistant to Provost/Vice President of Academic Affairs
- William Rodebaugh, Track/Cross Country Coach
- Maryann Rooney, Administrative Assistant/Academic Divisions
- OPEN, Professor and Director of Dental Hygiene Program
- Marti Trudeau, Assistant Professor and Practical Nursing Program Director

Standard II: Ethics and Integrity

- Ayisha Sereni*, Assistant Professor of Business
- Mary Sims**, Dean of Business, Education and Professional Studies Division/Professor and Director of Criminal Justice and Public Policy
- David Blyweiss, Instructor, Division of Arts and Sciences
- Lauren Gopaul, Accounts Payable Coordinator
- Nicholas Rudnytzky, Dean of Academic Services
- Joanne Scorpio, Professor and Clinical Coordinator of Dental Hygiene Program

Standard III: Design and Delivery of the Student Learning Experience

- Cherie Crosby-Weeks*, Professor of Early Childhood Education/Program Director of the Early Childhood Program, Child Development, and Child Care Administration
- Michael Blose**, Tutoring Coordinator/Student Success Advisor
- Stacy Bartholomew, Assistant Professor and Small Animal Clinical Coordinator of Veterinary Technology
- Sarah Baum, Head Librarian
- Jennifer Buechel, Assistant Professor of Psychology /Psychology and Human Services Program Director
- Hakeem Johnson, Adult and Degree Completion Admissions Counselor
- Ed Moulton, Assistant Professor of Mathematics
- Rocio Rodriguez, Financial Aid Counselor
- OPEN, Instructional Design and Professional Development Staff member
- Student Representative

Standard IV: Support of the Student Experience

- Tom Sims*, Vice President of Advancement, Director of Residence Life
- John Dempster**, Athletic Director
- OPEN, Assistant Director of Student Engagement
- Kelly Barren, Assistant Professor of Biology
- OPEN, Manager of Public Safety
- Maureen Coyle, Administrative Assistant to Allied Health and Science Division
- Chris Hartman, Director of Financial Aid/Title IX Investigator
- Christie Prince, Director of Counseling Services
- Anessa Rodriguez, Academic Success Advisor/Disability Service Officer

- Leslie Weinfeld, Assistant Professor and Director of Business Programs/Math Coordinator,
- Jennifer Winters, Director of Health Services
- Student Representative

Standard V: Educational Effectiveness Assessment

- Stephanie Marks*, Professor and Program Director of Veterinary Technology
- John Krebs**, Director of Institutional Research and Assessment (ELT)
- Beverly Bisaccia, Assistant Professor and Education Coordinator of Veterinary Technology
- Michael Clark, Director of Career Services
- Elinore Leonards, Title III Grant Director
- Kathy Malone, Assistant Professor and EFDA Clinical Coordinator
- Sally Nouri, Assistant Professor of Veterinary Technology/Large Animal Clinical Coordinator
- Liz Ryan, Assistant to the Registrar
- Dianne Saridakis, Registrar
- Julie Senecoff, Dean of Arts and Sciences/ Program Director of Health Science Transfer AS Programs and Health Science BS Programs/Professor of Chemistry and Biology
- Doruntina Ukella-Rukiqi, Adjunct Instructor of Criminal Justice and Public Policy Programs

Standard VI: Planning, Resources, and Institutional Improvement

- Jessica Zsoldos*, Director of Admissions
- Ilya Knizhnik, IT Director
- Allison Meyers, Creative Services Manager
- James Parker, Maintenance
- Lisa Pizzica, Financial Office Coordinator, Dental Center
- Jason Reese, Information Technology
- OPEN , Bursar/Payroll Administrator
- Nicholas Zwarych, Senior Financial Aid Counselor

Standard VII: Governance, Leadership, and Administration

- Timothy Yancy*, Assistant Professor and Program Director for Business Administration
- John Simila**, Senior Admissions Counselor
- Sienna Armitage, Admissions Counselor
- Aliyah Bazemore, Admissions Counselor
- Anthony Machcinski, Assistant Director of Marketing and Communications
- Damian Schweizer, Admissions Counselor
- Carol Havens, HR Generalist/DEIA Officer
- Tracey White-Peay, Executive Assistant to the President/Adjunct Instructor

- Student Representative

Lines of Inquiry

Each Working Group established initial Lines of Inquiry presented below. This is the preliminary draft of the Lines of Inquiry, and the intention is to refine them after gaps are found in the evidence list to meet specific criteria. The next step was for the Working Groups to start pulling their evidence list and identify gaps. From there, the revised Lines of Inquiry will be finalized.

Standard I: Mission and Goals

1. What evidence exists to demonstrate that the Mission is used to guide the goals of the Strategic Plan?
2. What evidence exists that the Mission and a commitment to diversity, equity, and inclusion are part of the hiring and onboarding process of new employees?
3. What measures are in place to ensure that curricular decisions are aligned with the Mission of Manor College?
4. What evidence exists among faculty that scholarly inquiry and creative activity are encouraged and actively pursued?
5. What measures are in place to ensure a commitment to Mission and to diversity, equity, and inclusion are considered in academic program development?

Standard II: Ethics and Integrity

1. What evidence exists that Manor College follows established due process policies/procedures that are in place for its stakeholders?
2. How does Manor College foster Academic Freedom and Freedom of Speech on campus?
3. What evidence demonstrates that Manor College follows its policies on inclusion and equity?
4. How does Manor College provide stakeholders transparent access to its policies and procedures?
5. How do current evaluation cycles ensure that the college is on track to meet its mission-driven goals?

Standard III: Design and Delivery of the Student Learning Experience

1. To what extent does Manor College employ the use of a systematic, comprehensive, and equitable system to hire, rank, and promote faculty? What processes or procedures are in place to retain qualified faculty and comprehensively evaluate faculty member workload?
2. To what extent does Manor College provide relevant, current, and adequate resources to support students' academic progress? How is the institution responsive in providing learning opportunities and resources to ensure accessibility?
3. What policies and procedures are in place at Manor College to ensure the effective and consistent design and delivery of online learning modalities to support students' academic progress?

4. How does Manor College utilize comprehensive procedures and policies for face-to-face, hybrid, and online learning to support and enhance student learning and engagement, and examine equitable practices across these modalities through effective teaching practices and course design?
5. How has Manor College assessed students' needs for diverse learning offerings and adjusted their offerings to facilitate an environment to promote student persistence and successful matriculation?

Standard IV: Support of the Student Experience

1. How are the academic and nonacademic early alert systems used to identify and effectively support students who may face challenges in their academic or non-academic persistence?
2. How does Manor College inform students about alternative educational pathways/options?
3. How are our institutional policies and procedures aligned with our institutional Mission and goals related to co-curricular experiences?
4. How is Manor College utilizing non-academic departments to support the non-academic needs of student populations (athletics, residents, commuters, ESL, international, nontraditional, and clubs/student organizations)?
5. What initiatives are in place to streamline the overall student experience?
6. What recruitment and retention strategies does Manor College employ to ensure the continued academic progress and program completion of all student demographics with particular attention to special populations and underserved students?

Standard V: Educational Effectiveness Assessment

1. How are student learning outcomes aligned with general education and program goals and the Mission of the college?
2. To what extent does the college assess achievement of student learning outcomes and how is this information used to drive program and institutional improvements?
3. In what way are the assessment processes communicated to faculty and staff to ensure continuity and community inclusiveness?
4. How, when, and to whom are the assessment data disseminated and evaluated?

Standard VI: Planning, Resources, and Institutional Improvement

1. What is the comprehensive process for planning, implementing, and communicating strategic initiatives that includes input gathering from stakeholders, steps from ideation to execution, and measurement of success?
2. How does Manor College align and assess planning efforts and resource allocation with its strategic plan to ensure that goal setting and objectives, both institution-wide and for individual units, are clearly stated and linked to its mission and goals?

3. How is Manor College's financial planning and budgeting process aligned with its Mission and goals?
4. In what ways does Manor College demonstrate that its financial planning is evidence-based and linked to its strategic plans/objectives?
5. How effective is the Continuous Improvement process at Manor College, as compared to its peers? Look at frequency, depth / breadth and impact of improvement initiatives and its outcomes over the past 5 years.

Standard VII: Governance, Leadership, and Administration

1. What evidence exists that the Board of Trustees engages with its stakeholders outside of executive leadership?
2. What policies and procedures are in place to ensure that institutional governance makes efforts to reflect the student population in its own governing body?
3. How is the performance of the Chief Executive Officer evaluated and communicated to all stakeholders?
4. How does Manor College leadership and administration demonstrate the effectiveness of enrollment initiatives to grow campus population?

Guidelines for Reporting

The Manor College Institutional MSCHE Self-Study and Accreditation Co-Chairs developed the Self-Study timeline and shared this timeline with the institutional stakeholders at the launch event in January 2024. Additionally, the Co-Chairs presented the organizational structure for completing the work. This structure consists of Working Group Chairs who also serve as Steering Committee Team Members. Working Group Chairs/Steering Committee Members were given access to the scope and timeline of the project through a dedicated MSCHE Canvas Course shell in the institutional Canvas LMS.

Manor College uses the dedicated Canvas course shell to archive and share information with its Working Group Chairs/Steering Committee Members. Since only Working Group Chairs/Steering Committee Members are given access to the administrative MSCHE 2026 Canvas shell and its contents, the Co-Chair leadership team created discrete Canvas shells for each Working Group to give each Working Group Member, including Recorders, access to an archive of the group's working documents, evidence for the Lines of Inquiry, and guiding resources. The Co-Chairs created a dedicated MSCHE gmail account and used that and Canvas email to share materials and communicate with the Working Group Chairs/Steering Committee Members, Recorders, and Working Group Members.

At the launch event, the Co-Chairs provided each Working Group Chair and Working Group Member with an operational packet, including an "MSCHE Self Study and Accreditation Working Group Chair Charge" and a "Working Group Charge," to guide the Working Group's activities

(see [Appendix A](#)). The Co-Chairs had follow-up meetings with the Working Group Chairs to discuss the nuances of their Working Group's charge.

Again, Working Group Chairs/Steering Committee Members' access to the Institutional MSCHE Administrative Canvas shell provides this leadership with a robust repository of Self-Study and accreditation resources, including prior institutional Self-Study exemplars, as well as the gamut of MSCHE website resources. The Working Group Charge includes an "Alignment Overview" template to facilitate each Working Group's alignment of the MSCHE Standard, Institutional Priorities, Lines of Inquiry, and Evidence. This Alignment Overview functions as the primary Working Group template for the submission of Inquiry Plans to be reviewed and refined progressively by the Co-Chairs and Working Group Chair/Steering Committee.

In addition to the Alignment Overview, in the service of refining each Working Group's Lines of Inquiry as well as identifying supporting evidence and "gaps" requiring strategic improvement, the Institutional MSCHE Co-Chairs created and disseminated to the Working Group Chairs/Steering Committee Members an operational spreadsheet template to align each MSCHE Standard criteria with its Evidence Expectations by Standard, and each Working Group's adduced institutional evidence, as well as identify specific "gaps" relative to each criterion. The Standard Working Group Reporting Template (See [Appendix B](#)) will serve as the template for the content of each Working Group's report as it evolves through subsequent drafts and Steering Committee review..

Finally, the Institutional Co-Chairs generated a master institutional evidence spreadsheet, which functions as a repository for relevant, Evidence-Expectation by Standard-aligned evidence.

(See [Appendix B](#))

Editorial Style Guide

An editor has been chosen to ensure that Manor College's Self-Study Design is written in a unified voice. The editor is a member of the Steering Committee and will work closely with all committee members.

Format

MLA style guidelines will be followed for all content. Below are a few common elements:

- Microsoft Word (can be formatted from Google Sheets)
- 1-inch margins
- Arial font, 11-point font
- Left-justified
- Single-spaced
- One space between sentences
- MLA format for citations
- MLA format/style for content
- Italics for titles of publications
- Double-space between paragraphs

- Major headings should be left-justified in bold, upper and lower case, 14 pt, with two spaces after
- Center tables on the page; single-space, left-justify content. Tables should be labeled and numbered with the Standard number, table number, and title. Tables should be listed in a Table of Contents.
- Page numbers should be right-justified at the bottom
- Maximum pages of Chapter Report: 12 pages
- Refer to Manor College by its full name, Manor, or the College.
- Write in active voice and use present tense and third-person.
- Use month/date/year format for dates (January 1, 2021), including a comma after the year within a sentence. (Do not use ordinal numbers. Ex: Do not write “January 1st, 2023.”)
- Use the MS Word default format for bulleted or numbered lists.
- Refer to positions or titles, rather than individuals’ names.
- List names in alphabetical order.
- When creating a bulleted list, use punctuation.
- Spell out 0-9; use numerals for 10 and over.
- Use Working Group to refer to Standards Working Group(s).
- Use roman numerals to refer to the Standards.
- When using acronyms, introduce the acronym in parentheses after the first use of the full term in each section of the document. List acronyms in an end-of-chapter appendix. They will be compiled at the end of the final document. Avoid overuse.

Capitalization

- Names of Middle States Self-Study groups (such as Steering Committee, Team Leads, etc.)
- Self-Study Design / MC’s Self-Study
- Institutional Priorities
- Standards for Accreditation, Requirements of Affiliation
- Manor College’s Mission
- Job titles
- Capitalize institutional documents and processes: Strategic Plan, Policy HR012, etc.
- Capitalize the word college only if a proper noun (Manor College) or if the use of College specifically references Manor College.
- Use formal names for named buildings and spaces.
- Fall and spring are not capitalized within text.

Organization of the Final Self-Study Report

The final Self-Study report will not exceed 100 single-spaced pages, excluding Executive Summary and appendices, and will be comprised of the following sections:

- **Chapter One: Executive Summary**
 - Overview of major findings and recommendations of the Self-Study
- **Chapter Two: Introduction**
 - History and background of Manor College
 - Description of Programs and Services
 - Institutional Student Demographic Profile including Enrollment Trend Data with relevant disaggregation
 - Manor's relationship with the surrounding community
- **Chapter Three: Standard I Mission and Goals**
 - Introduction
 - Discussion, Analysis and Presentation of supporting evidence, documentation, processes, and procedures relevant to the identified Lines of Inquiry (be explicit about alignment strategic plan goals, identified Institutional Priorities and MSCHE Requirements of Affiliation where appropriate).
 - Analysis of supporting evidence, documentation, processes, and procedures relevant to the identified Lines of Inquiry (be explicit about alignment strategic plan goals, identified Institutional Priorities and MSCHE Requirements of Affiliation where appropriate).
 - Conclusions, including strengths and challenges
 - Recommendations/suggestions for ongoing institutional improvement and innovation as needed
- **Chapter Four: Standard II Ethics and Integrity**
 - Introduction
 - Discussion, Analysis and Presentation of supporting evidence, documentation, processes, and procedures relevant to the identified Lines of Inquiry (be explicit about alignment strategic plan goals, identified Institutional Priorities and MSCHE Requirements of Affiliation where appropriate).
 - Conclusions, including strengths and challenges
 - Recommendations/suggestions for ongoing institutional improvement, and innovation as needed
- **Chapter Five: Standard III Design and Delivery of the Student Learning Experience**
 - Introduction
 - Discussion, Analysis and Presentation of supporting evidence, documentation, processes, and procedures relevant to the identified Lines of Inquiry (be explicit about alignment strategic plan goals, identified Institutional Priorities and MSCHE Requirements of Affiliation where appropriate).
 - Conclusions, including strengths and challenges

- Recommendations/suggestions for ongoing institutional improvement and innovation as needed
- **Chapter Six: Standard IV Support and Student Services**
 - Introduction
 - Discussion, Analysis and Presentation of supporting evidence, documentation, processes, and procedures relevant to the identified Lines of Inquiry (be explicit about alignment strategic plan goals, identified Institutional Priorities and MSCHE Requirements of Affiliation where appropriate).
 - Conclusions, including strengths and challenges
 - Recommendations/suggestions for ongoing institutional improvement and innovation as needed
- **Chapter Seven: Standard V Educational Effectiveness Assessment**
 - Introduction
 - Discussion, Analysis and Presentation of supporting evidence, documentation, processes, and procedures relevant to the identified Lines of Inquiry (be explicit about alignment strategic plan goals, identified Institutional Priorities and MSCHE Requirements of Affiliation where appropriate).
 - Conclusions, including strengths and challenges
 - Recommendations/suggestions for ongoing institutional improvement and innovation as needed
- **Chapter Eight: Standard VI Planning, Resources, and Institutional Improvement**
 - Introduction
 - Discussion, Analysis and Presentation of supporting evidence, documentation, processes, and procedures relevant to the identified Lines of Inquiry (be explicit about alignment strategic plan goals, identified Institutional Priorities and MSCHE Requirements of Affiliation where appropriate).
 - Conclusions, including strengths and challenges
 - Recommendations/suggestions for ongoing institutional improvement and innovation as needed
- **Chapter Nine: Standard VII Governance, Leadership, and Administration**
 - Introduction
 - Discussion, Analysis and Presentation of supporting evidence, documentation, processes, and procedures relevant to the identified Lines of Inquiry (be explicit about alignment strategic plan goals, identified Institutional Priorities and MSCHE Requirements of Affiliation where appropriate).
 - Conclusions, including strengths and challenges
 - Recommendations/suggestions for ongoing institutional improvement and innovation as needed
- **Chapter Ten**
 - Summative Conclusions, including strengths and challenges
- **Chapter Eleven**
 - Conclusion Recommendations/suggestions for ongoing institutional improvement and innovation as needed, as well as clear strategies for implementation.

Self-Study Timeline

Manor College Timetable for MSCHE Self Study 2023-2026

*Spring 2026 Onsite Evaluation Visit

DATE	ACTION	WHO IS INVOLVED	STATUS
November 2023	Self-Study Institute	Co-Chairs President Provost Deans Select Community Members	Completed
November -December 2023	Attend MSCHE Annual Conference Canvas Site Created for MSCHE 2023-2026 President approves Steering Committee Working Groups designated Timeline finalized Steering Committee meets and Standards assigned	Co-Chairs President Steering Committee	Completed
Dec. 1, 2023	First Meeting of Steering Committee Seek input on Institutional Priorities Discuss MSCHE Kick- Off event in 2024	Steering Committee	Completed
Jan. 1, 2024	Self-Study process presented to the College Community. Community members assigned to Working Groups	Board of Trustees President Co-Chairs Steering Committee College Community	Completed
January 19, 2024 9am Zoom	MSCHE/Manor College Self-Study Check In and Self-Study Visit Planning with Dr. Sciple	Co-Chairs	Completed
Jan 31, 2024	1st draft of Lines of Inquiry Due	Working Groups	Completed

Feb. 8, 2024	Steering Committee meets with Co-Chairs	Steering Committee And Co-Chairs	Completed
February 21, 2024	Document Roadmap/Evidence List Due	Steering Committee Working Groups	Completed
February 22, 2024	Steering Committee meets with Co-Chairs	Steering Committee And Co-Chairs	Completed
February-March 2024	Documentation Roadmap populated by Working Groups in Canvas/MSCHE shared drive. Steering Committee meets once per month Co-Chairs develop 1st draft of Self Study Design and Documentation Roadmap	Co-Chairs Steering Committee Working Groups/College Community	Completed
March 4-11, 2024	Share document with Editor for editing	Co-Chairs	Completed
March 14, 2024	Steering Committee reviews data presented for each Standard	Co-Chairs Steering Committee Working Group Members	Completed
March 18, 2024	Editing deadline	Editor	Completed
March 19, 2024	Meet for final review of Self-Study Design to send to Steering Committee	Co-Chairs	Completed
March 19-21, 2024	Steering Committee reviews and suggests changes to 1st draft of Self-Study Design and Documentation Roadmap President reviews and approves 1st draft of Self-Study Design and Documentation Roadmap	President Steering Committee Co-Chairs	Completed
March 25, 2024 deadline (2 weeks prior to Self Study Prep Visit)	Self-Study Design draft and Documentation Roadmap submitted to MSCHE VP-Liaison	Academic Liaison Officer	Completed

Monday, April 8, 2024, 10:30-4:30	MSCHE liaison Self-Study Prep Visit to campus MSCHE liaison provides feedback on 1st draft of Self-Study Design and Documentation Roadmap	President Board of Trustees Faculty Staff Students Steering Committee	Completed
Thursday, May 2, 2024	Steering Committee Meeting to review final lines of inquiry	Steering Committee	
Tuesday, May 7, 2024	Final review and feedback on Self-Study Report due	President Steering Committee	
Friday, May 10, 2024	Deadline to upload final Self-Study Report to portal	ALO	
June-September 2024	Revisions and acceptance of Self-study Design Steering Committee meets monthly	Steering Committee Co-Chairs	
September 2024-December 2024	Working Groups gather and analyze data and submit progress reports to Steering Committee	Working Groups Steering Committee	
January 2025-May 2025	Self-Study Evaluation Team Chair chosen Visit dates chosen Accepted SSD sent to Chair Self-Study drafted and shared with campus community	Manor College Community	
May 2025-September 2025	Self-Study Report revisions and campus review	Steering Committee Manor College Community	
September 2025-November 2025	Self-Study Report draft sent to Team Chair (2 weeks before visit) Team Chair's Preliminary Visit	Board of Trustees President Steering Committee College Community	
December 2025-January 2026	Self-Study Report finalized based on Team Chair feedback and shared with campus	Board of Trustees President Steering Committee College Community	

February 2026-March 2026	Final Self-Study Report/ Verification of Compliance/Evidence Inventory uploaded to MSCHE portal (six weeks before team visit)	ALO Co-Chairs	
February 2026-May 2026	Self-Study Evaluation Team Visit Team Report Institutional Response	MSCHE Evaluation Team President Board of Trustees Faculty Staff Students Steering Committee	
June 2026-November 2026	Commission meets to determine action Visits conducted after April 15 are acted on by the Commission at the November meeting	MCHE	

Communication Plan

Objective	Audience	Method	Timing
Announce launch of the Self-Study	Board of Trustees Staff Faculty Students	Email from President	October 2023
Announce Co-Chairs	Board of Trustees Staff Faculty Students	Email from President	October 2023
Invitation to Steering Committee/Working Group Chairs	Steering Committee Working Group Chairs	Email	December 2023
Seek input on Institutional Priorities	Steering Committee President	In Person	December 2023
Announce Steering Committee / Working Group Chairs and Vice Chairs	Board of Trustees Staff Faculty	In Person	December 2024

Kick- Off Event	Board of Trustees Staff Faculty	In Person	January 2024
Inform College Community and Board of Trustees about Self-Study Design Visit	Board of Trustees Staff Faculty Students	Emails from President	February-March 2024
Keep stakeholders informed about Self-Study progress	Board of Trustees Staff Faculty Students	Website Manor Now	March 2024-end of study
Keep college employees informed of Self-Study progress	Staff Faculty	College Management Team Meetings	Ongoing 2024-2026
Keep students informed of Self-Study progress	Students	Townhall	Each term from Fall 2024-end of study
Keep Board of Trustees informed of Self-Study progress	Board of Trustees	Board of Trustees meeting	Each term from Fall 2024-end of study
Routine updates shared	Board of Trustees Staff Faculty Students	Website Manor Now	Ongoing 2024-2026
President Peri Welcome Back Day Speech provides MSCHE Updates	Board of Trustees Staff Faculty	In Person Video Recorded	Fall 2024/Fall 2025
Meet with Working Groups on a regular basis to review work for Self-Study	Steering Committee Working Group Chairs Working Group Members	In Person Virtual	Fall 2024/Spring 2025
Share draft of Self-Study report and open for written comment	Board of Trustees Staff Faculty Students	Email	Fall 2025
Announcement of Self-Study visit	Board of Trustees Staff Faculty Students	Email Website	Spring 2026
Invitation to attend campus site visit	Board of Trustees Staff Faculty Students	Email	Spring 2026

Announcement to stakeholders on Commission action and next steps	Board of Trustees Staff Faculty Students	Email	Fall 2026
--	---	-------	-----------

Evaluation Team Profile

It is recommended that the evaluation team include:

Team Chair:

- Experience in small (less than 1,000 students), private, Catholic, or Christian institutions
- Experience with primarily commuter institutions
- Current President, Chief Academic Officer, Provost, or Dean of Faculty
- Liberal arts influence in work history

Team Members:

- Experience with and sensitivity to the characteristics of private, religious-based colleges with diverse ethnic backgrounds and traditions
- Working knowledge of career-guided educational offerings
- Working knowledge of developmental needs of students and correlated educational offerings
- Administrators of small two-year or four-year private colleges.
- A Chief Financial Officer of a small private two-year or four-year college.
- A team member with expertise in Admissions and Admissions-related marketing.

Peer, Aspirant, and, Competitor Institutions: Manor College considers the following comparable peers, aspirational peers, and primary competitors.

Peer Institutions:

- Villa Maria College
- Trocaire College
- Hilbert College

Aspirant Institutions:

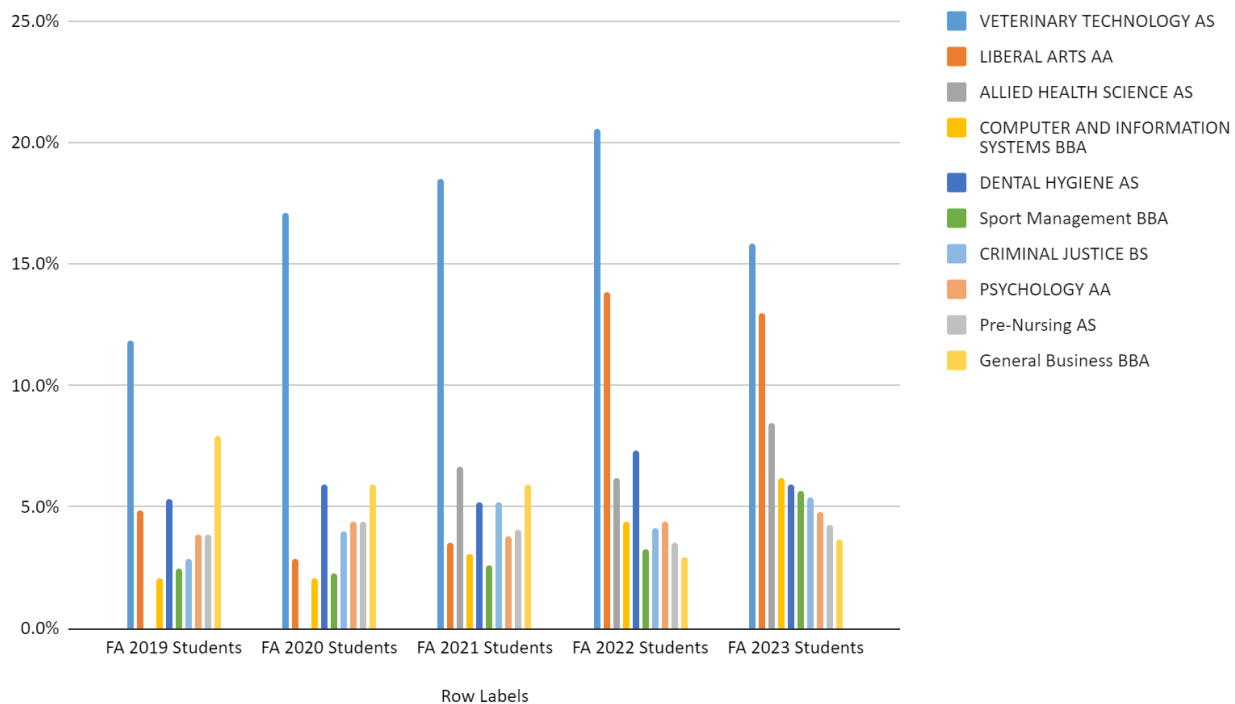
Manor aspires to become a more resilient institution that thrives in a context of changing student demographics and associated financial challenges. Toward that end, the College values a portfolio of in-demand academic programs, stable and increasing enrollment, strong retention and graduation rates, and a balance sheet that is not heavily debt-leveraged. Institutions that meet these criteria include Eastern University, Grove City College, College of Mount Saint Vincent, and Gwynedd Mercy University.

Competitor Institutions:

- Rosemont College
- Delaware County Community College
- Community College of Philadelphia
- Montgomery County Community College
- Bucks County Community College

- Harcum College
- Penn State University, Abington
- Delaware County Community College
- Pierce College
- Bryn Athyn College
- University of Phoenix (or any for-profit college)
- Holy Family University

Enrollment of Top 10 Programs of Study (2019-2023)



Signature Programs:

- Veterinary Technology
- Dental Hygiene

Strategy for Addressing Annual Institutional Update Indicators and Metrics

The institutional metrics presented in the AIU are high-level data points that can provide general guidance for strategic and operational planning, as well as the development of processes and procedures that strengthen student learning and institutional viability. Data relating to student performance are most useful when they are disaggregated according to student demographic factors that are relevant to the institution. The AIU makes a general effort in this area with disaggregation by race, ethnicity, and age in graduation rates and student body make-up.

In Fall, 2018, Manor College transitioned from an Associate's-granting to a Baccalaureate and Associate-granting institution. This transition was accompanied by a recategorization by the National Center for Educational Statistics (NCES) and resulted in variations from past practices/requirements in IPEDS reporting. This is particularly apparent in the Graduation Rate Information section of the AIU where there are many blanks because the College does not have a Baccalaureate Degree Enrollment cohort of sufficient duration to produce a Baccalaureate Graduation Rate. The Associate's Graduation Rate at 150% cited in these reports is collected as a subset of the Baccalaureate Graduation Rate and is itself not disaggregated by gender and race within the reporting requirements of the AIU. Manor will not be reporting a complete Baccalaureate 150% graduation rate until AY 2025-2026.

Manor has responded to the inability to present disaggregated completion data through the AIU instrument by offering Context of Performance addendums that illustrate graduation rates of its Associate's Degree students. These reports include disaggregation by race and ethnicity. In addition, the College also includes an examination of graduation rates, licensing exam pass rates, and employment placement for its professional programs (Dental Hygiene; Expanded Functions Dental Assisting; Veterinary Technology).

While the AIU-required data expose general issues and trends, they are somewhat less useful in forming more granular decisions that address student-institution interactions. The Self-Study process will look more closely at issues of student performance, and will do so through an analytic lens that expands disaggregation beyond those areas included in the AIU (gender; race/ethnicity; age) to include differences in wealth (as indicated by Pell eligibility) and first-generation status, areas that are particularly germane to Manor's student demographic.

Evidence Inventory Strategy

The Draft of Evidence Inventory is available via Google Doc.

Manor College's strategy for the Evidence Inventory is to guide Working Groups in generating evidence lists that align with each Standard while additionally assigning the refinement of the Evidence Inventory to members of the Steering Committee. Each Working Group has access to a dedicated Canvas shell where evidence will be uploaded. Collectively, each Working Group will evaluate the evidence prior to Chairs bringing the list to the bi-weekly Steering Committee meetings, that will begin in fall 2024, for review.

Working Groups will label evidence by naming the document and indicating which Standards it supports. Along with cataloging the evidence, the team is also tasked with identifying gaps and needs within the documentation. The charge for the Steering Committee is to ensure that each declaration made within the Self-Study is supported by evidence, and that the evidence is organized and annotated in the Self-Study document for ease of reading and locating evidence.

Prevention of duplicate evidence pieces is essential and will help ensure the Standards for the Evidence Inventory are being followed. Evidence for the Self-Study is collected from many areas of the College, including, but not limited to, the Registrar, Office of Institutional Research, Human Resources, Student Affairs, and college committees. All evidence will be housed and managed within the Self-Study Canvas shell.

The Steering Committee and Working Groups are responsible for uploading and naming files with an established naming convention that will be determined by fall 2024 and included in the style guide.

Appendix A: Working Group Charges

Middle States Self-Study Working Group Charges

- Our institution is pursuing a **Standards-based approach**, which means one Working Group for each Standard.
- Our institution has aligned the Standards and Institutional Priorities
*All **Priorities** will relate to growing the spirit and the "You Belong Here" culture
 1. **Expand Student Support**
 2. **Establish a cyclical process to evaluate, refine, and implement policies to support Mission-driven goals**
 3. **Grow Campus Population**
- The next level of alignment involves the **Lines of Inquiry** (due 1/31/24)
 - The Lines of Inquiry are considered critical questions that develop or investigate a particular analytical focus.
 - The Lines of Inquiry should relate directly to the Institutional Priorities and outcomes. Note: The Lines of Inquiry should not be focused on turning the criteria into questions. Avoid using questions that you can answer with a yes or no, as they are not analytical in nature.
 - Develop a clear logical mapping of concepts to support the Self-Study process.

Goal: To develop a clear logical mapping of concepts connecting Standards, Priorities, outcomes, Lines of Inquiry, and data.

Alignment Overview (Mapping of Core Elements)

Consider using a template to help frame and demonstrate the alignment of the Standards to Priorities and Lines of Inquiry as well as associated evidence.

Standards (and ROA)	Institutional Priorities	Line(s) of Inquiry	Evidence Data sources
Demonstrate how the institution currently meets the Commission's Standards for Accreditation and Requirements of Affiliation (Outcome 1)	Focus on continuous improvement in the attainment of the institution's mission and its Institutional Priorities (Outcome 2)	Considered critical questions that develop or investigate a particular analytical focus. Relate directly to the Institutional Priorities and outcomes.	(qualitative and quantitative) used to support/substantiate claims/findings in the Self-Study report

		(How effective, to what extent, etc.)	
Standard I Mission and Goals			
Standard II Ethics and Integrity			
Standard III Design and Delivery of the Student Learning Experience			
Standard IV Support of the Student Experience			
Standard V Educational Effectiveness Assessment			
Standard VI Planning,Resources, and Institutional Improvement			
Standard VII Governance, Leadership,and Administration			

Outcomes: what the Manor College plans to achieve through self-analysis and should result from conversations with campus constituencies.

1. Demonstrate how Manor College currently meets the Commission's Standards for Accreditation and Requirements of Affiliation.
2. Leverage periodic assessment through each Standard, using assessment results for continuous improvement and innovation to ensure levels of quality for constituents and the attainment of the institution's Priorities, Mission, and goals.
3. Engage the Manor College community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community.
4. Use the Self-Study to inform and guide implementation of the college's next Strategic Plan to provide contemporary and innovative learning experiences sensitive to the needs of students and community.
5. Evidence that Manor College's planning processes are sufficiently clear, coherent, practical, and sustainable.
6. Focus on continuous improvement in the attainment of Manor College's Mission and its Institutional Priorities.

Working Group Charge Key Elements

- Name of Working Group
- Identify a Recorder in the group to take minutes and compile and store data/documents
- The Working Group's charge and specific Lines of Inquiry by 1/31/24 (reminder: Lines of Inquiry should directly relate to the Institutional Priorities and/or the intended outcomes.)
- Identify relevant assessment information, institutional processes, documents, and procedures that will be gathered, reviewed, summarized, and used by the Working Group to support assertions and conclusions in the Self-Study Report. (Jan-Feb)
- Describe anticipated collaborations among the Working Groups and with key questions to address the Lines of Inquiry.
- Provide a description of how the Working Groups will collaborate with individuals or groups responsible for compiling and maintaining the Evidence Inventory.

Appendix B: Standard Working Group Reporting Template

Manor College 2024-2026 MSCHE Self-Study

Standard #: Standard Name

Working Group Report

Report Submitted to Co-Chairs: DATE

Committee Members: NAMES

Standard Criteria - Lines of Inquiry

A. Introduction

- a. Provide a general overview of how the Working Group addressed criteria while considering the Institutional Priorities.

B. Criteria with Statement and Analysis (section for each criterion)

- a. LIST STANDARD CRITERIA AND LINES OF INQUIRY
- b. Provide narrative and analytical data on how Manor adheres to each criteria for the Standard. Identify appropriate evidence. This section will be the largest component of the report with a balance of description and analysis.

C. Work Group Process / Collaboration and Evidence Inventory Approach

- a. Discuss, Analyze and Present supporting evidence, documentation, processes, and procedures relevant to the identified Lines of Inquiry (be explicit about alignment strategic plan goals, identified Institutional Priorities and MSCHE Requirements of Affiliation where appropriate).
 - i. Describe the data that was collected and reviewed.
 - ii. Include Department, Employee, Document Name, and Date (use template)
- b. List of documentation to be included in the Evidence Inventory.

D. Conclusions, Strengths, and Opportunities for Innovation

a. Conclusion

b. Strengths and Opportunities for Innovation

- i. Strengths: *Based on an analytical report, enumerate concisely the strengths of the College.*
- ii. Opportunities for Innovation: *Briefly list the issues which need to be addressed by the College.*

c. Recommendations/Suggestions for Improvement

- i. Recommendations/suggestions for ongoing institutional improvement and innovation as needed. While not all recommendations will be added to the final report, they will all be shared with appropriate campus personnel or committees for review.

Each report should be 10-12 pages in length, single-spaced using Arial 11-point font. Please see the full reporting guideline in the *Editorial Style Guide*.