

# **Assurance Argument**

# **Marietta College - OH**

9/28/2015

## 1 - Mission

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

### 1.A - Core Component 1.A

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The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

## Argument

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The Marietta College Mission Statement was developed through a transparent and inclusive process and adopted by the Marietta College Board of Trustees. The current statement "*Marietta College provides a strong foundation for a lifetime of leadership, critical thinking, and problem solving. We achieve this mission by offering undergraduates a contemporary liberal arts education and graduate students an education grounded in advanced knowledge and professional practice. Intellectual and creative excellence defines the Marietta experience*" was developed by an ad hoc subcommittee of the Planning Committee in the fall 2009 and adopted in the spring 2010. The subcommittee presented (on behalf of the Planning Committee) the revised mission statement to the entire faculty at the [January 25, 2010 faculty meeting](#). Faculty members were allowed to [comment both during and after the meeting](#). The Mission Statement was approved by the faculty at the [March 15, 2010 faculty meeting](#). This revised mission statement and [revised Core Values](#), which elaborate upon mission of Marietta College, were submitted to the Marietta College Board of Trustees as part of the most recent strategic plan [Focused on Distinction](#) at the [May 2010 board meeting](#). This new strategic plan, mission statement and core values were approved by the Board of Trustees at this meeting.

The academic programs, student support services and enrollment profile are consistent with the Marietta College Mission Statement, detailed in the [Seven Core Values](#) which guide the academic programs, support services and enrollment profile at Marietta.

**Liberal Arts Foundation** is the basis of the contemporary education provided by MC. The [General Education requirements](#) for graduation provide for base knowledge in the arts, humanities and sciences. In order for a course to carry a general education designation, it must satisfy [standards set for the given requirement](#).

MC supports opportunities for students to participate in extracurricular activities--like [bands, choirs, theater productions](#), art shows, forensics, and a [literary magazine](#), regardless of their area of major study. The [Academic Resource Center \(ARC\)](#) provides [tutors](#) for many courses, including those satisfying general education requirements. The [Writing Center](#) provides students help with all aspects of writing throughout their college careers.

**In-Depth Program of Study** is required for every major at Marietta. Programs require up to 60 credit hours of discipline-specific course work. Programs with outside accrediting body requirements may apply to have more than 60 hours in their curriculum.

Many departments on campus use Work Study funds to pay departmental tutors (e.g. Mathematics) and laboratory assistants (e.g. Chemistry). MC has many [departmental/program specific scholarships](#) and prizes to support students across campus. The “intellectual and creative excellence” that “defines the Marietta experience” is on display during [All Scholar’s Day](#), an annual College event celebrating student research and creative work through a variety of student presentations across campus.

**Diversity and Global Perspectives** courses make up six hours of general education requirements for undergraduate students. These courses fall under the categories “Global Issues” and “Culture and Diversity”. Specific criteria for a course to receive the Diversity and Global Perspectives designations are given in the [Undergraduate Catalog](#).

Student support is offered through the [Office of Diversity and Inclusion, Student Life and service organizations](#). (The work done by the Office of Diversity and Inclusion appears in greater detail in Section 1.C.) The Academic Resource Center also promotes diversity, providing support for those [students with disabilities](#). Students are encouraged to [study abroad through the Office of Education Abroad](#). This office provides advising for students prior to study overseas and [support to prepare them for their trip and studies, and support when they return](#), and organizes events that increase students' global perspective.

According to the [College’s Admission Philosophy](#), “The College prides itself on the...diverse backgrounds and varied interests of its students.” Marietta College has working agreements with the [University of International Relations \(UIR\)](#) and [Universidade Metodista de Piracicaba \(UNIMEP\)](#) to enroll students from China and Brazil. Marietta has worked with the Ministry of Culture and Education of Kuwait and Aramco Services Corporation, accepting students from Kuwait and Saudi Arabia. Currently there are 160 international students (104 from China, 45 from Kuwait, 9 from

Saudi Arabia, 1 each from Brazil and Ghana). In addition, Marietta also sends faculty to UIR each summer to teach in the UIR summer School Program, and their faculty come here to teach.

**World of Work** connects classroom education to jobs in many majors at MC through [internships \(X97 courses\)](#) and [research experiences \(X95 courses\)](#). Every major requires a [capstone course\(s\)](#)--often research-based or relate course material to work experiences.

Students seeking internships and transitioning from college to employment are assisted by the [Career Center](#)--the first contact for students seeking internships, help with resume writing and interviewing, and exploring job listings in all disciplines. Students also receive support in applying knowledge through the Honors and Investigative Studies program. [Investigative Studies Summer Research Fellowships](#) provide students with a stipend, housing for eight weeks during the summer and funds to support a research project. Students successfully completing a summer fellowship may apply to further their research through an [Honors Thesis Project](#). Students who complete a research project can apply for an [Investigative Studies Travel Grant](#) which provides a student with up to \$500 for registration, travel, and housing to present their results at a conference.

**Community** begins at MC before new students arrive on campus. Our incoming Freshman Class is assigned a common reading addressed during Orientation. Through the first four years of the program the reading highlighted one of the signature programs at the college. The [Common Reading Program](#) will continue with readings that emphasize the Seven Core Values. Freshmen arrive on campus having completed a writing assignment based on the common reading--part of the student's First Year Experience (FYE) course. These FYE courses serve as an "Introduction to the Major" Course for several majors. A sense of community is reinforced during Orientation when students meet with their FYE class to discuss the common reading. In many instances this FYE course is taught as a [Learning Community](#) with either another course in the major (e.g. Chemistry and Biology) or with a writing (e.g. WRIT 060 or 110), communication (COMM 101) or introduction to college (FYE 102). These Learning Communities provide students a cohort with whom they can work on multiple courses, helping first year students to establish relationships immediately.

MC is a residential campus with approximately 77% of all students living in residence halls on campus. This community is supported by the [Office of the Dean of Students](#) and "...seek(s) to provide positive living communities..." Students living in the residence halls are guided by [Community Advisors and community Coordinators](#). Advisors help "...students with personal, academic, and social concerns, and help develop a sense of community among residents." Coordinators "...are responsible for providing leadership and direction in coordinating a comprehensive residence life program..." MC also supports community with many [clubs, organizations and activities](#) for the students to join--including athletic teams, Greek life, program/major related clubs, performance groups and special interest groups. This sense of

community is enhanced by the Marietta College Police Department which is committed to serving as engaged and supportive members of the campus community. The department's motto ends with "... (the students) are not an interruption to our work but the purpose of it." The health of the campus community is supported at the Center for Health and Wellness. Here students can ensure physical and mental health with the support services of the center.

Every year MC brings in cohorts of students from China and the Middle East. This provides these students with a community of peers from a similar background which is important because these groups are not well represented in the Mid-Ohio Valley population. These students are further supported through the work of the Office of Diversity and Inclusion, the Office of Education Abroad and our ESL program.

**Leadership** is stressed at MC most notably in the McDonough Center for Leadership and Business. All students who have been accepted to Marietta and wish to pursue one of the five leadership tracks must first be [accepted to the McDonough Center](#), for a major in International Leadership Studies, a minor in Leadership Studies or certificate in Leadership Studies, Teacher Leadership or Engineering Leadership. Students who serve in official campus leadership positions, including Peer Mentors, Community Assistants, and Peer Advocates, also take academic classes under the LEAD designation to support them in these roles.

The McDonough Center hosts the annual McDonough Leadership conference--attended by students and faculty from across the United States and around the World. Students also attend the International Leadership Association (ILA) conference with McDonough faculty and staff. In 2014 a team of Marietta College students attended the conference and took third place in the ILA Leadership Case Study competition, with financial support for the team from Leadership departmental awards and the campus-wide Investigative Studies program.

[A Service component is included in several courses on campus](#), where students apply and develop their new knowledge they have learned in the classroom to support a community-based organization or project, or to offer education to the public. Students in the Leadership program complete between 25 and 125 hours of service in the community as a graduation requirement.

The Office of Civic Engagement (OCE) is part of the McDonough Center and serves as a resource for all students, faculty, and staff at Marietta, as well as for community partners. The OCE organizes and hosts a variety of [outreach programs](#) and offers workshops and one-on-one assistance to professors to promote development of meaningful service-learning courses and projects informed by current best practices.

Marietta College's planning and budgeting process align with and support the mission of the college. The current [mission statement and revised core values were the introduction to the 2010-2015 Strategic Plan, Focused on Distinction](#). The Strategic Planning Committee is currently working on a new strategic plan. As part of this

process they were tasked with a comprehensive [review of ALL academic programs](#) based on the Seven Core Values. The [draft of the 2015-2020 Strategic Plan](#) reaffirms these core values and refines what the term “contemporary liberal arts education” means. Requests for increased budget lines and personnel require justification based on the college’s strategic plan as described in Section 5.C.1.

## Sources

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## 1.B - Core Component 1.B

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The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

### Argument

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The Marietta College Mission Statement is articulated publicly through multiple documents and means. The most publicly visible text of the Mission Statement is on the MC web site ([www.marietta.edu](http://www.marietta.edu)), accessible by clicking on the "About Marietta" tab and then on the "Mission and Values" link. The Mission Statement is also prominently displayed on the [title page of the Undergraduate Catalog](#). The next page of the catalog provides the Seven Core Values of the College and a brief description for each. The Mission Statement also describes the college's vision for graduate programs; it's prominently displayed on the [title page of the Graduate Catalog](#).

The current Mission Statement was included in Marietta College's 2010-2015 strategic plan [Focused on Distinction](#), available to the public through the MC web site. Immediately following the mission statement there is a rationale for the changes made to the Core Values.

Marietta's mission documents are current. As described in 1.A.1, MC's current mission statement was developed in late 2009 and approved by faculty members and trustees in early 2010. MC's Core Values were also approved at this time. In 2014-2015 the Planning Committee discussed and reaffirmed the importance of the Core Values when considering criteria for Academic Program Review and for the Strategic Planning process, as summarized in [their Fall 2014 minutes](#). The mission statement also appears in the [draft version of the next strategic plan](#).

Marietta College's mission documents explain the extent of the institution's emphasis on the various aspects of its mission: "*Marietta College provides a strong foundation for a lifetime of leadership, critical thinking, and problem solving.*" The primary aspect of our mission is the instruction/education of our students. During the [annual evaluation of faculty](#) and during reappointment, tenure, and promotion decisions, teaching

effectiveness is the first, most critical area considered ([Section VI.C.1 of Faculty Handbook](#)). The various facets of the education we strive to provide are spelled out more thoroughly in the [Seven Core Values](#), within which other aspects of the College's mission are also articulated primarily to the extent that they contribute to the education of our students.

**Liberal Arts Foundation** – The liberal arts foundation is an essential piece of the “contemporary liberal arts education” that our mission statement promises to students. Its placement as the first of the Seven Core Values demonstrates its importance. By offering all students grounding in the breadth of the academic disciplines through our [general education curriculum](#), the College “stresses the development of skills such as critical thinking, problem solving, and effective communication.” This language closely echoes the first sentence of the mission statement, in which “a lifetime of leadership, critical thinking, and problem solving” is emphasized. Through an exposure to the liberal arts disciplines, all students are expected to be better able to consider various aspects of problems in our ever-changing world.

Looking towards the future, faculty from across campus recently formed the Contemporary Liberal Arts Working Group (CLAWG), whose purpose is to clarify what exactly “contemporary liberal arts” means to us as an institution, beyond the fact that it includes the liberal arts in some fashion. They began by adopting the AAC&U definition of “liberal learning.” A consistent, campus-wide understanding of this key phrase within our mission statement will be critical as we develop and revise [our next strategic plan](#) and redesign our General Education requirements.

**In-Depth Programs of Study** – The second core value also relates to the College's educational programming, reiterating its importance as the key aspect of our mission by offering students “programs of study that prepare undergraduates for challenging careers or admission to well-respected graduate and professional schools.” Through these programs of study, students encounter the “intellectual and creative excellence” that “defines the Marietta experience,” according to the Mission Statement. Research and other scholarly work performed by faculty are often accomplished in collaboration with students.

The College's commitment to offering “select graduate degrees consistent with the mission of the College and where it has the expertise and resources to meet or exceed baselines of excellence” is also articulated here, in language consistent with that in the Mission Statement, which states that we offer “graduate students an education grounded in advanced knowledge and professional practice.” Currently the College offers two graduate degrees, a Master of Science in Physician Assistant Studies and a Master of Arts in Psychology, as described in the [Graduate Catalog](#). Both of these degrees are in the area of “Health and Wellness,” one of the signature areas articulated in [Focused on Distinction](#).

**Global Perspectives and Diversity** – Another aspect of Marietta College's mission is the preparation of students for life in a diverse society. Towards achieving this goal,

students take at least six credit hours in the areas of “Diversity and Global Perspectives.” As described in more detail in 1.C, many other campus activities and initiatives also support this core value.

**World of Work** – This core value clarifies the meaning of a “contemporary liberal arts education,” stating that “a contemporary liberal arts education’ means preparation for the world of work and the ability to translate knowledge into effective action.”

**Community** – Marietta is a residential college, therefore concerning itself with the students’ education, enrichment, and well-being beyond the classroom. [Focused on Distinction](#) reiterates the decision of MC to “remain primarily a residential undergraduate college... We know that the strength of a Marietta College education lies in the interaction of faculty, staff, and students in the classroom, in the residence halls, and on campus.” This aspect of MC's mission finds its outlet in [numerous honor societies, fraternities and sororities, extracurricular clubs and organizations, athletic teams](#), evening lectures and performances, [Pioneer Activities Council](#) (PAC), Student Government Association (SGA), and [on-campus support services](#) for students.

**Leadership** – This core value links to the College’s mission of preparing students for “a lifetime of leadership” and elaborates on its importance by explaining that “Marietta College offers students opportunities to be citizen-leaders both on and off campus and thus to prepare themselves for leadership and responsible citizenship in their professions and their communities.” Like the “Global Perspectives and Diversity” core value, “Leadership” appears within the general education curriculum, with all students taking at least three credit hours with a “Leadership and Ethics” designation. Students also learn more focused leadership skills within their in-depth programs, as “professional programs convey the ethical standards appropriate to their professions and in other ways prepare students for leadership in their fields.” Students participate in the College’s [Leadership Program](#) at various levels (major, minor, certificate).

Leadership was identified as one of four signature areas in a recent vision statement and further articulated in [Focused on Distinction](#). This strategic plan goes beyond discussing the formal Leadership Program to indicate that we should “encourage collaboration between leadership and student life by developing a continuum of leadership development opportunities across campus,” so that more students can gain experience in this crucial area.

**Service** – While not explicit in the mission statement itself, service to the community at various levels is another important aspect of Marietta College’s mission. As described in 1.D, Marietta College students participate in a diverse array of service opportunities on campus, in Marietta, Ohio, in the Mid-Ohio Valley, and beyond. Faculty and staff model the importance of service through their own participation in service at various levels, both with students and on their own. The emphasis that the institution places on faculty service can be seen in [Section 3](#) of the annual evaluations that faculty complete each year, which include a subsection for “Service Beyond the College.”

Marietta's mission documents identify the nature, scope, and intended constituents of its higher education programs and services. Undergraduate students experiences this education through a broad general education curriculum combined with an in-depth major and an emphasis on future career possibilities. We offer a [wide range of majors](#), including the traditional liberal arts and "pre-professional" majors such as education and engineering. As a [primarily residential college](#), our intended constituents are traditional-aged, residential students.

The mission statement offers graduate students "an education grounded in advanced knowledge and professional practice." However, these [graduate programs](#) are limited to "degrees consistent with the mission of the College and where it [*the College*] has the expertise and resources to meet or exceed baselines of excellence." (Core Value #2)

## Sources

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## 1.C - Core Component 1.C

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The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

### Argument

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Marietta College's understanding of the relationship between its mission and the diversity of society is reflected in its core values. These underpin specific aspects of our institutional mission, which endeavors to develop the habits and skills necessary for lifelong learning. Of particular importance is the [following core value](#):

Global Perspective and Diversity:

*Marietta College prepares students to thrive in a diverse society and in a world where social interaction, work, and exchange occur across geographical, cultural, and linguistic boundaries. They learn that economic growth, political stability, human adaptation, and sustainability all rely upon cooperative efforts among the nations and peoples of the world.*

MC supports and values the relationship between our mission and the plural society we serve. This understanding is further evidenced by the creation of Marietta College's Office of Diversity and Inclusion in August 2011 and the appointment of a vice-president for Diversity and Inclusion (D&I) who serves as a member of the President's Cabinet. In addition, a Diversity and Inclusion Steering Committee spearheaded the development, approval, and campus-wide adoption of the [following institutional statement on Diversity and Inclusion](#): *Marietta College embraces a shared commitment to diversity and inclusion, which supports our mission of providing a foundation for critical thinking, problem solving, and leadership.*

*As a campus community, we promote practices, behaviors, and attitudes that are just and inclusive. Creating and sustaining a respectful and inclusive environment prepares our students to become citizens, leaders, and professionals in the 21st century's global society. Our engagement with diversity fosters mutual understanding and reaches beyond tolerance to produce a transformative view of diversity as a positive value.*

The D&I Steering Committee also developed a campus-wide [Plan for Diversity and Inclusion](#)--approved May 2012, with consistent implementation of priorities since then. Our plan addresses five areas of operation at the institution: enrollment, employment,

curriculum, co-curriculum, and engagement with external constituencies--establishing specific goals within each area of operation, as well as timelines.

The key recommendation that emerged from the work of the D&I Steering Committee involved the development and delivery of training programs for students and employees. In December 2012, 24 employees participated in a five-day train-the-trainers program to become facilitators of the [Anti-Defamation League's "A Campus of Difference" anti-bias training program](#). In July 2014 an additional 17 employees were trained, so that MC currently has [41 employees who can facilitate "A Campus of Difference"](#) campus workshops. Half-day programs have been delivered during First-Year Orientation in 2013 and 2014, and to a variety of student leadership groups since January 2013. Workshops have been offered to a significant number of employees. These training sessions are interactive; the curriculum engages participants in discussions, skills development, and action planning around multiple facets of individual and group identity.

MC also appointed an LGBTQ+ Task Force in Fall 2012; this group was tasked with gathering information on representation of LGBTQ+ members of the MC community and also their personal experiences on campus. Anonymous surveys were completed by employees, returning students, and new students in fall of 2013; findings informed the content of a newly developed MC SafeZone program. Training for employees began in 2014, and we currently boast [41 employees who have chosen to have their offices identified as SafeZones](#). Additional employee training is planned for Spring 2015, and work is underway to provide student training. We are also exploring transition from the task force model to institutional sustainability for work related to LGBTQ+ inclusion on campus.

We are currently developing a peer education program for sexual assault prevention, a collaborative effort between faculty in psychology, the Center for Health and Wellness, and the Office of Student Life--part of our overall programming, continuing institutional compliance with the requirements of Title IX and to foster a safe and positive campus environment.

We have recently hired a new Vice-President for Enrollment Management with a proven track record of success in recruiting diverse student populations. We also established a new Admissions Counselor position whose specific responsibilities include serving as a liaison to the Office of D&I. We also carefully monitor our success in recruiting, retaining and graduating both male and female students; students who self-identify as members of a US racial/ethnic minority group; students who are Pell-eligible or from other traditionally underrepresented socioeconomic groups; students with documented disabilities; veterans; commuter students; and international students. We also have begun to use self-reported information to track first-generation college students, in addition to data gathered by our Center for Health and Wellness related to students' attitudes/perceptions regarding their mental and emotional well-being. Data we gather are used to shape institutional policies, processes, and activities enhancing our ability to achieve our mission with the entire student body in all its diversity. This includes

initiatives addressing residential and dietary needs of a broader range of students, and training and other programming activities to create an inclusive campus environment. In Fall 2012, we also developed and adopted a policy for students regarding [excused absences for religious observances](#). Further information on MC's efforts in this and all the other areas of operation identified in our Plan for Diversity and Inclusion can be found in the [quarterly reports prepared for the Board of Trustees](#).

In Employment, the Office of D&I was tasked with developing guidelines for national search processes that would insure the recruitment of as diverse a pool of applicants as possible and increase the likelihood that candidates from traditionally underrepresented groups would be appointed to open positions. The latter is insured by [updated language for job ads that exceeds the minimum requirements set by the EEOC](#):

*Marietta College is an equal opportunity, affirmative action employer that values diversity. We do not discriminate on the basis of age, race, color, national or ethnic origin, disability, sex, gender identity, gender expression, sexual orientation, or religious affiliation. Veterans and minority candidates are encouraged to apply.*

These guidelines were approved and adopted in January 2013 and have been effective in diversifying applicant pools and the Marietta College workforce. Marietta College also has a formal mentoring program in place for new faculty hires, which is aimed at retaining those faculty members. Finally, while Ohio now recognize same-sex marriages as of summer 2015, have [extended partner benefits to same-sex partners](#) of our employees since 2005.

MC's [Curricular Assessment Program includes learning outcomes and a companion rubric for evaluating our students' competencies in global and societal diversity](#).

Furthermore, we offer a variety of majors, minors and certificate programs that address diversity within one or more of the world's societies. These include: Asian Studies, Art History, Communication Studies, Economics, Education, English, French, History, International Business, International Leadership Studies, Latin American Studies, Music, Political Science, Philosophy, Psychology, Religion, Spanish, Studies in Gender and Sexuality, Teaching English as a Foreign Language, and Theatre. We offer many experiential and curricular learning opportunities to engage students with one or more facets of diversity. These include study abroad opportunities, as well as courses incorporating service learning pedagogy and certain internships.

Recently, we have increased options for alternative winter and spring break service-focused programs within the U.S. and abroad. Funding is available to employees interested in developing credit bearing academic programs to visit potential host sites and prepare for successful learning experiences. Some programs involve collaborations with our partner institutions in China, Brazil and England. Efforts are made to include international students in these programs, and employees for whom the experiential learning opportunity can expand their own understanding of internationalization and diversity. Marietta College is located in Appalachia, a very racially and ethnically homogeneous region -- the [Marietta, OH- Parkersburg-Vienna, WV area constitutes the](#)

[whitest metropolitan area in the nation](#). The metropolitan area is home to a lower than average percentage of individuals who have completed a bachelor's degree or higher. In Wood County, WV the percentage of citizens age 25 and over with a bachelor's degree or higher is 18.4%, and in Washington County, OH the percentage is 16.0%. According to the [US Census estimate](#), 28.8% of the population over 25 had earned at least a bachelor's degree. The majority of our students come from the Ohio-West Virginia-Western Pennsylvania region, as does a significant proportion of our non-faculty campus workforce. In this context, it's clear that experiential learning opportunities are crucial to the institution's engagement in the diversity of our nation and world.

Another significant initiative involves a partnership with Ohio Campus Compact (OCC)-- which awarded Marietta's Office of D&I a VISTA position for Academic Year 2013-2014. This VISTA member was responsible for administering [Connect2Complete \(C2C\)](#), a program aimed at improving first-year student success. C2C seeks to address issues of poverty (related to higher education access) by serving the needs of academically under-prepared students from traditionally underrepresented/under-served populations. This resulted in leadership training for returning students who in their first year had successfully completed coursework in developmental writing and/or math and who also self-identified as members of a US racial/ethnic minority group. In Fall 2014 our VISTA member from the previous year became a part-time employee of Marietta College, and two of the students she had trained served as peer advocates in a First-Year Learning Community (FYLC) that included enrollment in Writing 060: Basics of English Composition and Math 123: Practical Statistics. An important feature of this FYLC was mandatory group tutoring for students whose performance placed them at risk of an unsatisfactory grade in either course. In Writing 060, group tutoring was delivered by the course instructor, supported by peer advocates. For Math 123, peer advocates working in the Academic Resource Center (ARC). This FYLC incorporated service learning pedagogy around a theme of food (production, consumption, waste, fitness/health); students engaged in experiential learning opportunities on campus (food waste study, informational poster session) and in the local community (food pantry, elementary and middle schools). The instructors have already volunteered to repeat it in Fall 2015, and the group tutoring component was implemented in all 3 sections of Math 123 in Spring 2015. The Office of D&I collaborates with the Department of Psychology to implement the group tutoring model with peer advocate supervision in sections of Psychology 101, a gateway course that in recent history has a high W/D/F rate at MC.

In the area of Co-Curriculum, MC's Office of Student Life requires "A Campus of Difference" training every year for students who serve as Community Assistants in our residence halls. Several employees within the Office of Student Life are facilitators. This group and the LGBTQ+ task force also have significant representation from Athletics, Campus Police, and the Center for Health and Wellness. MC has a significant number of Muslim students from Saudi Arabia and Kuwait, and their [living and dietary needs have been accommodated in both the residence halls and dining services](#). With the recent construction of Harrison Hall, apartments were included with private bathrooms featuring bidets, at the request of our Middle Eastern students. While Harrison Hall is for

upperclassmen, a number of spaces in these apartments are reserved for first-year and transfer students from Kuwait and Saudi Arabia. Dining services also developed halal dining options for these students, distributing a flyer indicating halal recommendations at each of the campus dining outlets.

Marietta offers a variety of programming addressing a broad array of distinct facets of diversity. These include: Pizza and Politics, Alternative Winter/Spring Break programs, Make a Difference Day, Lunar New Year Celebration, Global Connections, Cross-Cultural Peer Mentors Program, International Week, Black History Month programming, Multicultural Day, Women's History Month programming, Hispanic Heritage Month programming, Native American History Month programming, Global Palate series, Pioneer Activities Council programming, Residence Life programming, Perspectives Series, Esbenshade Series, and volunteer opportunities in Marietta and beyond. There are student organizations that address the interests and needs of specific student populations, including College Republicans, College Democrats, College Students for Common Sense, Newman Community, Interfaith Alliance, The Alliance, Women of Substance, AMEN (Alliance of Men Enriching our Neighbors), and Invisible No More.

To engage with external constituencies, MC students and employees participate in various service and volunteer activities with local community organizations and in other communities in the United States (New Orleans, LA, Pine Ridge Reservation, SD) and abroad (Central America, Ghana). Our students also have access to a number of alumni networking opportunities supporting students from a variety of backgrounds. MC also has strong relationships with several outside bodies whose work addresses some facet of diversity, such as Ohio Campus Compact, the League of Women Voters, and several local religious communities and non-profit agencies. A specific example is a recent grant project partnership with Washington State Community College through the Ohio Board of Regents' "Ohio Means Internships and Co-Ops" program, which has a specific goal of providing internship and co-op experiences to students from traditionally underrepresented populations.

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## 1.D - Core Component 1.D

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The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

### Argument

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Marietta College embraces its role in the community which is reflected in our planning and priority-setting processes. In our [strategic plan](#) (2010), MC revised its [core values](#), going from nine values to the seven; four of these seven—Global Perspectives and Diversity, World of Work, Leadership, and Service—relate directly to the relationship between the academic institution and the broader public.

These values are apparent in the inclusion of experiential education and service learning in the curriculum, institutional investment in the [Career Center](#), [Civic Engagement](#), [Diversity and Inclusion](#), and [Campus Involvement](#) offices. The academic grants office at MC also actively seeks out [resources for public outreach and programming](#).

Marietta has been recognized for service and engagement on the President's Community Service Honor Roll on multiple occasions (e.g., [2008](#), [2009](#), [2010](#), [2012](#)). MC's commitment to community engagement led to recognition in 2012 as an award-winning [Engaged Campus](#) by Ohio Campus Compact. MC also recognizes those working toward the public good with [service-based awards](#) at the annual [Founders Day](#) celebration.

MC's educational responsibilities are paramount, as articulated in the [Core Values](#), the [Faculty Constitution and Handbook](#), and the [Undergraduate](#) and [Graduate](#) Catalogs. Marietta is a teaching college, placing the educators' responsibility to the students above all else. Curriculum is faculty-governed through committee, requiring full faculty approval on larger-impact decisions. [Faculty evaluations](#) are based on teaching, professional development, and service to the college/community; greater weight is placed on teaching.

As a nonprofit, MC lacks financial stakeholders; the Board of Trustees, composed of mostly alumni, provides guidance in college operations. Where possible, [financial transparency](#) is provided to faculty, cabinet, and staff in the budgeting process, regular meetings with faculty and staff, and [special meetings](#) by the President and/or CFO.

The [financial structure of the college](#) is tuition-driven; an endowment provides additional financial support for operations. Students are supported through numerous [endowed scholarships and prizes](#). Marietta supported 87% of full time undergraduates with [financial aid](#) in 2013-2014. The priority of education is apparent in our percentage of [FY 2015 expenses](#), with financial aid making up 33% of total expenses, and part of a total of 80% of expenses directly, along with academic/instructional categories, direct student services, and facility maintenance.

MC ensures resources are available through awards and grants to support the education of students (e.g., [McCoy Professorship](#), [Harness Outstanding Educator Award](#), [Innovative Teaching Award](#), [Load Reduction Program](#), [Mentor Grants](#), [Minigrants](#), and [Professional Improvement Grants](#)). The Strategic Plan indicates this in [Goal 2](#) with support for “pedagogical innovations” and in [Goal 3](#) to “Attract and retain the faculty and staff needed to move the college to the next level of academic distinction”. [Goal 6](#) of the Plan indicates a necessity to “deepen the quality of the education provided by Marietta College and to emphasize the distinctiveness of that education.” The college’s [Worthington Center for Teaching Excellence](#) supports these goals by “Serving the Marietta College community by promoting effective teaching, engaged learning, and innovative pedagogy.”

[Marietta College’s mission](#) reflects our primary commitment to serving students. MC also embraces its role in the community, described in the college’s [Seven Core Values](#). On an institutional level, the presence of several local [Trustees](#) on the Board assures local input and accountability to the community/region. MC’s commitment to engage beyond the student body is apparent in the Core Value of Service.

MC is located in a rural, industrial area of Appalachian Ohio, with limited financial, cultural, and networking resources compared to the state’s urban centers--giving MC an important role as a cultural center. MC offers resources, programming, and opportunities for cultural exchange and experiential education that enrich both our campus and the surrounding region. MC nurtures reciprocal relationships between the community and our students. For example, for over 17 years, the college has organized “host families” programs for both student athletes from outside the area and for international students. The willingness of local families to engage with students deepens and demonstrates MC’s place in the broader community.

Marietta engages a variety of community stakeholders, with special emphasis on schools and educators, and health and wellness, including business leaders, nonprofits and volunteers, community artists and scholars, and retirees.

With our award-winning teacher preparation program, MC has a special commitment to supporting local schools. MC is an official Partner in Education with Marietta Schools, offering a variety of Professional Development opportunities for local teachers, as well as programs working with K-12 students. These popular programs include [Meet a Scientist Day](#), which brings local fifth grade students to campus to learn about science-related careers and is part of the [MC Squared program](#), connecting MC faculty with K-5<sup>th</sup> grade students and teachers in a variety of science outreach programming throughout the year. MC offers a variety of summer experiences for local students and teachers, including: [Reading Camp](#) for preschool through fifth grades (in partnership with the local Morning Rotary); [Kids Academy for Mathematics](#), training local teachers in math instruction and offering math lessons to local students; the [Women in the Sciences Camp](#) brings 6th-9th grade girls to campus for hands-on learning with scientists and engineers. We are currently partnering with Marietta City Schools to develop [a camp](#) to encourage entrepreneurship in middle and high school students as part of the region-wide [Young Entrepreneurs Consortium](#).

The education department places students into local schools as student teachers and in field placements, hosting campus events related to education, like the recent Regional Community Forum on Public Education (held in [2014](#) and [2015](#)). MC's [Teacher Leadership program](#) encourages service among future educators--incorporating service-learning methodology in courses and requiring service hours from students in the program. MC partners with the local newspaper, *The Marietta Times*, to host the annual [Mid-Ohio Valley College Night](#), for high school students seeking options for post-secondary education from over 70 colleges and universities.

Health and wellness is a [signature area](#) of our academic offerings, driving a variety of community outreach efforts. The Physician Assistant Program hosts a [free community clinic](#) on campus, and students in the program volunteer to help treat patients. MC leases land at a nominal fee to the nonprofit [Harvest of Hope](#) for a Community Garden with plots available to area residents; additional harvested food is donated to local pantries. Dyson Baudo Recreation Center provides [opportunities for the wider community to stay fit](#), offering both fee-based memberships and also a free "Community Walker" program where community members utilize the indoor track.

MC was a founding member on the [Hunger Solutions Task Force](#), which brought together major local employers to commit to addressing food insecurity in the region. In addition to support of local pantries and regional food bank, the Task Force supports the [Live Healthy Kids program](#) in Washington County, serving hundreds of second grade students, and is run by an [AmeriCorps member](#) based at the MC Office of Civic Engagement (OCE). This outreach program also benefits from directly from faculty research, [teaching](#), and [consulting](#) with support from the OCE.

Marietta also supports kids' health and wellness, offering a variety of summer [Sports Camps](#), sports activities throughout the year; use of Don Drumm stadium is shared by both the college and the local high school teams. MC coaches are involved with these initiatives; student athletes participate in events such as a day with the football team

(offered in partnership with the Marietta Family YMCA). Groups and teams at Marietta offer a variety of healthy activities for families, including the annual [Softball Community Day](#) and [Baseball Community Day](#), which are primarily [organized by students](#). Student groups are also supported with advising and funding through the Office of Campus Involvement and Student Senate to offer events for local youth like Christmas on Campus or "Halloweentown".

MC engages with local business and community leaders. Both the [Business and Economics department](#) and the [McDonough Center for Leadership and Business](#) have external advisory committees which include prominent local professionals and business owners and community leaders. Marietta also invites leaders from the business and government sectors to campus to conduct research with students through the [Executive in Residence](#) and [Leader in Residence](#) programs at the McDonough Center. The McDonough Center also organizes an annual undergraduate spring [leadership conference](#) (open to the public) featuring a CEO or business-oriented keynote speaker and business-themed sessions.

MC partners with the Chamber of Commerce: the Chamber president greets incoming students each fall, and places student interns and volunteers with the Chamber offices. Marietta partners with the Convention and Visitors Bureau, promoting CVB events on campus, partnering with MC student groups to make public parking available during local festivals, and having a member of the administration on the CVB Board. MC also hosts the [Economic Roundtable of the Ohio Valley](#), a non-partisan, non-political educational organization that formed in 1982 as a collaboration between the Business and Economics Department at MC and a group of business, civic and educational leaders. The Economic Roundtable seeks to enlighten its members and the community on important governmental, economic, and social issues--presenting the region with more than 160 distinguished speakers on a broad scope of relevant topics.

Marietta is committed to supporting nonprofits and community volunteers, based upon core values of "Leadership" and "Service." Service-learning is embedded in the College's academic offerings, with over two dozen officially registered [service-learning courses](#) offered in the past three years, all partnered with external organizations supporting community improvement. Examples include Graphic Design courses, which met with local teachers to design and produce custom classroom materials to support student learning, or with local nonprofit organizations to design and produce logos and marketing campaigns. MC also offers a three semester academic experience for students, Next Gen, which places students with a local nonprofit as board members, supports students grant writing for their nonprofit through the [Pay it Forward program](#), and implements a service learning project supporting the organization's capacity.

Next Gen is one program of [Nonprofits LEAD](#), based at the Marietta College Office of Civic Engagement offering workshops, resources, and support services for local nonprofits, including hosting an annual nonprofit capacity building conference on campus and connecting nonprofits to students, staff, and professors at Marietta College wishing to serve as consultants and volunteers. The program grew out of [research](#)

[conducted by a Marietta College faculty member](#), and [is supported](#) by local foundations and significant in-kind contributions from the college. Nonprofits and community members also access services on campus through the Legacy Library's participation in the Foundation Center [Funding Information Network](#), which makes available to any organization or community member a nationally recognized database of potential funding sources for nonprofit ventures.

Community service is supported through co-curricular programming. MC established a fully staffed Office of Civic Engagement, which spearheads college outreach to community organizations, promotes service learning, and hosts opportunities for volunteerism. The OCE hosts several days of service annually, including participation in the National [Make a Difference Day](#) campaign. In 2013-2014, [over 39% of Marietta College's students](#) served in the community through one or more OCE programs. MC collectively provides over 7000 hours of service to the community each year, including OCE programs, education department students serving in local schools, and student groups. The Office of Civic Engagement works closely with [a network](#) of 40+ [Community Partner Organizations](#) annually, including recruiting and placing student volunteers with agencies on an ongoing basis. Informally, a number of College staff and faculty serve on local nonprofit and government boards. Marietta makes our facilities available at free or reduced cost to local nonprofits, including [making the President's Home available](#) to local groups to host meetings and trainings.

Supporting the core values of Liberal Arts and Community, Marietta College is a regional cultural and intellectual resource. Integrated in the academic programs of Art, Music, and Theatre are regular opportunities for public and community engagement.

With Gallery 310, the Art Department hosts approximately [25 weeks of exhibition](#) per academic year, including student projects and faculty exhibitions. Consideration is given to hosting exhibitions that will have a connection to the community at large, for example, the recent exhibition, "[Photographs of Marietta that Was.](#)" [Theater productions](#) are open to the public, including main stage productions, outreach performances, student matinees and talk-back panels. MC offers multiple [musical performances](#) to the community annually including ensembles, recitals, jazz concerts, the Opera Workshop and the popular annual Holiday Concert and Handel's *Messiah*.

Many departments and offices also offer a variety of campus programming, open to the public, including Cine Latino film series offered through the Department of Modern Languages, films and speakers sponsored by the Office of Diversity and Inclusion, and the annual common reading author presentation organized through the Office of Academic Affairs ( [2014 speaker](#) was author Sherman Alexie). The McDonough Center brings the [Great Decisions Series](#), coordinated by students, to the Mid-Ohio Valley to promote community discussion on current international issues. The English department brings a visiting writer annually; his/her visit culminates with a reading and talk-back open to all members of the campus and surrounding community.

MC promote these events and serves as a source of news and information to the broader community. Through the Mass Media Department, news, sports and entertainment are broadcast via WMRT radio, WCMO radio, WCMO TV. The *Marcolian* newspaper also covers both campus and community events/concerns and can be accessed free online. The college is currently focusing on improving its common calendar and developing a mobile-friendly website to expand campus and community access to these college resources.

Cultural enrichment opportunities include the [Esbenshade Series](#) (endowed/established 1980) of lectures, performing artists, and programs in the humanities. Marietta offers science-themed community programming through the annual [Krause lecture](#), which brings in a distinguished speaker to present on a science-related topic; all events are free and open to the public. Other campus resources including the Legacy Library and the Anderson Hancock Planetarium. The Legacy Library is a [Federal Depository Library](#), holding regional historical documents in special collections, and providing access to the community either for onsite research or through a Community Card. The Anderson Hancock Planetarium offers [public shows](#) each month, and hosts [free shows for educational and civic groups](#).

Sustained opportunities for community involvement in the intellectual life of Marietta College include the Town and Gown program (offering a number of both day and evening courses open to the public for \$25) and the [Institute for Learning in Retirement](#) (ILR)--a community-based organization of retirement age people who share a love of learning through a member-designed academic program suited to their interests, taught by current and retired Marietta College faculty and community members. The ILR program mails a fall, winter, and spring brochure to over 700 addresses of interested community members. The 2014 fall and 2015 winter sessions of the ILR Program offered five classes and had a combined enrollment of approximately 260 students. Courses are offered at the cost of \$30--making the program accessible to a broad range of community members.

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## 1.S - Criterion 1 - Summary

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

### Summary

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The Marietta College mission statement and supporting core values provide the framework for the institution's daily operations. The mission statement was developed through the college's governance process and was first articulated in the most recent strategic plan, *Focused on Distinction*--developed around Marietta's signature programs and our Seven Core Values. These core values explain our emphasis on a contemporary liberal arts education celebrating global diversity while promoting lifelong learning and service to the community.

Although Marietta College has a clearly articulated mission statement that guides its operations, and thus satisfies Criterion One, we face some challenges in this area in the coming years.

- Our mission statement specifies that we offer "a contemporary liberal arts education." This phrase has generally been understood across campus to indicate that we ground students in the liberal arts while including instruction in many "pre-professional" areas--majors that are perceived by students and parents as being directly related to specific post-graduation jobs. The precedent for this type of education was set at the time of MC's chartering in 1835; however, there is increasing uncertainty about what this term means for our institution. Many among the humanities feel that they are being relegated to a service function--supporting majors that are perceived as more practical. Developing a common understanding among faculty and staff regarding the meaning of "contemporary liberal arts education," and consistently communicating this understanding to students will be essential to the integrity of our mission, particularly if current trends continue. This mutual understanding will also be crucial as we seek to revise our general education curriculum in 2015-16.
- A related challenge involves shrinking enrollment in some liberal arts programs as enrollments in "pre-professional" majors grow. The recent holistic program review completed by Planning Committee used enrollment as a major criterion for considering which programs might be eliminated in order to free resources for growth in other areas. Three of the programs recommended for elimination, Asian Studies (major/minor), French (minor), and European Studies (minor), fall within the area of "Global Perspectives," one of our Core Values. The proposed elimination of these programs appears to be finance-based rather than mission-based. How we handle these recommendations and how we will grow or shrink

programs in the future while remaining true to our mission needs to be determined.

- MC recognizes the importance of diversity, placing it within our Core Values; however, a continual challenge is the recruitment of both a diverse student body and a diverse faculty. Recent efforts in this area need to continue and need to become a priority across campus.
- A final challenge relates to communication with external constituents. While Marietta College invites the community's attendance and participation at numerous campus events, such as concerts, plays, lectures, and readings, communication about these events to the public is often inconsistent, resulting in missed opportunities for community members to attend, unnecessarily large numbers of empty seats at certain events, and the absence of off-campus perspectives at post-lecture/performance discussions or question-and-answer periods. The presence of community members contributes to the vitality of the College, so improved communication could only be beneficial.

## **Sources**

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*There are no sources.*

## 2 - Integrity: Ethical and Responsible Conduct

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

### 2.A - Core Component 2.A

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The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

#### Argument

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Marietta College maintains a high standard of institutional integrity across all divisions of our campus including the governing board, administration, faculty, and staff. These standards are clearly documented in the institution's policy manuals available to all parties mentioned above. These standards are aligned with best practices for institutions of higher education.

The State of Ohio mandates that the Board of Trustees has the final responsibility for the governance and operation of Marietta College as a private, non-profit institution of higher education. The role of the Board is to ensure the financial stability and overall integrity of the institution and to make decisions on the best interests of the institution. The Finance sub-committee of the Board of Trustees has the specific function of reviewing the institutional budget, operating costs, renovation/construction projects and investments. [All Board members disclose potential conflicts of interest and refrain from participating in any activity that might lead to a conflict of interest](#) once named a Board member. Signed documents regarding conflicts of interest are available through the President's office for review. These policies are clearly documented in the policy manual that addresses their by-laws and role regarding governance and administration of their duties as Board members.

The Registrar oversees the integrity of our academic policies including verifying grade changes, transfer credits and graduation requirements. All of the policies are clearly explained in the College Catalog. The Catalog is published on a yearly basis and distributed to all new students and to faculty. Changes to the catalog are made on an annual basis. The Registrar communicates policy that might be missed by students and faculty via email.

The Curriculum Committee and Academic Standards Committee are responsible for the integrity of our academic mission and policies. Curriculum Committee receives proposals for all new courses. They also must approve any changes to the requirements for academic majors, minors, and certificates. They oversee the addition of new programs and elimination of existing programs. Proposals for new majors must

also be voted on by the full faculty. The Academic Standards Committee enforces standards related to grading, registration, and graduation policies and the probation and dismissal of students. In this capacity, they consider appeals for academic dismissal or administrative withdrawal. They also consider exceptions to academic policies on a case-by-case basis.

The Business Office, under the direction of the Vice President for Finance and Business Operations, is responsible for budget planning, yearly reports and audits, and the day-to-day administration and accounting of the institution's finances. The office maintains consistent and transparent financial processes. This includes publishing [Annual Budgets](#). Annual Audits ([FY2014](#), [FY2013](#), [FY2012](#)) are conducted by an outside CPA to ensure that the institution's financial statements are in order and comply with the requirements of the Department of Education. These annual reports are presented to the Board of Trustees. Reports required of all non-profit institutions [990 Tax Form](#) are also published and include the compensation of officers, directors, trustees, key employees, the highest compensated employees and independent contractors. (See Criterion Five.)

MC works to maintain fair and transparent practices for its employees. A full-time Human Resource Director oversees hiring practices, meets with new employees to review key policies, and serves as an ongoing resource to all employees informing them of issues regarding benefits and any policy changes. The Human Resource Director is also responsible for ensuring fair and transparent termination policies [including grievance policies](#).

In addition to the clear expression of these practices in the Employee Handbook, MC regularly forms an ad-hoc benefits committee to ensure the regular review of benefits and to provide input to the Human Resource department and other administrators. This committee consists of faculty and salaried and hourly staff. There is also a Staff Advisory Council that is chaired by the Human Resource Director and consists of appointed staff and a faculty representative. A process has begun to develop a nomination and elections process. This process will be discussed and voted on by the Staff Advisory Council.

Clear guidelines regarding hiring, tenure, promotion and retention are laid out for faculty in the [Faculty Handbook](#). This includes grievance policies if faculty members feel they have been wrongfully terminated or denied tenure or promotion. This manual is updated to include changes voted on and approved by the full faculty. A [Search Committee Handbook](#) provides guidelines for Departments in hiring new faculty. This includes an official "Charge to the Search Committee and Checklist," tips on forming a search committee such as naming an appropriate chair, the number of members and ensuring diverse representation of campus constituents. Sample interview questions and questions to avoid or that are illegal are also included to ensure the ethical behavior of all committee members.

College wide policies that hold all employees to a high ethical standard are in place and published in the respective manuals Employee Handbook and Faculty Manual. These policies include ([Sexual Harassment and Misconduct](#), [FERPA Guidelines](#), and [Fair Use and Copyright Policies](#)). New employees are informed of these policies and provided with their respective manuals. Training and information are provided to employees intermittently to be sure they are current in understanding the ethical guidelines in each of these areas. The Registrar is the compliance officer responsible for overseeing FERPA Guidelines. We are in compliance with federal law regarding Title IX, with an Institutional Title IX Coordinator, assisted by two Deputy Coordinators, one in the Division of Student Life and one in HR . The Title IX Officer is responsible for overseeing the Sexual Harassment and Misconduct Policy. The Co-Director of the Library oversees the Fair Use and Copyright Policies.

The College works to maintain high ethical standards and transparency in its dealings with outside vendors. Multiple bids are sought and received for all contracted services before signing. The campus [Procurement Policy](#) and [Office Supply Policy](#) guide these negotiations. The chief financial officer is responsible for overseeing these negotiations and contracts in consultation with the President and cabinet officers.

[We are currently updating our State Authorizations.](#)

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## 2.B - Core Component 2.B

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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.

### Argument

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Marietta College works to communicate with its various constituencies about programs (academic and extra-curricular); its student body, faculty, and staff; admission requirements, cost, and financial aid policies; college campus, events, and campus safety; and accreditation relationships. The College website serves as a primary form of communication. Institutional documents, including College catalogs, student and employee handbooks, and the *Faculty Manual*, serve as sources of information and are made available online. MC's mission and Seven Core Values serve as central institutional documents, both undergo regular review/revision to ascertain accuracy and integrity. Reporting systems in place include EthicsPoint, the Clery or Campus Crime and Fire Report, and Pioneer Alert.

#### INSTITUTIONAL DOCUMENTS:

##### Catalogs

The [Undergraduate Catalog](#) and [Graduate Catalog](#) serve as the primary sources of information regarding academic programs, academic policies and practices, cost, admission and financial aid, program requirements, and course descriptions. The catalogs undergo annual review at the institutional, programmatic, and departmental levels. The Registrar oversees the process, contacting each department to review and submit updates. The Registrar serves on the college-wide Curriculum Committee--facilitating the development of curricula and evaluates existing programs, determining if they are keeping with the stated mission of the college. Most curricular changes to the catalog must meet the approval of the Committee. To ensure accuracy, the Registrar and Records Office consult minutes of the Curriculum Committee's weekly meetings--available on the committee's webpage on the College's website. The *Undergraduate Catalog* is published annually and hard copies are distributed to offices, in-coming students, and full-time faculty in August. Both catalogs are also posted on MC's website.

##### Handbooks and Manuals

In addition to the Undergraduate and Graduate Catalogs, handbooks and manuals serve as resources for particular college constituencies.

- The [Student Handbook](#) published by MC's Office of Student Life, outlines requirements and regulations that pertain to students. These include judicial

procedures relating to academic responsibilities, student conduct, and harassment and sexual misconduct policies. The *Student Handbook* also outlines Residence Hall guidelines, and services made available to students on campus, including those with disabilities. The document includes the Statement of Nondiscrimination and records the [Marietta College Pioneer Pledge](#) upon which the Code of Conduct described in the *Student Handbook* is philosophically based. The *Student Handbook* master copy is maintained on the College's website. Revisions to the *Student Handbook* are done annually through the Office of Student Life. Marietta's Student Senate, Faculty Council, President, and Board of Trustees approve the changes to policies and procedures. For the other text, each section of the *Handbook* is sent to the appropriate office for review and approval. Once revisions are made, the hard copies are mailed to each student's campus box before the start of the academic year.

- MC's Faculty Manual consists of the [Faculty Handbook](#) and the [Faculty Constitution](#). The Faculty Handbook defines the institutional rights and responsibilities of the individual faculty. The Faculty Constitution provides guidelines for faculty governance. Both documents are available on the College's website and include within their contents the revision process, which require amendments to be submitted in writing, so they may be considered and voted on by faculty.
- The Employee Handbook provides information on policies relating to employees at Marietta. The document, available on the College's website, discusses employment and compensation policies, benefits, and employee conduct, and also includes an equal opportunity statement and addresses sexual and discriminatory harassment policies and procedures. It also outlines the responsibilities expected of all employees related to preventing conflict of interests, maintaining confidentiality of information, and avoiding consensual sexual relations between an employee and a supervisor in an evaluative role. Employees are provided with an updated handbook.
- Marietta College student-athletes, participating in any of our eighteen varsity sports, compete in intercollegiate athletics under a model emphasizing integrity and ethical conduct. The [Student-Athlete Handbook](#), available on our website, informs student-athletes of their responsibilities and adherence to all NCAA policies, as stipulated in the [NCAA Division III Manual](#) and to rules set forth by the Ohio Athletic Conference (OAC). The Assistant Athletics Director for Sports Information and Compliance handles any issues concerning NCAA and OAC rules. The NCAA provides training to the Compliance Officer on a two-year cycle. The OAC offers a rules workshop in the years opposite the NCAA training. All Athletics Department staff members are required to complete online NCAA rules education and testing on an annual basis; the OAC conducts a rules seminar every other year. The College's Director of Athletics and Recreation has annual information sessions with each team to inform student-athletes about

college and conference regulations. We also have a faculty member as an NCAA representative who works in conjunction with the Athletic Director.

In the case of a potential rules violation, the Compliance Officer channels it through the OAC office and then to the NCAA, if needed. The Conference Commissioner helps screen potential violations and provides guidance back to the College if a violation has occurred.

The Athletics Department submits annually the Equity in Athletics Disclosure Act (EADA) to the Secretary of Education. This report assesses whether or not the College works in compliance with Title IX. [A copy of the EADA Report is available to the public through the Athletics Department Office.](#)

#### WEBSITE AND SOCIAL MEDIA:

MC's website is the primary platform presenting and disseminating information about the institution, both to the public and to its internal audiences. The College's Office of Strategic Communications and Marketing manages the majority of the College's website, online calendar of events, and college-wide announcements. In 2008, the College hired a dedicated new Web Master, who acts as the main contact for all matters related to the College's website and is responsible for updated, accurate online information. Departments and student organizations develop material for their individual webpages and work with the Web Master. The College is working to revise the website including making it mobile-ready and fully accessible to any one with disabilities.

The College is active on social media, using outlets like Facebook, LinkedIn, Twitter, and Instagram to connect with alumni, current and prospective students, as well as employees. The College's Director of Web Services oversees Marietta College's social media presence, and works to maintain currency and integrity.

The College also has a [Network Use Policy](#), maintained by the Department of Information Technology. Developed in accordance with the Marietta College's *Pioneer Pledge*, the Sexual and Discriminatory Policy, intellectual property law, including copyright, and other policies which govern campus life, the Network Use Policy ensures that local, national, and international sources of information are openly available to the college community and that the institution functions within an environment where knowledge can be accessed and shared freely. It also establishes the need for members of the MC community to use networking or computing resources and information responsibly. The Network Use Policy is available on the College's website. In addition, Marietta College's Department of Information Technology notifies all campus network users about the [Peer-to-Peer File Sharing Policy](#). This annual

disclosure, shared via email and also made available on the College's website, informs against illegal use of copyrighted materials.

## MARKETING AND MEDIA

The Office of Strategic Communication and Marketing generates various published materials, including magazines, newsletters, and factsheets to highlight the activities and achievements of the Marietta College community--[Marietta](#), the Magazine of Marietta College and the [Trailblazer](#) newsletter, published twice a year in consultation with the Office of Alumni Relations, highlighting activities and accomplishments of MC's students, alumni, faculty, and staff. The publications strive to present accurate and balanced content that inform readers and promote the Institution. Additionally, the College of Alumni Relations will also rely on Pioneer Preview, a quarterly online newsletter, to connect with alumni by providing timely College-related news. [Tower Notes](#), published annually, features the McDonough Center for Leadership and Business at Marietta College. Shared with the College community and alumni, the magazine highlights the Center's activities related to civic engagement, business leadership, research, and international experiences.

## Admissions

The Office of Strategic Communication and Marketing works closely with MC's Office of Admissions to generate a variety of admissions-related materials. In Fall 2014 Marietta College hired a Vice President of Enrollment Services. Under the new leadership, the Office of Admissions is currently revamping its marketing materials, utilizing electronic media and a more user-friendly web interface to target high school students and facilitate the application process. Counselors distribute the "Raise Your Expectations" material on recruiting trips. Then the Office of Admissions sends out an admissions package consisting of a [Cover Letter](#), a Marietta College application form, and a business reply envelope to prospective students. After collecting examples from various other institutions to study best practices, the Office of Admissions has issued the [Raise Your Expectations Viewbook](#), which is distributed to students admitted to Marietta College. Additionally, the Office of Admissions maintains and shares with prospective students information about specific programs and offerings at the College through a [Department Letter](#) and an [Information Sheet](#). These documents inform about the majors, minors, scholarship opportunities, and other department-specific details. The Office of Admissions contacts department chairs annually to update the department letters and meets with representatives from each department at the beginning of each academic year to learn of changes to programs and to update recruiting information.

The Office of Admissions subscribes to the National Association for Admissions Counseling (NAAC) and follows its Statement of Principles of Good Practice (SPGC). By accepting the SPGC, counselors agree to represent and promote the College accurately. To reinforce good practice principles, all new Admission Counselors attend a three-day workshop sponsored by the state affiliate, the Ohio Association for Admissions Counseling. Additionally, counselors participate in programs sponsored by

state affiliates specific to the areas in which they recruit (Pennsylvania, West Virginia, and Virginia and Maryland). Under the new leadership, the Office of Admissions staff will have professional development opportunities, including attending conferences or workshops that address best practices in training campus tour guides, directing campus visits, and other specific admissions-related topics.

## INSTITUTIONAL CHARACTERISTICS

### Accreditation Status

The College website and the Undergraduate Catalog show Marietta's accreditation status with the Higher Learning Commission and the Ohio Board of Regents. The descriptions within the catalogs communicate to students about the accrediting status of individual programs: Athletic Training, Chemistry, Education, Music Education, Petroleum Engineering, and Physician Assistant Studies.

### Tuition and Financial Aid

The Catalogs and the website report Marietta College's tuition and expenses. The website also provides access to Net Price Calculator, which assists incoming students to estimate fees.

Marietta also annually publishes the [Financial Aid Award Guide](#) informing students of the financial award process. This material is printed and mailed along with the financial aid package. The Office of Student Financial Services acts ethically, following the Statement of Ethical Principles and Code of Conduct of the National Association of Student Financial Aid Administrators (NASFAA).

### Academic Resource Center

Marietta is committed to student success and engagement. The [Academic Resource Center \(ARC\)](#) offers subject tutoring support, individual advising sessions, study tables for athletic and Greek organizations on campus, hosts workshops for both students and faculty, and provides services for students with disabilities. In 2013, Marietta College's Writing Center, which had been administered by faculty in English Department for over 35 years, merged with the ARC--creating the integration of services under a single center for all of MC's academic support services for students. The [ARC Tutor Handbook](#) outlines the policies and practices of the Center.

All departments participate in the Academic Alert and Intervention Program through MAP-Works with the Academic Resource Center. Because academic success is directly linked to active engagement in class, faculty are encouraged to communicate absences, below-average performance, and disengagement using MAP-Works. Faculty members

are encouraged to include a notification on syllabi to inform students of participation in the Academic Alert and Intervention Program.

## INSTITUTIONAL RESEARCH

MC gathers information annually, including enrollment numbers; financial aid; programs and majors; retention and graduation rates. It also collects data on diversity, ethnicity, and gender and tracks student success, participation in internships, and student debt. Institutional Data is shared as part of the Integrated Postsecondary Education Data System (IPEDS) through the National Center for Education Statistics (NCES). Currently the position of Institutional Research at MC is a shared appointment by a full-time faculty member and the Office of Academic Affairs. Recognizing the need for more systematic data gathering and maintenance, the College is currently in the process studying the future, possible need for a full-time, dedicated Institutional Researcher.

## REPORTING SYSTEMS

MC utilizes various reporting systems to ensure safety and security in the work place.

### EthicsPoint

Marietta uses the [EthicsPoint](#), a confidential phone and Internet-based reporting system, to improve communication, report misconduct, and encourage safe and ethical behavior. All reports receive review and response. A letter from the President informing the community of Ethics Point, frequently asked questions regarding the reporting system, and instructions on filing a report, is distributed to College employees and available on the Marietta College website.

### Campus Crime and Fire Report

Under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998, MC's Police Department collects and discloses information annually about campus crime and fire statistics. The program also allows MC'S Police Department to inform campus members about safety measures and services that are in place. It submits a monthly Uniform Crime Report to the Federal Bureau of Investigation. Additionally the campus Police Department compiles and publishes annually the [Campus Crime and Fire Report](#), which includes the Clery Act crime statistics report. Yearly, the Chief of College Police informs the campus community about the publication and the CLERY Act program through email notification and that the report may be viewed on MC's website. The College Police Department also holds hard copies of the publication.

MCs Police Department is currently instituting NowForce, a personal safety app, to enhance the safety of students and staff, both on and off campus. This application

allows reporting incidents from any web-browser--desktop or mobile, anonymously or openly. NowForce includes an emergency button that can send an emergency call to campus police, or, if the student is on a College-related program off-campus (including overseas), the call can be routed to a supervising faculty member or other supervisor. The call automatically triggers Google maps on the dispatcher's cellphone or other device to track the caller's location.

### Pioneer Alert System

MC employs the Pioneer Alert system to maintain quick, timely communication regarding emergencies or crises. Pioneer Alert delivers notifications and updates to all registered devices--telephones, computers, cell phones, pagers, PDAs, and wall-mounted radios in campus buildings. The College also uses the Campus Announcements system to inform the community of emergencies, posting up-to-date announcements through the Marietta College website.

MC regularly offers safety and security education and awareness programs on a range of issues such as sexual assault awareness; substance abuse; and personal, vehicular, and fire safety. Program information is distributed to the College community through campus announcements.

MC complies with the Student Right to Know Act; the College Registrar is the contact person. Marietta uses its website to disseminate institutional information and publicize student achievement. Individual Departments post discipline certification and accreditation information, including pass rates for licensure exams. Marietta strives to present itself clearly and completely to all its constituencies.

## Sources

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- ARC\_ARCHandbook
- ARC\_Mission\_2015
- ATHL\_EADA\_2015
- ATHL\_EADAReport\_2015\_Reprt
- ATHL\_MCStudentAthleteHandbook\_2013\_14
- ATHL\_NCAADivIIIManual\_2013\_14
- COLR\_MariettaMagazine
- COLR\_TowerNotes
- COLR\_Trailblazer
- ENRL\_AdmissionsViewbook\_2014-15
- ENRL\_AdmitCoverletter\_2015
- ENRL\_AdmitDeptletter\_2013
- ENRL\_DeptInfoSheet
- ENRL\_FinancialAidGuide\_2014\_15

- FACC\_FacultyConstitutionAppendices\_2015
- FACC\_FacultyHandbookandAppendices\_2015
- MCCP\_CleryReport\_2013
- MCIT\_NetworkUsePolicy
- MCIT\_PeerToPeerFileSharingPolicy
- PRES\_EthicsPoint\_2013
- REGI\_Graduate Catalog\_2014-2015
- REGI\_Undergrad Catalog\_2014-15
- STLF\_PioPledge\_2014
- STLF\_StudentHandbook\_2014

## 2.C - Core Component 2.C

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

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

### Argument

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#### GOVERNING BOARD

The Marietta College Board of Trustees is charged with the final responsibility for the governance and oversight of the College's general operations. Their trustee responsibilities are clearly defined in their [Policy Manual](#). The work of the trustees is [governed by the bylaws](#), most recently updated in February 2015. There are five officers: Chair, Vice Chair, President of the College, Secretary, and Treasurer. Officers are elected each year at the conclusion of the annual meeting. There are currently 27 active board members with time in service ranging from one to 31 years. The College instituted terms limits in 1999. Today all Trustees elected by the Board shall serve for five-year terms beginning immediately at the conclusion of the Annual Meeting at which they were elected, or if elected between Annual Meetings, at the next scheduled meeting following their election - for a term fixed by the Board when elected. Depending upon need and circumstances, a total of 15 years can be served. A Trustee may be elected to fill an unexpired term, in which case his/her term would begin immediately upon election. Also, the Board may initially provide for shorter terms for newly elected Trustees for the purpose of balancing the number of Board members serving at one time. Two trustees are exempt from these term limits. The current chair took office July 2015.

#### Priorities of the Governing Board

All members of the Board of Trustees are charged with remaining knowledgeable about the institution's mission, purpose and goals. They also are to remain current on our

educational practices and offerings as well as the strengths and needs of the institution. In addition, they are to keep current their understanding of higher education at large and what is necessary to remain an effective institution in today's market. Their overarching charge is to place the needs of the institution as a whole above any individual or special interest.

### Responsibilities of the Governing Board

Trustee responsibilities include adhering to high ethical and personal standards, supporting the institutional needs above all others, and supporting the Board in its ongoing oversight and operation of the College. Specific responsibilities include:

- Appointing and assessing the performance of the chief executive officers of the institution.
- Clarifying and supporting the mission of the College.
- Ensuring the well-being of faculty, students and staff. This includes overseeing the provision of policies governing each body (i.e., approval of tenure recommendations for faculty only).
- Ensuring the responsible financial management of the College.

### Appointment of Board Members

All candidates for the Board of Trustees are reviewed in the Trusteeship Committee. This review consists of many factors. Possible candidates are chosen based on factors such as their historical support and involvement with the College, along with their professional and personal accomplishments and experience. It is not necessary for Board members to have attended the College. An initial discussion of potential candidates is held at the October Board meeting. After that meeting, the President, Board Chair, and Trusteeship Chair will meet individually with candidates to explore their qualifications and interest. [Potential conflicts of interest](#) are also identified at that time. If the candidate is deemed worthy of Board membership, his or her name is presented to the full Board at the February meeting. Any concerns or endorsements are voiced at that time. Formal voting by the Board takes place at the May meeting. Successful candidates begin their term at the October meeting of the next academic year.

### Independence & Responsible Behavior of the Board

All Board members are required to place the needs of Marietta College above other interests. Annually, all Trustees are required to file a Conflict of Interest Form. The Board is a self-governing body. The by-laws state: "All Trustees of any classification serve at the pleasure of the Board. A Trustee may be removed from office by an affirmative vote of two-thirds of all Trustees entitled to vote". A discussion of Trustee non-performance or conflict of interest would be raised and voted on in the Trusteeship Committee before coming to the full board. The Board Chair would then discuss these concerns with the Executive Committee to decide whether to bring the concern to the full Board. As a result of adhering to these standards and this process, standing and former Trustees have been removed (including loss of Life Associate/Emeritus Status).

### **Decision Making Process of the Board**

The Policy Manual states that the President is the chief executive and administrative officer of the College. As such, the President is responsible for the general and active management of all business and educational activities and other affairs of the college. The Executive Cabinet reports to the President and also serves on the standing committees listed below as a liaison to the board operations.

The Board fulfills its ongoing responsibilities utilizing a structure of standing committees each with its own duties and goals. These committees meet three times a year with their relevant constituents on campus. Minutes of all committee meetings are taken. These committees are as follows:

*Academic Activities Committee:* Recommends policies relating to the academic affairs of the College including faculty, curriculum and library services.

*Administrative Operations Committee:* Oversees the Office of the President and the annual evaluation of cabinet members.

*Advancement Committee:* Considers and recommends policies relating to the overall advancement of the College including fundraising, marketing and alumni affairs.

*Audit Committee:* Oversees the annual financial reports of the College.

*Campus Life/Athletics Committee:* Recommends policies related to co-curricular activities, student counseling, health services and residence life.

*Enrollment Committee:* Recommends policies relating to comprehensive enrollment management including admissions, athletics, communications and marketing.

*Executive Committee:* Exercises the government and corporate powers of the College.

*Finance Committee:* Oversees the annual budget and operating costs. and reviews advancement funds and renovation and construction projects.

*Investments Committee:* Reviews advancement funds, renovation projects and construction projects.

*Trusteeship Committee:* Charged with filling board positions with qualified individuals.

## **Sources**

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- TRST\_BoardPoliciesPractices
- TRST\_BoardPoliciesPractices (page number 6)
- TRST\_Bylaws\_2015

## 2.D - Core Component 2.D

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

### Argument

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Marietta College's mission and its Seven Core Values guide teaching and learning and form the foundation for all that the institution does. The Mission underscores the development of the whole student, with a liberal arts education that prepares for a lifetime of leadership, critical thinking, and problem solving. Both undergraduate and graduate education emphasize the application of knowledge to practical experiences in a diverse and global society. The entire campus community contributes to the students' educational experience, their preparation for the world of work, and their ability to translate knowledge into effective action.

#### ACADEMIC FREEDOM

Marietta College respects and upholds the value of academic freedom. The [Faculty Handbook](#) outlines academic freedom policies. Faculty and all other employees who exercise teaching responsibilities are entitled to the freedom of intellectual inquiry within the classroom, in research, and in publication of results. While free from institutional censorship, the policy advises teachers to be accurate, exercise appropriate restraint, and show respect for the opinions of others.

#### FACULTY TEACHING AND LEARNING

The College encourages faculty scholarship and provides both financial support and resources in the form of load reduction and sabbatical programs to pursue research and study. Scholarship also forms an integral aspect of the institution's reappointment, promotion, and tenure process.

#### Faculty Development

Full-time faculty may apply to receive cash awards of up to \$2000 per academic year each to pursue scholarship in their disciplines, or to undertake projects that would promote gaining knowledge or skills to enhance teaching in support the College's core values. Additionally, the Load Reduction Program allows Full-time faculty to reduce the teaching load by one course for one semester to pursue research or pedagogy-related projects. The program also awards faculty members \$1000 to cover expenses related to the proposed project. Faculty members who receive load reductions are required to provide a written report on the work accomplished. Tenured faculty seeking to engage in research and study may apply to receive a sabbatical after completing the first five years of service and then every seventh year after. In the year following completion of

the sabbatical, the faculty member makes a formal presentation to the College community showcasing and sharing his or her research findings and work.

### Reappointment Tenure and Promotion

The Reappointment, Tenure, and Promotion (RTP) Committee consisting of five tenured faculty members and one untenured faculty, makes recommendations to the College Provost and President regarding faculty reappointment, tenure, and promotion. The review and recommendation process requires that the faculty member under consideration provide evidence of both teaching effectiveness and professional engagement, and service in his or her discipline, which includes research and scholarship. The [Reappointment, Tenure, and Promotion Committee: Policies and Practices](#), developed by the RTP Committee and voted on by the full faculty, stipulates that faculty members must provide proof of teaching and research practices and that the committee bases its evaluation in part on the evidence made available. This information is available on the College's website and each year the RTP Committee conducts information sessions to advise candidates of the requirements and process.

### Awards and Announcements

As part of a monthly report shared with the faculty, the Provost announces faculty publications, and other noteworthy professional achievements. Marietta College also recognizes teaching and research excellence through awards conferred annually. Each of the awards requires peer nominations (all awards except the Harness accepts self-nominations). The Faculty Development Committee comprising both faculty and staff members select the recipients of the Innovative Teaching Awards and Research Awards. Additionally, based on the nominations received, the Faculty Council might make a selection of up to four faculty members to receive the Edward G. Harness Outstanding Educator Award. The John G. and Jeanne McCoy Teaching Excellence Professorship recognizes outstanding teaching at Marietta College. An outside review committee made up of professors from sister colleges in Ohio, who themselves have been recognized for their teaching abilities, determines the recipient of the award. Finalists for the award participate in an extensive review that includes the development of a teaching portfolio, repeated observations of classroom teaching, and interviews with students in classes.

### STUDENT TEACHING AND LEARNING

Marietta College emphasizes the pursuit of truth in learning among students and provides opportunities to practice honest research and scholarship. To encourage consideration of principled thinking and application of ethical standards within disciplines, the undergraduate and graduate curricula include ethics courses in Psychology, Leadership, Education, and the Physician Assistant Program, to name a few. Every major at Marietta College requires a capstone course or capstone project.

Marietta College also enhances research and learning through Honors and Investigative Studies Programs. The [Honors Program](#) allows qualified seniors to specialize in their chosen field by working with faculty members on a senior thesis. The Investigative Studies Program provides summer fellowships for undergraduates interested in pursuing special research and creative projects, as well as travel fellowships for presentation findings at regional and national conferences. Students who receive summer fellowships present their work in a campus-wide symposium during the Fall semester. The [Honors and Investigative Studies Committee](#), working with the Dean of Faculty, oversees the honors programs and investigative studies at the College and ensures ethical practice and integrity of the work. Each program has a faculty member who serves as director.

In 2011, Marietta College launched All Scholars Day, a day dedicated to students sharing their academic experiences, including undergraduate research, creative works, internship experiences, and study abroad experiences with their peers, the faculty, and the larger college community. Students apply to participate in All Scholars Day by submitting a project abstract. The Director of the Investigative Studies program oversees All Scholars Day and selects the projects for inclusion in the program.

## STUDENT LIFE

The [Academic Responsibility](#) section of the Student Handbook defines academic dishonesty and outlines policies for student grievances in academic matters. The [Pioneer Pledge](#) and the [Code of Conduct](#), also found in the [Student Handbook](#), specify the behavior expected of all students on campus to maintain a safe and productive living and learning environment. Enforcement of the Code of Conduct resides with the Dean of Students, who refers alleged cases of student misconduct to the Office of Community Standards, Rights, and Responsibilities for adjudication. To ensure that students are treated justly and respectfully throughout the process, the Code of Conduct outlines the disciplinary and appeals procedure.

## STUDENT MEDIA

Marietta College affords students media platforms to encourage free expression. Students run two FM radio stations, which broadcast music; national, state, local, and regional news; weather and sports; and student-oriented talk shows. Much of the programming on these stations is live. An on-campus TV station allows students to broadcast news, sports, and public affairs programs and [The Marcolian](#), a student-driven online newspaper, covers editorials and regional and campus news and events. The content on these media outlets reflects the views and opinions of student correspondents and editors that may not always be shared by the institution. Marietta College understands that education and freedom are bound together and encourages the campus community to exercise freedom of expression by sharing and debating different points of view.

## Sources

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- FACC\_FacultyHandbook\_2013
- OAA\_HIS Policies
- OAA\_HonorsProgram
- OAA\_RTPPolicies
- STLF\_Marcolian\_2015
- STLF\_PioPledge\_2014
- STLF\_StudentHandbook\_2014
- STLF\_StudentHandbook\_2014 (page number 3)
- STLF\_StudentHandbook\_2014 (page number 4)

## 2.E - Core Component 2.E

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The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

### Argument

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#### OVERSIGHT OF RESEARCH AND SCHOLARLY PRACTICES

*Marietta College is committed to ensuring the fair and ethical treatment of human subjects. The College upholds federal, state, and local regulations and aims to adhere to the highest ethical standards to protect the safety and dignity of human subjects.* The faculty members that form the [Human Subjects Committee](#) maintain guidelines in accordance with federal requirements, and review all research, including surveys, that involve the use of human subjects. The Committee must approve all research involving human subjects conducted by Marietta College students, faculty and staff, prior to commencing research or contacting the subjects. Failure to receive prior approval is regarded as a serious violation of research ethics.

The Institutional Animal Care and Use Committee (IACUC) at Marietta College oversees non-human vertebrate research and ensures ethical treatment of animals used in research and teaching. The IACUC consists of Marietta College faculty as well as members of the greater community appointed by the Provost with recommendations from Faculty Council. [The Marietta College IACUC Procedures for Investigators](#) requires all projects that involve the use of non-human vertebrate animals to undergo IACUC review and receive approval prior to initiation.

#### GUIDANCE IN THE ETHICAL USE OF INFORMATION

Faculty and staff at Marietta College are committed to educating students and informing its other constituencies about the ethical use of information.

At the start of each academic year, the Department of Information Technology informs all campus network users about the [Peer-to-Peer File Sharing Policy](#). This disclosure, shared via email and also made available on the College's website, advises against illegal use of copyrighted materials. Following the standard national practice, Marietta College's library posts signs concerning copyright restrictions by all of the copy machines routinely used by students, faculty, staff, and the public. The Library is also

considering posting similar notices on computer workstations that are attached to scanners.

The Library webpage and the Writing Center's webpage on the College's website provide citation management tools, including style and quick guides, citation generators, and links to online citation managers. Additionally, upon the request of a faculty member, library staff conducts library instruction sessions, including introduction to the information resources needed for a course or specific assignment. Library Instruction sessions also address topics like plagiarism and when and how to accurately cite sources.

All courses designated as First-Year Experience (FYE) courses also provide instruction on plagiarism and proper citation. To assess students' understanding of the topics, the course evaluation form for each FYE course taught at Marietta College embeds a question regarding appropriate use of sources and citations in the student course evaluation. Further, the required First-Year Courses (COMM 101: Fundamentals of Oral Communication and WRIT 110: College Composition) instruct students on conducting research; providing evidence, paraphrasing and integrating sources; using direct quotes; and documenting sources as citations and bibliographic references. [Communication](#) and [Writing](#) use common rubrics and assess competency in each area. Additionally, as part of the Marietta College Curriculum Assessment Program (MC-CAP), the College has developed and is pilot testing the [Institutional Student Learning Outcomes](#), which evaluates proper research, critical thinking, and effective presentation of materials. In many Marietta courses, instructors use Turnitin, the plagiarism screening tool, to check for originality of students' work and preserve academic integrity.

## POLICIES ON ACADEMIC HONESTY AND INTEGRITY

Marietta College takes academic honesty seriously and enforces related policies consistently to ensure academic integrity. The Undergraduate and Graduate Catalogs as well as the [Student Handbook](#) inform about academic dishonesty and provide examples of what constitutes academic misconduct. The College requires faculty to repeat the statement about academic dishonesty that appears in the catalogs and handbook in course syllabi. When an incidence of academic dishonesty occurs, following [Academic Dishonesty Procedures](#) as outlined in the Student Handbook, the instructor consults with the Department Chair, determines the penalty, communicates with the student, and informs Provost. The Office of Academic Affairs maintains records on reports submitted to monitor patterns of misconduct and repeat offenders. Students wishing to contest an allegation may follow the [Academic Grievances Procedures](#).

## Sources

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- ASMT\_COMM101AssmtInfo\_2010-13
- ASMT\_ISLORubrics\_2015
- ASMT\_Writing101AssmtInfo\_2011-14
- MCIT\_PeerToPeerFileSharingPolicy
- OAA\_HumanSubjectGuidelines
- OAA\_IACUCPolicy
- STLF\_StudentHandbook\_2014
- STLF\_StudentHandbook\_2014 (page number 3)
- STLF\_StudentHandbook\_2014 (page number 23)

## 2.S - Criterion 2 - Summary

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

### Summary

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#### Summary for Criterion Two

Marietta College fulfills Criterion Two by acting with integrity--demonstrated through ethical and responsible conduct in our operating procedures and communication with both internal and external constituents.

Academic, financial and campus-wide policies are clearly communicated to current and prospective students through our website, admissions materials, student handbook, and college catalog. Hiring practices are transparent and follow all guidelines for Equal Opportunity Employers. Policies regarding salary, promotion and termination are clearly communicated to all faculty and staff through our Handbooks and the Director of Human Resources. Faculty and students are ensured academic freedom of expression in their classrooms as directed in their respective manuals. Appropriate peer-reviewed bodies, such as our Human Subjects Committee, oversee all research.

Our Board of Trustees operates with integrity in guiding the College toward our overall mission and ensuring responsible financial management. Board members are appointed through a fair and democratic process. Their ongoing activities, including relationships with external constituents, are monitored, avoiding potential conflicts of interest. The Administration serves as a liaison between the Board of Trustees and all campus constituents to ensure that information is communicated in an open and timely manner.

While we are confident Marietta College fulfills Criterion Two, there are institutional challenges we must be aware of as we move forward:

- The constantly changing nature of higher education demands that Marietta remain aware of our need to communicate clearly with our faculty, staff and students. This includes financial matters such as increases in tuition, and salary and benefit issues for current faculty and staff.
- The College has experienced a decline in enrollment over the last three years. Attracting students is clearly a high priority. However, we cannot compromise our admission standards or academic mission as we seek to address our problems with enrollment. This will require dedication and hard work on the part of our Admissions staff. Our faculty must continue to maintain the integrity of the curriculum through ongoing review and maintaining standards in the classroom. Our Academic Standards Committee will continue to implement our probation and dismissal policies despite the declining enrollment.

- Significant turnover has occurred recently in our administration. As we weather these changes, we must be sure that we are responsible in our hiring practices. We must seek diverse and qualified administrators to fill these positions rather than compromising standards in an effort to fill them quickly, or in order to reduce the budget.
- The College is considering reducing the size of the faculty and eliminating some programs. This is a challenging process. However, we will follow the guidelines of the American Association of University Professors as we make these decisions to ensure they are carried out in a fair and ethical manner.

## **Sources**

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*There are no sources.*

## 3 - Teaching and Learning: Quality, Resources, and Support

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

### 3.A - Core Component 3.A

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The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

## Argument

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### *COURSES AND PROGRAMS*

Marietta College is a Contemporary Liberal Arts Institution striving for quality, rigor, and creative excellence across all programs and courses. The [Curriculum Committee](#) reviews the undergraduate curriculum--courses, majors, minors, certificates, and general education designations--to ensure that they appropriately carry out the college's [Mission](#). Approval of new majors and large changes to existing majors are first brought before the Curriculum Committee but also must be approved by the full faculty before being implemented. Academic departments are responsible for reviewing their programs annually to ensure that the [Undergraduate Catalog](#) is current. The Records Office oversees the Undergraduate and [Graduate](#) Catalogs and verifies that students have satisfied all necessary requirements before degrees are awarded.

While the Curriculum Committee oversees curricular expectations of students, the [Academic Standards Committee](#) reviews, initiates, and implements policies affecting the undergraduate academic standards of the College. When students fail to meet the [expectations outlined in the Undergraduate Catalog](#), the Academic Standard Committee reviews these cases and has the authority to administer [academic probation](#), which carries academic and co-curricular restrictions, or dismissal from the college. The Committee also rules on student petitions concerning academic policies: transfer credit, advanced placement, and exemptions from general

requirements of the College. For graduate programs and students, [Graduate Council](#) fulfills the roles of both the Curriculum and Academic Standards Committees.

The [Planning Committee](#) is an advisory body comprised of elected and appointed faculty, staff and administrators. Along with annual program and departmental updates to the catalog, every academic program must complete a [program review](#) before the Planning Committee on a regular basis. Since the last accreditation visit in 2005, every academic program has been evaluated by the Planning Committee through a systematic process that includes an external evaluation by a peer institution faculty member. Following the transition to a new President and changes in the Office of Academic Affairs, the Planning Committee is developing a new schedule for future program reviews.

MC also has many undergraduate programs that are regularly reviewed by and given feedback from external advisory groups, including Business and Economics, Education, Information Systems, the McDonough Leadership Program, Petroleum Engineering and Theatre. Programs such as Athletic Training, Chemistry, Education (including Music Education), Music, Petroleum Engineering, and Physician's Assistant are [accredited by third-party bodies](#) and must regularly demonstrate that they satisfy the standards established for compliance.

### *DIFFERENTIATED LEARNING GOALS*

Marietta offers the following undergraduate degrees: Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science and Bachelor of Science in Petroleum Engineering. We also offer graduate degrees in Physician Assistant Studies and Psychology. In addition to the general education requirements that must be fulfilled by all undergraduate students, MC is committed to offering in-depth programs of study that prepare students for challenging careers or graduate/professional schools after graduation.

The [Undergraduate Programs Catalog](#) lists and describes requirements for every undergraduate major, minor, and certificate program. The catalog outlines the courses and other requirements that students must complete before graduating with a particular degree or certificate from Marietta. Similarly the [Graduate Program Catalog](#) outlines the requirements set forth by the Physician Assistant and Psychology graduate programs. The Physician's Assistant program maintains and distributes a [handbook](#) that outlines the program's policies and procedures.

### *PROGRAM QUALITY*

The majority of MC courses take place inside a physical classroom on our campus; some courses, particularly in summer, are offered online. Guidelines for online courses are found in the Instructor's Companion; student expectations for any course are outlined in the course's syllabus. All full- and part-time faculty members are required to upload their syllabi to the Syllabus Depot on the college's SharePoint site. Faculty and staff receive teaching and learning guidance through the site, which houses templates of course outlines, syllabi, goals, and assessment. The Worthington Center for Teaching Excellence also regularly distributes the [Instructor's Companion](#) and guidelines for developing course syllabi.

To receive college credit and/or fulfillment of a general education requirement for courses taken elsewhere, students must supply a course description and syllabus to the Record's Office, who will then consult with relevant department(s). Credit is granted for courses deemed equivalent or similar to those offered by Marietta College and completed with a grade of 'C' or better. Details regarding procedures for receiving [transfer credit](#) can be found in the Undergraduate Catalog.

As local partners in education, Marietta College and Washington State Community College have an [Articulation Agreement](#), which describes how courses taken at Washington State will transfer into Marietta College. MC also has a [Memorandum of Understanding](#) with the University of International Relations in Beijing. The Memorandum covers 20 courses specifically developed for this agreement. These agreements, which are regularly reviewed, are on file at the Record's Office. [State authorizations that allow Marietta College to recruit students in other locations are in the process of being updated.](#)

## Sources

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## 3.B - Core Component 3.B

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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.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

## Argument

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### *AN EDUCATION APPROPRIATE TO MC's MISSION*

Marietta College's general education requirements center on the philosophy that a Liberal Arts Foundation, one of our seven [Core Values](#), provides an essential preparation for any career. As part of the first-year program, students are required to complete a first-year experience designated course, as well as courses that provide foundations in written and oral communication. Before graduating, every Marietta student also must take courses satisfying the [cognates](#) of Historical Perspectives, Scientific Inquiry, Social Analysis, Quantitative Reasoning, Fine Arts, Literary Analysis, Diversity and Global Perspectives, Leadership and Ethics, and Writing Proficiency. These requirements are designed to ensure that all degree-seeking undergraduate students obtain a basis in these areas regardless of which particular courses they take.

MC's general education requirements were developed by the [Curriculum Committee](#) and approved by the full faculty. As stated in the Faculty Constitution, the Curriculum Committee is charged with reviewing and evaluating the general education curriculum, and they primarily do this by approving and maintaining which courses satisfy each cognate area.

Recently, the [Assessment Committee](#) has been working to develop the Marietta College Curriculum Assessment Program (MC-CAP). The Committee's mission has been to create an institutional-level overview that allows us to track student learning performance over time in institutional outcomes. They have developed indicators for each institutional outcome and rubrics for each indicator. The program's goal has been to provide a systematic method for faculty to evaluate student success in achieving these key institutional outcomes and then base future course design upon those results. During the 2013-14 academic year, the program was piloted by select faculty, and all full-time faculty began implementing MC-CAP during the 2014-15 academic year.

## PURPOSE, CONTENT, LEARNING OUTCOMES--OUR FRAMEWORK

This framework is grounded in our Mission and Core Values. Please refer to Criterion One: 1.B.1., 1.B.2., and 1.B.3.

### *ENGAGING STUDENTS*

As described in the Undergraduate Catalog and in accordance with the core value of [In-Depth Program of Study](#), graduating Marietta students must complete all requirements for a [listed major](#) or a [student-designed major](#). All undergraduate majors include a capstone course or experience, which culminates and synthesizes the learning that has occurred over the undergraduate career. The MC capstone experience builds on courses within the major and exercises student abilities in writing, speaking, thinking critically, and solving problems. These skills are developed and refined throughout the completion of major coursework; the capstone experience provides an opportunity for students to demonstrate that they have achieved the desired outcomes. It also provides programs with a mechanism for evaluating student success in doing so.

### *HUMAN AND CULTURAL DIVERSITY*

The Office of Diversity and Inclusion

In alignment with our core value of *Global Perspective and Diversity*, MC engaged Peter Vogel, of Teresa Farnum and Associates, in October 2010 to evaluate the cross-cultural climate on campus. [Vogel's report](#) emphasized the importance of designating a chief diversity officer for Marietta. This led to the establishment of the Office of Diversity and Inclusion in 2011, under the direction of a newly appointed Vice-President for D&I. This office was charged with developing a comprehensive diversity plan, and the first step in

this process was the drafting and approval of the [Marietta College Statement on Diversity and Inclusion](#).

To accomplish their mission, the Office of Diversity and Inclusion has created and expanded many programs aimed at promoting diversity and supporting American minority and international students attending Marietta College. The Vice-President for Diversity and Inclusion reports on initiatives, successes, and challenges at each of the three annual Board of Trustee meetings, and these [reports](#) describe programs and events such as International Student Orientation, the first-year Cross-Cultural Transitions course for international students, the Global Connections program that partners US and international students for friendship and cross-cultural engagement, the Global Palate speaker/performer series, the Mentor Family Program for international students, , an annual Diversity Summit, the Anti-Defamation League's "Campus of Difference" Anti-Bias Training Program, and SafeZone training to support LGBTQ+ members of our campus community. For more detail, please see Criterion One: 1.C.

### Curricular Programs and Initiatives

Our [general education requirements](#) oblige students to complete at least six credits of courses aimed at developing an understanding of Global Perspectives and Diversity. The College also offers a variety of [majors](#), [minors](#), and [certificate programs](#) that address diversity within one or more of the world's societies. Finally, we have greatly expanded the number of experiential learning opportunities within specific courses that engage students with one or more facets of diversity. These include short- and long-term study abroad opportunities as well as courses and internships that incorporate service learning pedagogy internationally or within the United States.

MC also has developed regular alternative winter and spring break programs in the United States and internationally. Employees interested in developing such programs can apply for funding to cover site visits as they develop programs, some of which have involved collaborations with our partner institutions in China, Brazil and England. We also have made efforts to recruit employees and international students to these programs.

Marietta College also partnered with Ohio Campus Compact (OCC) to bring a VISTA member to campus for Academic Year 2013-2014 in order to implement the [Connect2Complete \(C2C\)](#) Peer Advocacy Program, which is aimed at improving first-year student success. C2C seeks to address issues of poverty through access to higher education by serving the needs of academically underprepared students from traditionally underrepresented/underserved populations. At MC, this led to the development of a First-Year Learning Community (FYLC) in Fall 2014 that included Writing 060: Basics of English Composition and Math 123: Practical Statistics. (See 1C. for more information on OCC and C2C.)

### Student Organizations

The Charles Sumner Harrison Organization, whose name honors the first black alumnus of Marietta College in 1876, seeks to bring more unity to MC between minority students and other students and faculty. Other organizations that address the interests and needs of specific student populations include Women of Substance, AMEN (Alliance of Men Enriching our Neighbors), The Alliance (LGBTQ students and allies), Interfaith Alliance, College Republicans, College Democrats, College Students for Common Sense, Shake America (social justice advocacy), and Invisible No More (invisible disabilities).

### Office of Education Abroad

The [Office of Education Abroad](#) oversees MC's study abroad programs and assists international students. MC provides opportunities for students to study abroad via faculty-led programs to locations such as Italy, Australia, Costa Rica, and Thailand. The College also encourages a semester long study abroad through third-party providers or direct enrollment at a foreign university. These study abroad opportunities provide students with a strong experiential education.

For international students, we provide ongoing support for visa-related issues, as well as specific concerns related to their academic performance, progress toward degree completion, enrollment status, and academic standing. Marietta has been quite successful in recruiting international students, particularly from China, Kuwait, and Saudi Arabia, who currently comprise 11% of our student body.

### *SCHOLARSHIP, CREATIVITY, AND KNOWLEDGE AT MARIETTA COLLEGE*

Marietta faculty and students are very active in attending and presenting at regional, national, and international conferences, and our faculty serve in leadership roles in many professional and community organizations. The college also has hosted many regional conferences in fields such as English, math, physics, and leadership. The Provost's Office recently has begun compiling a list of Faculty Contributions to Scholarship, which are then reported to the faculty in monthly Provost Reports. The Faculty Publishing Group also offers practical assistance and encouragement for faculty members interested in research and writing. [Faculty also write sabbatical reports when they return.](#)

In order to support faculty efforts in scholarship and to provide financial assistance for those traveling to conferences, MC offers a variety of [funding sources and awards](#).

### **Faculty Development Committee**

The Faculty Development Committee is charged with overseeing and allocating the majority of funds availability to faculty members. As described in Appendix 5 of the [Faculty Constitution](#), the programs that they sponsor include

- Sabbaticals
- Load Reduction Program
- Mentor Grants
- Minigrants
- Professional Improvement Grants

The Faculty Development Committee also annually awards faculty Innovative Teaching Awards and Research Awards, and they sponsor Faculty Forums, which are Friday evening gatherings where faculty present on work done on recent sabbaticals or other research or creative projects.

### The Investigative Studies Program

Launched in 1997, the Investigative Studies Program provides students with an opportunity to pursue their research and creative interests beyond the typical class setting, promotes intellectual curiosity and stimulates creativity in students in an academic discipline or between disciplines, and fosters learning, sharing and commitment among a community of scholars. To accomplish their mission, the Investigative Studies sponsors the following programs and events:

- [Travel Fellowship Program](#)
- [Summer Fellowship Program](#)
- [All Scholars Day](#)

Investigative Studies also oversees the [Supplies Grant Program](#), providing student researchers with funding to purchase consumable materials or supplies for a current research or creative project. The Director of Investigative Studies also produces an [annual report](#), summarizing the program's activities, highlighting challenges from the previous year, and suggesting potential solutions for these concerns.

### Student Capstone Requirement

The capstone requirement provides every MC student with a culminating experience, which for many students is a mentored research project, in their major field. While capstone courses and projects vary significantly among disciplines, every MC major contains a capstone requirement, and many departments arrange performances, presentation sessions, or paper sessions that allow students to present the results of

their senior capstone projects to the campus. A number of students also present their work at off-campus, professional meetings.

## Research Honors

The Research Honors component of the Marietta College Honors Program allows seniors with GPAs of 3.30 in the discipline and 3.30 overall to do advanced work, typically in the student's major, under the close guidance of faculty member. Students present a thesis to a committee (consisting of the thesis director, a member of the Honors Committee, and a third/optional faculty member of the student's choosing.) A student is awarded Research Honors upon receiving final approval of the thesis by the Honors Committee.

We have had a variety of thesis topics and approaches: a screenplay, studies in web-based technology, traditional literary critical analyses papers, the production and direction of a theatrical performance, and biology and other scientific studies.

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## 3.C - Core Component 3.C

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

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

## Argument

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### *STAFFING*

In the Fall 2014 semester, 60.55% of all MC faculty members were tenured, 15.56% were tenure-track and 23.85% were in non-tenure track positions. [Faculty by Tenure Status](#) The current average Marietta College class size is 22 students, and the student-to-faculty ratio is 11:1. The [Undergraduate Catalog](#) lists titles and credentials of every Marietta faculty member. Each full-time faculty member at MC must review and sign a faculty agreement annually; adjunct instructors sign contracts based on the specific courses taught. The [Faculty Handbook](#) describes the expectations and responsibilities of Marietta faculty members--including agreements/contracts detail expectations, job description, and salary of the signing employee.

As described in the Faculty Constitution, Faculty Council is the elected body that governs the faculty and addresses matters of concern to the entire faculty. Faculty Council are responsible for appointing voting faculty members and chairs to all standing committees . In addition to Graduate Council, the seven current standing committees at Marietta College are the Academic Assessment Committee, Academic Standards Committee, Curriculum Committee , Faculty Development Committee, Honors and Investigative Studies Committee, Professional Review Committee , and Reappointment, Promotion, and Tenure Committee. Faculty council also assigns members to search

committees and other groups such as the Worthington Advisory Group, Technology Advisory Group, McDonough Advisory Group, and the Human Subjects Committee. [Other Committee Assignments](#) Committee assignments are based upon a variety of factors, including maintaining continuity from one year to the next. Generally, each tenured or tenure-track faculty member is assigned to a committee after the first year of employment. Other full-time faculty may be assigned to committees as well.

### *FACULTY QUALIFICATIONS*

Most full-time MC faculty hold a terminal degree in their field; based on their degrees, experience, and reviews, full-time faculty are ranked as either Instructor, Assistant Professor, Associate Professor, or Professor. The hiring process for faculty members is outlined in the [Faculty Handbook](#) and for staff members in the [Employee Handbook](#). For full-time faculty positions the department chair, in consultation with the Office of Academic Affairs, determines the necessary qualifications for a position. The MC Human Resources office arranges for a criminal and financial background check to be performed on a candidate. The background check for staff and administrators also includes verification that the candidate satisfies all necessary credentials. For faculty, the Office of Academic Affairs requires official transcripts to verify that a candidate is fully qualified. Contracts are signed after verification of degree/specialty and background checks are complete.

Marietta College also offers a variety of camps and programs throughout the summer for groups of various ages. These camps often target a certain area of study (e.g. Space Camp), gender (e.g. Women in the Sciences), or age groups (e.g. Reading Camp for young children), and they are generally administered and staffed by current and retired faculty, industry experts, community experts, other college professors, and current MC students. Similarly the College offers the Institute for Learning in Retirement, which operates during the academic year, targets retired individuals in the community, and is taught by current and retired MC faculty.

### *EVALUATION*

All courses are anonymously evaluated by enrolled students at the end of the semester using an online system. After the semester is completed and student grades have been submitted, each faculty member, along with his/her department chair and the Dean of the Faculty, can review the results of the student course evaluations.

As outlined in the [Faculty Handbook](#), department chairs evaluate members of their department annually; department chairs are evaluated by a person or persons selected by the Dean of the Faculty. The evaluation process begins with the evaluatee gathering information upon which he/she wishes to be evaluated and completing the

self-evaluation part of the Evaluation Form. Instructors are evaluated primarily on their teaching; faculty at or above the rank of Assistant Professor are evaluated in the areas of teaching, professional development and service. After receiving the Evaluation Form from the evaluatee, the evaluator reviews the self-evaluation and other evidence provided, completes the Evaluation Form, and meets with evaluatee. The written Evaluation Forms are then reviewed by the Dean of the Faculty to insure that reasonably consistent standards are being applied to all evaluatees.

Additionally, faculty members are expected to compose an annual resume update, a record of all significant teaching activities, professional development, and service activities performed within the last academic year. Faculty members also should maintain a portfolio containing a current vita, copies of all annual evaluations, student evaluations, and any other pertinent material illustrative of teaching effectiveness, professional growth, and service contributions. Annual evaluations allow department chairs to review a faculty member's abilities and accomplishments. Some departments also require continuing education units to maintain certification and/or licensure.

The Reappointment, Tenure, and Promotion ([RTP Committee](#)) is responsible for reviewing faculty members based on their portfolios and classroom observations in accordance with a timeline described in the [Faculty Handbook](#). Faculty members are reviewed by RTP in their third and fifth years, and based on these reviews, RTP makes recommendations to the Dean of the Faculty regarding reappointment, tenure, and promotion. The committee also provides evaluatees with a written evaluation containing suggestions for improvement which is considered in future reviews. After consulting with the Dean of the Faculty, the president makes a decision regarding reappointment or tenure. In tenure decisions, the President informs the Board of Trustees, who approves the final decision.

## *PROCESS*

Marietta College has many resources available for both full and part-time faculty to remain current in their disciplines. As described in the Faculty Constitution, the [Faculty Development Committee's](#) purpose is to strengthen faculty members' disciplinary ties by supporting both research and scholarship of teaching. They sponsor several main programs: Sabbaticals, Load Reduction Proposals (LRPs), Professional Improvement Grants (PIGs), Minigrants, and Mentor Grants. They review nominations and recognize faculty through the Research Award and the Innovative Teaching Award. Faculty Council determines the annual winner(s) of the Harness Award. An outside panel is responsible for selecting the McCoy Award for Teaching Excellence annually, a \$45,000 award.

Faculty members may receive a sabbatical after five years of service and not more frequently than every seventh year thereafter. Compensation is either a half-pay, full academic year leave or a full pay, half year leave. The College will grant sabbatical

leaves for no more than 15 percent of the tenured faculty in any one academic year. Faculty Development Committee reviews applications recommending to the President and the Dean of the Faculty. The Faculty Development Committee also sponsors Faculty Forums, showcasing current faculty research

The [Worthington Center for Teaching Excellence](#) (WCTE) provides the faculty with many opportunities to expand their pedagogy with workshops and other programs. In addition to the many offerings during the academic year, the Worthington Center organizes [pedagogy workshops](#) immediately before and after the Spring Semester on topics of interest to the faculty. Workshops and programs are open to all faculty members; attendance is voluntary. Recent programming topics have included flipping the classroom, advising, and incorporating technology into the classroom.

The WCTE also conducts the new faculty and staff orientation program, for employees that are new to the college. New Faculty Orientation begins with a series of programs in August and continues throughout the academic year. These meetings and workshops help new faculty become acquainted with each other and with the College. Each new faculty member is given a faculty mentor to help them during the transition.

### *ACCESSIBILITY*

All freshman are given an academic advisor, typically the instructor of their first-year experience course. After their first year, students normally select a new advisor in their prospective major. Advisors help students with course registration, 2- and 4-year plans, internships, and mentor their capstone experiences. Advisors access to [advising materials](#) found on Moodle. Each student is required to meet with their advisor prior to registering for classes each semester, and are given [advising materials](#) to assist in the registration process.

At the beginning of each semester, the Director of the Worthington Center sends out a syllabus template to faculty. All full- and part-time faculty are expected to list office hours in their syllabus; they also are encouraged to communicate with students through their Marietta e-mail accounts or through Moodle, an online learning platform that the College uses.

### *STAFF QUALIFICATIONS*

Every position has a job description, which lists requirements for education, certification and licensure. Outlined in the Hiring Process in the Employee Manual, all new hires receive a criminal and financial background check done by a subcontractor; any necessary qualifications will also be verified in this check.

Each student support services area organizes their training by department. Some departments have budget lines designated for training sessions or conference attendance. Like faculty, staff members are invited to participate in professional development sessions or workshops organized by the College.

In addition to providing support for faculty and staff, Marietta College offers several annual awards. Each year, all full-time employees who have continuously worked at the college for a multiple of five years are presented with a service award. Staff also are nominated for the [inSPIRE](#) (Staff Prioritizing Involvement and Responsibility in Education) Award each month through the Marietta College Staff Advisory Council.

## Sources

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### 3.D - Core Component 3.D

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The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

### Argument

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#### SUPPORT SERVICES

Marietta College's Academic Resource Center is the backbone of the academic support system. ARC staffing includes the Director, an Academic Support Coordinator, a Disabilities Specialist, an Administrative Coordinator, and student workers. The ARC hosts many workshops, seminars, and classroom presentations on topics like time management, study skills development, note-taking, and similar topics. While many students arrive on campus with an intended major, the ARC offers a [pre-advising document](#) designed for exploratory/undeclared students. The ARC houses the Tutoring and Writing Center and a testing center for students with documented accommodation needs. Parallel to the Writing Center, the Department of Communication Studies oversees the Communication Resource Center, where tutors assist students with research, organization, and delivery of speeches.

The ARC hires and assigns tutors to students requesting assistance--providing both training and a handbook for all tutors and lab assistants. Students seeking an individual tutor must request this in person, in writing; ARC staff provides assistance to those completing the [tutor request form](#). The ARC also offers drop-in tutoring and study tables for athletic teams and Greek organizations, and they are part of a consortium for online tutoring.

The ARC underwent its most recent program review in 2010-11; the staff continually reviews ways to more effectively use their resources to support student learning, continuing to evolve in response to the needs of our student population.

Marietta provides further support services for a variety of student needs. When Harrison Hall opened in Fall 2012, this building included the Dr. J. Michael Harding Center for Health and Wellness (CHW)--an integrated wellness center offering services in Alcohol Education, Health Services, Counseling & Psychological Services and Sexual Assault Prevention.

The Office of International Programs (OIP) assists international students during their stay at MC, including an orientation to American higher education and the Marietta College community. They offer ongoing support for visa-related issues and address student concerns relating to social and academic adjustments. The OIP offers a Mentor Family program and a Peer-Partnership Program, which are designed to assist international students as they integrate into American culture.

The Office of Community Living and the Office of Campus Involvement coordinate in educational and social programming and assistance to students with roommate and personal problems. They also have begun implementing a [Student Learning Development Transcript](#), providing students with a record of service and activity beyond the classroom. Recently, these offices have pioneered the Beyond Marietta program to help students successfully transition to their post-college lives.

The Office of Student Financial Services strives to make MC affordable to every qualified student who desires to attend. Marietta annually commits \$19+ million to financial assistance. Marietta's financial aid programs are extensive--including merit based scholarships; federal, state, and MC need-based grants; state and federal loans; and student work study. In addition, the Office of Student Financial Services makes presentations on financial literacy to FYE 102 (College Life & Leadership Lab) classes.

The Career Center prepares students for successful professional futures, providing career advising, access to experiential education, state-of-the-art job search and graduate school resources and programs, and a variety of tools for transitioning from MC to the "[World of Work](#)." Students are encouraged to visit the Career Center for individual advising, and workshops and events offered throughout the year such as: "Wine, Dine & How To Act Fine" (etiquette workshop) and "Preparing for Graduate School." The Career Center also offers two academic courses, COLL 200 (Career Planning) and COLL 400 (The Job Search), both designed to help students prepare for life beyond MC.

Academic departments have a designated internship coordinator; students majoring in Petroleum Engineering and business-related fields have been especially successful in obtaining internship experiences. In 2014 Marietta College and Washington State Community College jointly received an Ohio Means Internships & Co-ops grant from the University System of the Ohio Board of Regents. This grant currently funds a part-time

internship coordinator, housed in the Career Center, who is responsible for providing career-related internship services--linking faculty, students and employers. Through résumé referrals, alumni mentoring, company info-sessions and on-campus interviews, the Career Center facilitates connections to employers throughout the region and beyond.

## SUPPORT FOR ACADEMIC NEED

Incoming freshman visit MC for an enrollment day prior to their first semester where students complete a math placement exam, attend pre-advising sessions, and are advised and registered for fall classes by teaching faculty. The faculty use math placement scores, writing samples, and ACT/SAT scores to place each student in the mathematics and writing courses in which he/she is most likely to succeed. The [Undergraduate Catalog](#) outlines the process by which students will be awarded transfer credit, including credit through AP or CLEP programs.

Marietta's first-year program begins with a faculty-selected summer common reading and a first-year student orientation program that occurs before upper-class students arrive on campus. All students must take a First-Year Experience (FYE) course; generally the instructor of this course will serve as these students' academic advisor during their first year. Additionally, all first-year students at MC must take College Composition (WRIT 110) and Fundamentals of Oral Communication (COMM 101)--providing foundations in written and oral communication. We also offer four additional FYE courses designed for students who need further assistance in their cultural/academic transitions to a college environment. Currently, first-year students also are required to attend a series of convocations, which address common transition issues and continue the orientation process.

The Peer Mentor Program connects upper-level students with First-Year Students and their FYE classrooms. Peer Mentors are returning students who are selected and trained to assist first-year students in their academic and social transition to the college and to support FYE faculty and staff in the FYE courses. Peer Mentors serve as social and academic support for First Year Students by modeling excellent academic and personal skills, holding office hours and study sessions in residence halls, helping students develop 2- and 4-year plans, and providing a connecting link to the campus and its activities.

The First-Year program is overseen by the Associate Provost for Undergraduate Education and the Undergraduate Education Advisory Committee. They regularly assess the current features of the first-year program, continually looking for ways to adapt to the ever-changing needs of first-year students. Instructors of FYE-designated courses also meet regularly during the fall semester to discuss programming and common issues that arise in their courses.

## ACADEMIC ADVISING

Every Marietta student has an academic advisor. First-year advisors are linked with an FYE course so that during the fall semester, every student will be enrolled in a class with his/her academic advisor. Most sophomore students transition to an advisor from their major program. Although students register for classes online, they are not allowed to do so until they have met with and been cleared by their academic advisor. Since our last accreditation visit, Marietta College also has begun using an online degree-audit system, allowing students and advisors to evaluate progress of general education, major, and other graduation requirements completion.

MC values the importance of quality advising. The Worthington Center has organized a workshop on active advising, and faculty have access to the [Academic Advising Resource Area](#) in Moodle. As part of the reappointment, tenure, and promotion process, faculty are evaluated on their advising history; Marietta annually awards prizes for outstanding advising in the first year and in the major. The Associate Provost for Undergraduate Education and Registrar also regularly co-lead workshops on advising during new faculty orientation and at weekly meetings for FYE instructors. Marietta also explores improvement of advising through the Foundations of Excellence Program-- Quality Initiative component of our reaffirmation process.

## INFRASTRUCTURE

The Legacy Library opened in 2009, providing a multitude of new resources and support for faculty, notably the [Worthington Center for Teaching Excellence](#). The Center facility includes a faculty and staff lounge, a common area for discussions, a conference room, and a lab for instructional technology support. The Director of the Worthington Center chairs the [Worthington Center Advisory Group](#) and is selected for a 3-year term from the faculty. The Director also is responsible for organizing various pedagogical workshops and events to support MC faculty.

The Legacy Library contains a wealth of electronic and physical resources for faculty including:

- An experimental classroom and a program of support for instructional technology
- An Information Commons for technologically intensive research
- OhioLINK, a statewide consortium of 90 Ohio college and university libraries and the State Library of Ohio, and provides access to nearly 50 million books and other library materials, millions of electronic articles, 12,000 electronic journals, more than 100 electronic research databases, 81,000 e-books, thousands of images, videos and sounds, and 39,000 theses and dissertations from Ohio students.

- The Legacy Library's print collections include over 245,000 print volumes, including General Collection books, Bound Periodicals, and Special Collections books.
- OCLC, which links together nearly 80,000 libraries of all types worldwide and provides the basis for inter-library loan services.
- The Special Collections department of the Library, which preserves rare books, manuscripts, photographs, paintings, historical memorabilia, and the Marietta College Archives.

In addition to the collections housed in Legacy Library, the Marietta College Permanent Art Collection--comprised of works ranging from Pre-Columbian artifacts to abstract serigraphs. MC built the collection through patron donations of individual works and collections over the years and from purchase awards granted to artists through national juried exhibitions. The geology laboratories include a paleontology laboratory housing exceptionally fine fossil and stratigraphic collections. The biology department oversees a rooftop greenhouse on the top of Bartlett Hall, and in the fall of 2007, they established the Barbara A. Beiser Field Station.

Throughout the past decade, Marietta has demonstrated its commitment to upgrading and maintaining its infrastructure with the construction of the Anderson Hancock Planetarium (2009); the renovations of Mills Hall to expand the space for Communications (2005) and Psychology (2010), Erwin Hall for Education (2010), and the Edwy R. Brown Petroleum Building (2005-06); and the development of a new facility for the Physicians Assistant Program (2009). These renovations have provided capstone research spaces for many of the programs housed therein.

Along with modern on-campus facilities, programs such as Athletic Training use local, off-campus sites including Selby General Hospital's emergency room, Physician's Care, two outpatient physical therapy clinics, and the in-patient physical therapy clinic at Marietta Memorial Hospital. Athletic training students gain experience at these sites by working with MD's, DO's, PT's, OT's RN's, and the non-athletic population. These off-campus site agreements and collaborations allow students to evaluate various sites and the sites to evaluate Marietta students.

The Department of Information Technology (IT) keeps MC current with the latest computer and network (wired and wireless) systems. IT delivers assistance and support for e-mail and Internet users, faculty using technologies in the classroom, student groups, and residential students. The Technology Advisory Group (TAG) provides the faculty with a voice on matters relating to technology on campus, and the Instructional Technologist trains and assists faculty and staff with using the various technological resources available. The Instructional Technologist also oversees various software and on-line platforms available to the College community such as elumen, SmartEvals, Moodle, TurnItIn, SPSS, and Help Desk. Marietta College began using the computer-based MAP-Works system, which facilitates communication between a student's academic advisor, coaches, and various support offices, during the Fall 2013 semester.

## RESEARCH/INFORMATION SOURCES

The Legacy Library provides an active course-based instruction program available to classes of all levels and disciplines. Most students are introduced to research and informational resources during their first year; WRIT 110 and COMM 101 classes visit the Legacy Library and attend presentations by the library faculty. In these classes, students also are introduced to Turnitin.com and are taught how to properly cite sources used.

As students progress through their academic career, many discipline-specific courses contain a research component. Programs such as Biology, Athletic Training, and Psychology offer courses on research methods; several disciplines offer research seminar courses for juniors. In some senior capstones students apply the knowledge that they have obtained throughout their coursework to a specific mentored research or creative project. Advanced students are encouraged to complete a Research Honors Thesis or Project.

The Investigative Studies Program supports and promotes student research at Marietta. In addition to funding in supplies grants, travel fellowships, and summer fellowships, the program celebrates undergraduates on [All Scholars Day](#) (ASD), a campus-wide research presentation day.

In 2012, The Plankey Professorship was created; recipients are selected on the basis of excellence in scholarly and creative activity, especially as reflected in undergraduate research. The professorship offers support for faculty who are doing excellent research and opportunities for meaningful undergraduate student involvement. The Plankey recipient consequently receives a course release every semester in order to allow the faculty member to devote more time to research pursuits with students.

## Sources

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- ARC\_TutorRequestForm\_2014
- DNST\_StudentLearningTranscript\_2013
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- REGI\_7CoreValues\_2015
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- [WCTE\\_WorthingtonWebpage\\_2014](#)

## 3.E - Core Component 3.E

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The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

### Argument

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#### *CO-CURRICULAR EXPERIENCE AS MISSION*

Marietta College has many programs in place to support the College's mission and advance the educational experience of the students. The Office of the Dean of Students' [Mission Statement](#) asserts that learning occurs beyond the classroom, and consequently the Office seeks to provide positive living communities and student learning experiences that support MC's academic goals. The College offers a [Student Learning and Development Transcript \(SLDT\)](#) via which students can officially document co-curricular and extra-curricular involvement during their time at Marietta. The SLDT is tied directly to the College's Mission Statement and the Seven Core Values. The Office of Campus Involvement advertises and manages the transcript, which students can update online at any time and request copies to be sent to any internal or external recipient (examples: graduate school applications, internship opportunities, student leader applications).

The Office of Campus Involvement oversees all [Student Organizations](#) which includes all clubs and the Greek system. Students have the opportunity to join any organization, as stated in the Student Handbook. A list of all of the student organizations is overseen by the Office of Campus Involvement. During the first week of the fall semester there is a Campus Involvement Fair in which students can seek out, meet with, and join campus and local community groups. Throughout the academic year, the Office of Campus Involvement provides programming and activities for students in coordination with the Student Government Association and the Pioneer Activities Council.

The Office of Community Living supports residential students by utilizing student Community Advisors to build a strong community on their floor and in their building that supports a safe environment and is conducive to personal, social, and academic growth and success. Community Advisors help residents to understand what it means to be a part of a community, and they use the [Pioneer Pledge](#) and [Community Living Principles](#) to help enforce these expectations. Community Advisors also support Marietta's academic mission with active and passive programs designed to deal with the academic

or social issues identified in the MapWorks transition survey. The Office of Community Living also executes campus-wide programming related to social issues relevant to the current student population. In addition, this office works closely with the First Year Experience Program in developing meaningful and enriching living/learning housing. The Office of the Dean of Students provides programming and support services for commuter students and appointed a Commuter Student Liaison who serves as an advocate for commuter students.

The Office of the Dean of Students, in collaboration with the Career Center and the Alumni Relations Office, also provides a holistic program primarily for graduating seniors, but also for Juniors, called "[Beyond Marietta College](#)", focused on developing skills for the world of work and for students who want to attend graduate school.

The Career Center is a place for students to learn about resumes, cover letters, interviewing techniques, internships and career opportunities. The Career Center also helps students with choosing a field of study when they are undecided. During the academic year, a member of the Career Center teaches a class entitled Career Planning to help students prepare for their independent career field.

Marietta has many opportunities for the campus community to expand both in and out of the classroom. The College holds many events inviting scholars in different fields to campus throughout the year. The Esbenshade Series, established in 1980 by the Esbenshade family, was established to support lectures, performing artists and programs in the humanities to the Marietta Community. The events are open to the public and the campus community. The Krause Lecture, established in 2002 from support from Dr. Richard Krause, provides an opportunity for guest speakers to lecture on topics in science. In the English Department, a visiting writer is invited annually to speak to the campus community. Visual artists are also brought to campus during the academic year to show work.

The Office of Education Abroad advertises study abroad opportunities, and they meet with interested students to discuss possible locations and courses available. Students who choose to study abroad are encouraged to take a preparation course prior to departure and a reflection course immediately afterward. Marietta College also offers opportunities for international faculty-led trips, course-based trips, and alternative spring and winter break trips.

MC's Athletics Department promotes excellence in academics and athletics. Each athletic team sets their own process for achieving academic success. The Academic Resource Center monitors study tables for academic teams as well as academic progress in classes. The [Athletic Department's Vision, Mission and Objectives](#) revolve around student athlete success in and out of the classroom and prioritizing academics.

The Theater and Music Departments present many ensembles, productions, and performances throughout the academic year. There is a healthy performance level of both major and non-major students participating.

### *EDUCATIONAL EXPERIENCE AS MISSION*

As articulated in the [core value](#) of Service, "The students, faculty, and staff of Marietta College find opportunities for civic engagement and for learning through service on the campus, in the region, and beyond." Marietta provides many opportunities for student and employee service through programs and events such as [Community Service Day](#), Make a Difference Day, Super Saturdays of Service, and [Pioneers of Culture and Service](#). The [Office of Civic Engagement \(OCE\)](#) coordinates many of these events and focuses on connecting students, staff and faculty with meaningful community involvement through service projects and volunteer activities. In providing opportunities for engaging in curricular and co-curricular service that build sustainable, positive relationships with community partners the OCE's Mission echoes the College's commitment to service.

Marietta also has several student organizations that are devoted to service and philanthropy including Greek organizations, Pioneers in Hard Hats, the Marietta College Red Cross Club, and local chapters of Circle K International, Colleges Against Cancer, Shake America, and Up 'Til Dawn. These groups provide organized service opportunities for students, and the College further recognizes exceptional service through annual service awards given to students, student organizations, college employees, and community members.

Centered around Marietta College's [core value](#) of Leadership, the McDonough Center for Leadership and Business promotes activities in four critical areas: civic engagement, international leadership, business leadership, and research. In business leadership, the Center focuses on executive education in the for-profit sector, including the Fitzgerald Executive-in-Residence Program, and a summer International Business Leadership Seminar for international MBA students.

The [Economic Roundtable of the Ohio Valley \(ERT\)](#) was formed in 1982 by a group of business, civic, and educational leaders. The object of the Economic Roundtable is to enlighten its members and others in the community on important governmental, economic, and social issues. Each year, several outstanding speakers are brought to the region to speak to ERT members and MC classes on current issues of interest. Currently, two Marietta College faculty members and one Emeritus faculty member serve on the Board of Directors for the ERT, including the ERT chair.

Marietta College additionally serves the local community and the entire Mid-Ohio Valley by annually hosting events such as the Science Olympiad, the Power of the Pen, the Great Decisions Series, and the Marietta Area Chamber of Commerce Dinner. Area school groups also regularly visit campus for events such as "Meet a Scientist Day" and shows at the Anderson-Hancock Planetarium. In addition, the College hosts a variety of summer sports and academic camps for school-age children including Reading Camp, Math Camp, Space Camp, and Women in the Sciences (WITS) camp, as well as

professional development opportunities for area teachers such as the Rickey Summer Science Institute. Students are involved in each of these programs as counselors, mentors, event leaders, and facilitators.

Marietta College also invites the local community to make use of campus facilities through a variety of programs and public events, including monthly public shows at the Anderson Hancock Planetarium. Students have the opportunity to learn how to give planetarium shows.

## Sources

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- CIVE\_CivicEngageWebpage\_2015
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## 3.S - Criterion 3 - Summary

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

### Summary

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*Marietta College offers undergraduates a contemporary liberal arts education and graduate students an education grounded in advanced knowledge and professional practice. Through our processes and policies, we continually seek to evaluate, revise, and amend our requirements and offerings to adapt to an evolving student body and world of work.*

Whereas much of our recent strategic planning had been based on the assumption of an undergraduate student population of 1500, a variety of factors have indicated that this number is not an achievable goal in the near future. A significant portion of MC's revenue comes from tuition dollars; this shortfall in the number of enrolled students has and will continue to force us to re-evaluate staffing, programs, and resources. We ideally would like to make all decisions based solely on our mission and core values, but in reality, the need to balance our budget requires us to consider finances in our decision making.

Toward this end, Marietta implemented a Reduction in Force in 2014, and our Planning Committee has recently reviewed all academic programs. While following the guidelines established by AAUP, the Planning Committee has made several recommendations to the Curriculum Committee that call for the restructuring and elimination of several programs. MC will continue to satisfy all five components of Criterion 3 but doing so will require facing and overcoming many upcoming challenges including:

- We must adjust our faculty and staff sizes to efficiently match the size and interests of our student body. This has and will continue to require the college to examine the need for replacement when an employee leaves the college to pursue other opportunities or retirement. We also must consider the elimination or reassignment of faculty employed in a program that is being reorganized or eliminated. Having the cost of faculty and staff salaries match the revenue generated by students' tuition dollars is important, but matching these numbers equitably and strategically will be difficult.
- Departmental budgets were cut for the 2013-14 academic year. Whereas the overall student body size has decreased over the past couple years, there are some majors, most notably Petroleum Engineering, that have experienced a significant increase in the number of students. When departmental budgets are

cut, we must continue to do so in a way that allocates funds based on current and future needs.

- The Office of Diversity and Inclusion and the Office of Student Life have recently been merged into a single unit. While this consolidation will create challenges for synchronization, it also presents opportunities as MC works to further develop and promote a culture of inclusive excellence.
- In the past, the WCTE has been able to entice faculty to attend their workshops with stipends and gifts. They will continue to develop workshops aimed at improving pedagogy, advising, and assessment, but they likely must work to attract attendance without offering compensation.
- Programs such as Music Education, Asian Studies, and Environmental Studies were created to recruit and retain students based on perceived strengths and areas for growth. As these programs have not been as successful at attracting students as we have hoped, they are currently targeted for restructuring. We must look for ways to eliminate or modify such programs without negatively impacting current students. When new programs are introduced in the future, we must do so thoughtfully, and we must promote them better to ensure their success.

Marietta College faces significant challenges going forward, but we also have a strong and collegial faculty and staff that are committed to teaching and learning. These challenges will provide opportunities to refine our policies and procedures in order to sustain and improve our future success in educating our students.

## Sources

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*There are no sources.*

## 4 - Teaching and Learning: Evaluation and Improvement

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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.

### 4.A - Core Component 4.A

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The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

### Argument

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#### PROGRAM REVIEW

Marietta College's program review process has been in place since 2002-2003. Each academic program, graduate and undergraduate, goes through a 4-5 year [periodic review process](#), culminating in a review by the Planning Committee at the end of the cycle. Since our 2005 HLC visit, all academic programs have completed or are in the process of completing their second review.

The program review process has four phases:

### Phase One: External Review

1. Department chairs submit names of potential external reviewers to the Provost's Office which selects a reviewer and schedules dates for the visit.
2. The external reviewer's itinerary is set by the department chair, including a meeting with the Provost.
3. The external reviewer provides a written report to the Provost who forwards it to the department chair.

### Phase Two: Assessment Committee Review

1. The year prior to the program review, the department submits an assessment report to the Assessment Committee (AC).
2. [AC provides feedback](#) and sometimes requests a departmental response.

### Phase Three: Department Self-Study

1. The Provost's Office works with the Department Chair to develop departmental-specific issues to be addressed.
2. Additionally, departments address:
  - Responses to Planning Committee comments/concerns/recommendations from prior program reviews
  - Response to external consultant's report
  - Enrollment trends in courses / programs as well as staffing implications
  - Activities/initiatives related to strategic planning documents (such as the current strategic plan or vision statement)
  - Departmental vision related to college vision statement and strategic plan

### Phase Four: Planning Committee Report and Response

1. The department submits a [report comprised of phases 1-3 above](#) to the Planning Committee (PC), composed of the President, Cabinet, and representatives of the faculty and staff.
2. The Department Chair is invited to meet with PC to discuss the report and to answer questions from Planning.
3. The PC provides feedback and suggestions to each department. The PC also makes recommendations ([e.g. Psychology](#)) on the allocation of resources to each department, as well as determines whether to enhance, maintain, reduce or eliminate a program. [Minutes from meetings not in executive session are available to the campus community on an access restricted website.](#)
4. [The Associate Provost drafts a letter reflecting the PC response.](#) Occasionally the Department is asked to follow up on specific issues.

### CREDIT EVALUATION

Policies concerning the transcription of credit for prior learning are detailed in the College catalog. These include the [American Council on Education / Armed Services](#) and [Continuing Education](#). In addition, the College awards [AP Credit, CLEP credit, DANTES, the International Baccalaureate, and Credit by Examination](#).

Internship standards are detailed in the college catalog for academic programs, e.g. [Accounting, Graphic Design, and Management](#). [Internship standards](#), regularly reviewed by an Internship Coordinators group to provide commonality to this experience. The Career Center director has also incorporated a [mid-term evaluation form](#) and has worked with the Records Office to assure compliance with federal employment regulations in the [granting of internship credit for summer](#).

At this time the college does not grant experiential credit.

## POLICY

MC maintains comprehensive articulation agreements with Washington State Community College and [West Virginia University Parkersburg](#). The most recent articulation with Washington State Community College, in 2012, concerned how we would view their courses since their switch from [quarter-hours](#) to [semester-hours](#). Internationally we have an [articulation agreement with the University of International Relations](#) in Beijing, China.

Policies concerning the [transcription of credit for transfer courses](#) are detailed in the College catalog. For courses that do not align directly with existing MC courses, the College Registrar forwards requests for transfer credit to department chairs, who consult with their department to determine if general credit in a subject area will be awarded or (after review of a syllabus) the course may be granted credit for an existing MC course. [An appeal process is also detailed in the catalog](#) as well as a section of information concerning the [Admission of Transfer Students](#).

Additionally, many departments use the catalog to articulate greater detail regarding transfer credit, including the [Binary Engineering program](#), the [First-Year Education program](#), [Petroleum Engineering](#), [Sports Medicine / Athletic Training](#), the [Honors Program](#), and [English Composition and Oral Communication](#).

The catalog also details transcription information on [Study Abroad programs](#) and [Domestic Off-Campus Study](#).

## PREREQUISITES FOR COURSES, RIGOR OF COURSES

The rigor of the curriculum is guaranteed through development of the individual courses by faculty members--vetted through the departments and then approved by the faculty via [Curriculum Committee](#) whose functions are described in the Faculty Constitution. [Proposal forms were recently modified](#) to ensure that courses meet specific student-learning outcomes at the institutional, program and/or course level to ensure rigor.

A course can be offered as “experimental”; [Proposals for experimental courses](#) are submitted to the Provost for approval, and taught a maximum of twice before being submitted in order to be a permanent course.

Rigor of courses is also calibrated by a [college-wide definition regarding the appropriate focus of 100, 200, 300, 400-level courses, etc.](#) Pre-requisites for courses are required in the course proposal form, and are vetted by both the department and the Curriculum Committee, and are clearly defined in various areas in the [College Catalog](#).

Faculty members receive feedback about their teaching performance from varied sources, such as [midterm and final course evaluations](#). Instructors may elect to receive feedback with mid-term course evaluations, providing an opportunity for a mid-semester course correction.

[Annual evaluations from the department chair](#) are completed after [reflection by the faculty member](#), and the periodic review of a portfolio by the Retention, Tenure, and Promotion Committee (RTP). The annual evaluation and RTP review provide the faculty member with feedback on their areas of strength and opportunities for growth.

Programming to encourage pedagogical innovations to enhance rigor, such as [flipped instruction](#), is developed by the WCTE, which also provides individual support for instructors to meet department and institutional standards in their teaching.

### Access to Learning Resources

In 2013, the Campus Writing Center merged with the Academic Resource Center (ARC), providing a “one-stop” center to access information on tutoring (subject specific, writing, on-line and face-to-face), study skills, academic disabilities, and test taking. This merger, and the hiring of an Academic Support Coordinator to oversee it, has brought about an increased awareness of these resources across campus. [The ARC has applied to the College Reading and Learning Association to certify their tutor training program at Level I and II.](#)

Information on these resources is widely publicized during orientation, on the college website, in online announcements and campus-wide e-mails, and flyers. Every First Year Experience course includes presentations from various campus academic services including the library, ARC, Career Center, and Writing Center; "to help students learn

appropriate academic support services” is one of the [academic learning objectives for our FYE courses](#). The WTCE also provides faculty with a [syllabus template](#) that emphasizes access to learning resources. Information on the ARC/ tutoring services is now automatically placed on the top of each course Moodle page.

The MAP-Works ® retention software provides a centralized system in which faculty and staff can make referrals to support service offices for individual students thus triggering an invitation to a student to assist them in connecting to learning resources.

The Peer Mentor program facilitates access to learning resources. Students apply, interview, and take course work to prepare to serve as peer mentors, and are paired with an FYE instructor to work as a resource for our first-year students. [For the peer mentor training courses, the textbook and lectures emphasize how to connect students to campus support services.](#)

Faculty qualifications for all of its programs, including dual credit programs.

Job descriptions are written and candidates are interviewed to match the right person to the curricular needs based on expertise, experience, and eligibility for employment. Before employment, the College [conducts a criminal background check and verifies degrees and licensure](#). Before hiring, official transcripts are required. The College [also has specifications for qualifications for Term Appointments / Special Appointments](#).

Currently there is no formal policy regarding qualifications for adjuncts. However, such a policy has been drafted and is pending approval from the Department Chairs. Current practice requires a graduate degree for adjunct faculty. At the Provost's discretion exceptions may be made.

[Local high school students who qualify, may apply to the College Credit Plus program in which they may take coursework at Marietta College.](#) Most such courses are with our faculty, on campus, and with our regular undergraduate population. Marietta College has contracted to teach two dual-credit courses as part of College Credit Plus at Marietta High School. The course is to be taught by one of the College's credentialed adjuncts. The course will be taught using the same textbook, syllabus and curriculum as the course taught at the college. The Department Chair will act as a liaison to assure standards and assist with assessment. [To qualify to take the dual enrollment class high school students must apply to the College's College Credit Plus program and meet its Dual Credit criteria](#). Additionally, [an option that allows local students to earn up to 48 credit hours as high school students has been articulated as 3-year degree for qualified program who apply and are accepted.](#)

The Provost, HR Director, and the Director of Diversity and Inclusion act as our affirmative action officers for all faculty hires, working to ensure fair hiring practices. In January 2013 [guidelines for developing a diverse candidate pool](#) were developed.

## SPECIALIZED ACCREDITATION

In addition to MC's review process, "pre-professional" academic programs also go through an extensive accreditation process by outside agencies. These include [Education](#), [Sports Medicine](#), [Petroleum Engineering](#), [Physician Assistant Studies](#), and [Music](#). Education is up for reaffirmation of accreditation in the fall of 2016; [periodic reports](#) need to be supplied to accrediting agency in order to keep abreast of qualifications.

## GRADUATES' SUCCESS

Individual departments keep track of the success of their graduates in their own ways. For example, [Sports Medicine / Athletic Training program keeps track of pass rates on Board of Certification exam](#). Likewise, the College's Physician Assistant program tracks pass rates on its [National Certifying Exam](#).

The Education program maintains [a yearly list on graduates with both their teaching license and place of employment](#). Their [licensure test scores are benchmarked against others in Ohio](#). Based on these varied metrics, our Education Program was recently named as one of the best performing teacher education programs in Ohio.

MC tracks the success of its graduates through the Career Center (CC) and the Alumni Office. The CC [conducts a 6-month, 1-year, 5-year, and 10-year](#) (since graduation) survey of graduates, to ascertain their employment status. This started in 2007, with the arrival of our current CC Director. A survey was also conducted by the CC with every valid e-mail address of alumni. The Director uses social media (primarily LinkedIn) to maintain contact with graduates and to help increase the response rate of the surveys. Results of the study are disseminated to faculty at faculty meetings and through meetings of the CC Advisory Board. Our Director follows National Association of College and Employers benchmark standards when reporting data, which allows for a more direct comparison.

The Alumni Office conducts surveys of graduates to measure their level of satisfaction with the College and to ascertain their status as potential donors. Our current director of Alumni Affairs contracted the "Performance Enhancement Group" to conduct [a survey of graduates to measure levels of alumni satisfaction](#); the survey was completed in 2012. We are able to benchmark our results against peer institutions. The Alumni Office received a high response rate (10.86% / 1,190 responses). Results were broken down by generation and show that we're strong in alumni satisfaction, with 90% reporting their college education as "good" or "great".

MC is also recognized by various outside agencies for the success of their graduates. US News and World Report “Best in the Midwest” / “Great Schools, Great Prices”, Princeton Review “Best Midwestern College”, Peterson’s Competitive Colleges, Barron’s Best Buys in College Education, Forbes.com “Best in the Nation”. Recently [the Brookings Institute released a study](#) that showed Marietta College mid-career graduates were making 39% more than graduates from comparable institutions, ranking MC 13th in the nation in mid-career earnings.

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## 4.B - Core Component 4.B

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

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

### Argument

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#### ASSESSMENT GOALS

Marietta College articulates through its institutional-level and program-level student learning outcomes (ISLOs and PSLOs) what we expect graduates to know and be able to do. We have embedded assignments involving these outcomes across departments and divisions. [Faculty participate in ongoing training to align assignments to ISLO rubrics.](#) We [train faculty how to interpret the performance levels descriptors found on the ISLO rubrics.](#) Through continuing efforts, the Assessment Committee is prepared to report meaningful trends in student performance to the Provost, individual departments, the Curriculum Committee, the Planning Committee, and the Worthington Center for Teaching Excellence (WTCE).

MC's goals for student learning feature prominently in its [mission statement](#), [core values](#), and [vision statement](#). These learning goals fulfill the [requirements of a "liberal education"](#) as articulated by the Association of American Colleges and Universities' LEAP project. MC's mission statement calls for the development of "critical thinking" and "problem solving skills." Two of our core values, "a liberal arts foundation" and "depth of study," are at the heart of the AAC&U's definition of a liberal education. [Other core values, "Global Perspective and Diversity," "Community," "Leadership," and "Service" are essential outcomes identified by the LEAP project.](#)

In spring 2012, the administration and faculty mutually recognized a need to overhaul our institutional assessment program. The [faculty voted to adopt a set of ISLOs appropriate for all its graduates, regardless of major.](#) These outcomes are derived largely from AAC&U VALUE rubrics. MC's outcomes include intellectual skills "Critical Thinking," "Inquiry Skills," "Communication Skills," and "Quantitative Reasoning." Personal and social responsibility ISLOs include "Knowledge of Diversity"

(from the AAC&U's "Intercultural Knowledge, Competence" and "Global Learning") and "Ethical and Responsible Citizenship" (three criteria from the AAC&U's "Ethical Reasoning," two criteria from "Civic Engagement"). The only ISLO not from the VALUE rubrics is "Artistic Literacy." It was drafted by a group of MC faculty prior to the current assessment initiative. An eighth ISLO, Integrative Learning, has recently been added. MC's ISLOs pervade all four divisions--Arts and Humanities, Natural Sciences, Pre-Professional Programs, and the Social Sciences. These outcomes include general education as well as major-specific courses--allowing measurement of learning longitudinally, as we assess impact of an MC education by tracking performance and engagement from a student's first through eighth semester. Curricular and Co-Curricular programs at Marietta [mapped their offerings in the spring of 2015 to indicate where the seven ISLOs present themselves in assignments and student activities](#). (Example [map of Communication Skills](#)). To avoid overstating coverage, programs mapped ISLOs for classes they intend to offer within the next five years. Additionally, programs were asked to map ISLOs only for classes where students themselves work on the given outcomes, as opposed to where the outcomes are merely touched upon. In spring 2015 [programs additionally identified Program-level Student Learning Outcomes \(PSLOs\)](#). These domain-specific outcomes coincide with the AAC&U's category of "Knowledge of Human Cultures and the Physical and Natural World." Whereas ISLOs are primarily made up of transferable skills and dispositions--"what students do"--PSLOs are "what students know." Programs consulted past assessment reports to re-affirm existing PSLOs. [A number of programs use standardized tests to measure domain-specific knowledge and competency](#).

The Curriculum Committee serves as the venue for faculty to identify, clarify, and amend ISLOs and PSLOs. The Director of Assessment serves as member of the Curriculum Committee in order to "complete the circuit" of information, reporting to the Provost. Our system overseen by the Assessment Committee to measure student learning is "MC-CAP" (Marietta College Curriculum Assessment Program). The Director of Assessment serves as a voting member of the Assessment Committee, often as Chair.

## ASSESSING STUDENT ACHIEVEMENT

Including spring 2015, the faculty has been collecting data with MC-CAP ISLO rubrics for six semesters. [Between the fall of 2012 and the spring of 2014 this collection was undertaken formatively as pilot tests for rubric drafts. Rubrics were piloted](#) by cohorts of 10-15 faculty members from across the divisions. [Data collection began using these finalized stable rubrics in the fall of 2014.](#)

In 2014-15, the Assessment Committee collaborated with the Foundations of Excellence Steering Committee to determine where initial data points could be collected for over half the ISLOs in first year courses--COMM 101, WRIT 110, and First-Year Seminar. In the recently revised [First-Year Seminar, assignments focusing on ISLOs](#)

[are embedded in all sections across campus](#). In 2015-16, the Assessment Committee and department chairs will determine data collection in students' fourth years, so we will have entry and exit point data sources and will be able to analyze in aggregate student performances over time. In 2016-17, a third milepost will be established as a "mid-program" measure sophomore year, also serving as the entry-level measure for transfer students. Because ISLO assignments appear across the curriculum, changes in performance between the first and final semesters can be reasonably attributable to the impact of an MC education.

Marietta has invested significant resources into student learning assessment. In addition to [the Director of Assessment position](#), since fall 2013, MC has contracted eLumen for assessment data management software. Every semester [Training sessions](#) are held for new faculty on how to create assessments on eLumen and report data. Our Instructional Technologist and Information Technology personnel also work extensively with eLumen.

MC participates in a number of [national assessment programs](#), including PP = Proficiency Profile (formerly MAPP), NSSE = National Survey of Student Engagement, SSI = Student Satisfaction Inventory (All Students), Healthy Minds Study (SP 2013, FL 2014), and EBI = First Year Initiative Assessment. Marietta uses the data provided by these nationally standardized measures to corroborate the portrait of student learning that emerges from MC-CAP's direct assessment of class assignments. Performance trends on ETS's standardized Proficiency Profile allow us an opportunity to compare our students' achievement to national benchmarks. MC measures learning both in and outside the classroom. When appropriate, co-curricular programs are linked into MC-CAP on eLumen. [Programs like our student newspaper \*The Marcolian\*, the forensics team, the various choirs and bands, varsity athletics, and civic engagement were all mapped for ISLOs in the Spring of 2015](#). The Athletic Department formed a subcommittee in the Spring of 2014 to [create a set of PSLO](#) outcomes for its varsity teams and [piloted that rubric](#) in the Spring 2015. In addition, the Division of Student Life has developed and implemented a [four year developmental curriculum for student engagement and community living](#).

## IMPROVEMENT THROUGH DATA EXAMINATION

MC uses institutional assessment information in two ways-- relying upon MC-CAP data to determine whether institutional outcomes appear extensively and in sufficient degrees of rigor in aligned assignments and in [scaffolded courses across the academic divisions](#). In summer 2015, the faculty was sent a [summative report of all data collected](#), including program-specific data. By the Fall of 2016, the faculty will have been collecting scores with stable, revised rubrics for four semesters, providing a reasonably sufficient sized series of data sets to analyze.

Beginning in 2015, by the first week of each Fall term, the Director of Assessment will report to the faculty recent trends in ISLOs with the following review cycle:

2015-16 Ethical and Responsible Citizenship / Communication Skills  
2016-17 Knowledge of Diversity / Inquiry Skills  
2017-18 Quantitative Reasoning / Critical Thinking  
2018-19 Artistic Literacy / Integrative Learning

The Curriculum Committee annually considers whether ISLOs are sufficiently and effectively taught--informing the committee's consideration of course/program proposals. The [Assessment Committee and the Worthington Center will offer regular workshop on the highlighted ISLOs](#). The WCTE's workshop explores pedagogical approaches to focus on the ISLOs; the Assessment Committee's workshop will focus on the collecting and scoring of assessment artifacts.

The Assessment Committee's feedback to programs' quadrennial reports recognize distinctions between programs with mature, exemplary assessment procedures, those with reasonably acceptable procedures, those programs just starting out with assessment, and those that persistently fail to meet institutional expectations. [On pg. 25, one sees strong institutional control evidenced by Marietta College's follow-through with regard to recommendations of the Assessment Committee](#). As a result, the [Theatre Department successfully proposed wholesale changes to their offerings](#) motivated largely by assessment concerns. Program level assessment has proven itself to be robust and largely effective at MC, resulting over time in a number of significant revisions within departments. Programs with specialized accreditation follow mandated assessment requirements.

The assessment report drafting process prompted departments to revise curricular offerings. The [English Department's self-assessment of its program, including its capstone course](#), led directly to the [addition of an introduction to literary methods course](#). In order to conduct program assessment, some departments utilize external assessment data and/or feedback from discipline-specific accrediting bodies. The Education department revamped a course on educational assessment in response to [student performance data on the Teacher Performance Assessment](#), a national portfolio assessment of student teachers which demonstrated need to develop their ability to use formative assessment data and give quality feedback. This course is now a requirement for all Education majors. [NCATE, the outside education accrediting body, also raised concerns about the ability of the program to deliver their curricular offerings given space limitations in terms of classroom space and space to house curricular resources. As a result the College renovated the building and moved Psychology to another space](#). NASM, the accrediting body for music, recommended that a course in chamber ensembles be added to the curriculum. [The department added this course and revised other existing courses to add content recommended by their accreditor](#).

Until 2012, institutional assessment was limited to courses designated for general education. For every general education course taught, [an assessment report was due](#).

These one page reports were sent to Division Coordinators. This unrepresentative division of workload meant that some people submitted several reports a semester while others people contributed no data for institutional assessment. Furthermore, general education courses routinely attract a wide array of majors, often 100-level courses without prerequisites. Departments not offering 100 level-courses weren't participating in institutional-level assessment. The designations "Writing Proficiency" and "Quantitative Reasoning" are germane to most pre-professional fields; however, these two designations were not pursued by a number of departments. A perception arose in the faculty that some departments avoided general education designation, thus avoiding participation in institutional assessment.

Word documents emailed by individual faculty to Division Coordinators, who lacked sufficient resources to compile and aggregate the information, meant that little was ever done with institution-level assessment data. Individual instructors may have found the process helpful pedagogically, but no institution-wide overview emerged for analysis. Eventually, because faculty saw no meaningful use for assessment data, collection ceased.

Although academic program assessment provided departments the valuable, specific feedback they needed to make meaningful improvements, institutional-level assessment of general education courses was nonfunctioning 2006-12 . Because we did not develop uses for data beyond reporting, there was no effort to improve the quality of that data. As noted in the 2005 HLC report, assessment was robust in data collection, yet lacked follow-through. As we went through six Provosts between 2005 and today, we lost consistent leadership for instructional quality. Faculty determined in 2012 that they would lead the efforts--first with a task force, and then the development of MC-CAP .

In Fall of 2014, the Curriculum Committee Chair attended Assessment Committee meetings to improve coordination between committees. Then the Curriculum Committee [revised its course proposal procedure](#), requiring proposals to identify relevant ISLOs and PSLOs. [A significant percentage of the faculty report that their involvement with MC-CAP has already influenced pedagogical decisions](#). As of Spring 2015, MC-CAP is being used by individual faculty members to revise assignment and course design, by departments to revise program level outcomes, and by the college to establish institutional level outcomes in programs such as the First-Year Experience. In the fall 2015, a General Education Task Force of the Curriculum Committee will convene to revise general education requirements. The administration has clarified that the MC-CAP ISLOs will feature prominently in any adopted revision. Additionally, the college will continue to analyze directly reported MC-CAP data in the context of other learning measures (PP, NSSE, SSI, etc.) to evaluate the efficacy of curricular and co-curricular offerings.

BEST PRACTICES

Marietta is committed to pursuing, evaluating, and implementing best practices in its assessment of student learning.

MC invited a team of Teagle Scholars to campus in the spring of 2012 to review our then current practices, including our first draft of MC-CAP. The Teagle Scholars met with the assessment critical task force, and conducted a workshop open to all faculty. Afterward, [the Teagle Scholars followed up with a report to the 2012-13 Assessment Committee](#). Contractually, Marietta also has access to eLumen's assessment experts who regularly offer feedback about how MC-CAP's policies and procedures match up with other colleges across the country.

All full-time faculty members are expected to participate directly in the assessment of student learning at Marietta. [97% of the 2014-15 full-time faculty assisted in MC-CAP's design and implementation](#). This sizable "buy-in" is a hallmark of MC-CAP, providing a strong foundation for the program. In a poll conducted by the Interim Provost during the fall of 2011, faculty identified assessment as an initiative requiring immediate attention. A faculty member created the initial design of MC-CAP on his own initiative. In response, the Interim Provost convened a task force comprised primarily of faculty, charged with methods to vet and implement it. In the spring of 2012, the [full faculty voted to approve the general principles of the emerging program](#), including a list of institutional level outcomes.

Wide faculty participation continued during ISLO rubric drafting and testing. The Assessment Committee invited a faculty focus group to attend remote presentations from data management software companies and provide feedback based on specific criteria. [Working groups of between six to eight faculty members from across the divisions drafted definitions of outcomes](#), based on the AAC&U VALUE rubrics. After [definitions were arrived at for all of the ISLOs](#), different working groups of six to eight faculty members each took those definitions and AAC&U performance descriptors and [drafted a set of MC-CAP ISLO rubrics](#). Faculty cohorts, many new to MC-CAP, piloted rubrics over a period of four semesters and provided feedback to the committee at mid-semester meetings, and in post-semester Survey Monkey questionnaire. [Meetings were held to update the general faculty on progress and to seek their feedback on those developments](#). At the end of this period (Fall 2012-Spring 2014), faculty members were [surveyed for feedback about the rubrics](#).

In spring 2014, the Assessment Committee acted on the feedback, and its own deliberation, revising the ISLO rubrics to establish an internally consistent set of outcomes. For example, pilot instructors reported and committee members agreed that the baseline descriptors for many of the criteria lacked a "floor." (A score of zero seemed impossible.) [The committee comprehensively examined the baseline descriptors on all the rubrics and made adjustments where necessary](#).

Since Fall 2014, all full-time faculty members are expected to assess at least one of their courses each semester. In the first year of mandated data collection, over [93% of](#)

[the full-time faculty reported assessment scores to eLumen](#). Most of the 7% of faculty who did not report left MC at the end of 2015 or spent part of 2014-15 on sabbatical.

The Assessment Committee holds multiple training/feedback events each semester. In the fourth week of each term the committee conducts an assignment alignment workshop to foster validity , ensuring that the assignments used for [assessment actually call for the outcomes described on the rubrics](#). In week nine each semester the committee holds [eLumen training sessions](#). At the conclusion of each semester, [the committee sponsors a range finding workshop](#) to promote ISLO inter-rater reliability.

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## 4.C - Core Component 4.C

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

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

## Argument

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### DEFINED GOALS

Marietta College is tuition-driven; our resources (and our success) are dependent upon tuition and fees. So retention, persistence, and completion are crucial to our success and continued effective delivery of a high quality education. [The college's first to second-year retention rate has a five-year average of 75% reaching a peak of 85% in 2006.](#) Through our Quality Initiative we learned that of Pell-eligible and first-generation students, only 67% persisted compared to the 78% who were non-Pell eligible/not first-generation. The goal of achieving and maintaining an 80% retention rate for first year students outlined in the Strategic Plan will require intentional work with first-year students, but is an attainable goal utilizing programs such as MAP-Works® and the implementation of recommendations developed through the [Retention Task Force](#) and [the two-year Foundations of Excellence Quality Initiative](#). The key to success is targeting our higher at risk populations, knowing that the broader student body will also benefit from these interventions. Our current focus on retention has slowed the drop in retention statistics; we are now beginning incremental improvements in the number of students who retain, progress, and graduate.

[Vision 2020 outlined clear expectations for a four-year and six-year graduation rate.](#) The four-year graduation provided by Vision 2020 is expected to be 60%, and the six-year graduation rate is expected to be 68% (Vision 2020). The [nine year average of four-year graduation rate in 2002-10 was 49%. The seven year average for the same time period](#)

[of six-year graduation rates was 59%](#). Given the data and analysis of current attrition factors, these graduation rates have been found to be too ambitious. Modified goals will be set in the next strategic plan currently under development.

[The PA program adheres to Accreditation Review Commission of Education for the Physician Assistant \(ARC-PA\) standards required for PA education.](#) These standards are the foundation for the program's rigorous selection process, consisting of multiple requirements including: undergraduate GPA, pre-requisite GPA, past work experience and an interview. This process has led to a 98% overall student retention/completion rate for the program. [The PA program maintains multiple statistical analysis \(SPSS\) and spreadsheets \(Excel\) following students throughout the program.](#)

## INFORMATION COLLECTION AND ANALYSIS

Marietta College has tracked retention, persistence and graduation rates using the IPEDS methodology of tracking entering cohorts of full-time, first-time degree-seeking students since at least 1966. [We measure first-year retention, continued cohort persistence through senior year, four-, five- and six-year graduation rates. Marietta College routinely benchmarks IPEDS retention and graduation data against the peer group identified in the 2010-2015 Strategic Plan.](#)

[MAP-Works®, a Macmillan New Ventures product, was launched Fall 2013 , is a holistic approach to student success and retention, providing a platform of information that faculty and staff use to identify at-risk students early in the term.](#) It also allows faculty and staff the ability to coordinate interventions with at-risk students--providing the power of real-time analytics, strategic communications, and differentiated user interfacing, with integrated statistical testing and outcomes reporting. Annual data is being compiled and analyzed to inform policy decisions regarding curricular changes in the first year and the development of a sophomore year program.

The Master of Arts in Psychology (MAP) Program has tracked retention and graduation rates since its inception in 2003. [The MAP Program measures retention from first to second year, as well as graduation rates. The retention rate has a five-year average of 79%; the graduation rate has a five-year average of 60%.](#) Admission data (undergraduate GPA, graduate exam scores, etc.) are analyzed to identify students at risk of not retaining/completing in the program. Students placed on academic probation receive official notification from the program director. Students identified as at-risk (those placed on academic probation or who have expressed intention to leave the program) receive increased faculty advising from the program director. This increased advising addresses the student's course load, as well as applied experience selection, and adjustments to the student timeline for completion. However, some of our BA/MA track students have left the program after 1 year (after completing their BA degree) to enter specific graduate programs that their coursework transferred into (not because of grades or lack of progress).

## INFORMATION DRIVING IMPROVEMENT

While retention, persistence, and graduation data has been collected since the mid-'60s, in the past five years has the College effectively begun to analyze the retention and persistence data to assist in making data-driven improvements. Completion data has not yet received the same depth of analysis. The effort has been slowed by the lack of a full-time institutional researcher, but this position has been prioritized for the near future.

In 2012 a Retention Task Force was convened to collect, analyze and evaluate relevant data from across campus in order to develop recommendations to be implemented. [Thirty recommendations were developed and various offices across campus were charged with implementation.](#) Approximately, 85% of the recommendations have been completed or are in progress.

One of the initiatives to address student retention and completion is the creation of the COMPASS (Committee on Motivation, Persistence and Student Success) group. [In part due to results on the NSSE Student-Faculty Interaction](#) benchmark, we looking more closely at other sources of information about student-faculty interaction. Although results about academic advising are generally positive, this is an area that could be improved for our students, supporting retention and timely degree completion. The COMPASS group looks closely at the MapWorks survey results, as well as other data sources, to inform its work. The committee includes faculty and staff who review data to identify at risk students and to develop interventions aimed at improving student success and retention.

Another initiative was the purchase of retention software. EBI MAP-Works data is being compiled and analyzed to inform policy decisions regarding curricular changes in the first year and the development of a sophomore year program.

A major initiative was the two year Foundations of Excellence (FoE) program as our Quality Initiative. It provided us a vehicle to do a comprehensive review of all programs, policies, and activities at the college related to the first year. Data collected and evaluated resulted in 188 recommendations that have been grouped, prioritized and will be put in place over the next five years to assist the college in reaching retention, persistence, and graduation goals. We are piloting new First Year Seminar courses in Fall 2015.

The graduate programs follow similar steps to our undergraduate programs to meet the needs of students who are having academic difficulties. An advisor meeting is arranged to ensure the student has the support and resources needed to complete their program-including referrals to campus resources such as the ARC, the Harding Center for Health and Wellness, tutoring, and Career Services.

A major initiative developed from analysis of retention and graduation data from the MAP Program was to develop a three-year 'clock' for completion of the Master's degree (including all coursework and thesis work). Previously, the program had seen a number of students not graduate because there were no completion standards; [thus graduation rates were lower](#). The institution of the new three-year clock has increased the completion rate of the program.

## BEST PRACTICES: DATA COLLECTION AND ANALYSIS

The IPEDS data methodology is appropriate given that it is the federal standard for collection of relevant [institutional data on retention, persistence, and completion of programs](#). Our collection methods reflect good practice. Meaningful and timely analysis of retention and persistence data has improved significantly in the past five years. The same approach for analyzing completion data will provide quality data for institutional improvements, but has been not been realized at this time due to a lack of a full time IR person.

We also follow these standards for specific graduate programs. [Best practice is followed by adhering to the Accreditation Review Commission of Education for the Physician Assistant standards](#)

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## 4.S - Criterion 4 - Summary

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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.

### Summary

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Marietta College demonstrates responsibility for the quality of our educational programs in a variety of ways, including ongoing program review; evaluation of transfer credit; review of curricular changes by the faculty; accreditation by external bodies of some academic programs; and gathering and evaluating information about our graduates at various stages in their careers. MC is committed to educational improvement through an ongoing assessment of student learning through our faculty driven MC-CAP program. The MC-CAP program has identified institutional learning outcomes that are connected to student learning goals across the curriculum, including their major(s). MC focuses on educational improvement through defined goals related to retention, persistence, and completion through regular analysis including but not limited to IPEDS data and methodologies and MC-CAP assessment data. The institution uses this data to regularly engage in program and curricular review and to develop success oriented interventions for students.

- Programs with outside accrediting bodies will need to find ways to address the challenges in enrollment and budget facing the institution.
- We are beginning to revise our General Education requirements, which will need to be grounded in MC-CAP.
- We are continuing our commitment to MC-CAP, which will need to be expanded to revise the program review process and a more comprehensive map of our overall curriculum. We will need to continue our commitment to co-curricular learning outcomes.
- MC will have to dramatically increase our retention and persistence rates in addition to increasing the size of the incoming class to adequately address our budget shortfalls. We are a tuition-driven institution; understanding why students

retain, persist and graduate and responding to that information is critical to student success as well as our own.

- MC is currently working through Enrollment Management to increase our applicant pool in future years. Our current enrollment challenges we face will continue to impact our budget for at least 4 years.

## **Sources**

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*There are no sources.*

## **5 - Resources, Planning, and Institutional Effectiveness**

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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.

### **5.A - Core Component 5.A**

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

### **Argument**

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Marietta College provides ample support for its high-quality educational programs, building on the solid foundation of the institution's physical and technological infrastructure and employing its fiscal and human resources effectively. Through a robust assessment and planning regime, Marietta regularly examines its effectiveness and allocates resources strategically to enhance the delivery of an instructional and co-curricular program of exceptional value.

#### **INSTITUTIONAL RESOURCES**

##### **Fiscal resources**

As a tuition-driven institution, the Marietta College's primary source of revenue is tuition, fees, and room and board, supplemented by annual fundraising and endowment income.

[Total Budget FY15/16](#) – \$57,219,000

Revenue

|                         |     |
|-------------------------|-----|
| Tuition                 | 73% |
| Room & Board            | 18% |
| Endowment / Annual Fund | 8%  |
| Miscellaneous           | 1%  |

Expenditures

|                    |     |
|--------------------|-----|
| Wages and Benefits | 39% |
| Financial Aid      | 32% |
| Operations         | 29% |

The college delivers its instructional programs on its Marietta, Ohio, campus and via a limited number of online classes.

Human resources

Marietta College currently employs 389 active employees, which includes 153 faculty members (115 full-time and 38 part-time or “adjunct”). 66 of the faculty are tenured and hold the rank of Professor or Associate Professor. The remaining faculty fall into the ranks of Assistant Professor or Instructor. MC students enjoy a student to teaching ratio of 1:11. MC typically hires 35-45 adjunct instructors per semester to help meet course load demands. The remaining 236 non-teaching staff are distributed as follows (effective Fall 2014):

- 4 professional librarians – all full time
- 34 coaches (20 full time, 14 part time) representing 18 varsity sports
- 97 Staff/administrators (91 full time, 6 part time)
- 56 clerical/technical (53 full time, 3 part time)
- 45 physical plant employees (37 part time, 8 part time)

Physical infrastructure

The College's [physical plant](#) provides outstanding facilities in support of the mission of the college. [Classroom capacity](#) substantially exceeds the needs of current class offerings. [Residential facilities](#), including campus residence halls and independent sororities, offer the capability of housing 97% of the student body.

Recent additions to the physical plant include Harrison Hall, a major new residential facility that replaced an aging dormitory; Legacy Library, which replaced the previous library; and a new planetarium. Recent renovations include the Don Drumm Stadium, including press box, coaching offices, and team rooms; the Brown Petroleum Building, Mills Hall, Erwin Education Building, and the recently acquired Physician Assistant Building, all of which are academic buildings with classrooms and faculty offices; and Fayerweather Hall, a student residential facility.

### Technological infrastructure

The educational process and its operational support are sustained by a robust information technology and computer networking [infrastructure](#). Essentially all faculty and staff are supplied with a computer as well as access to the local network and the Internet, including email. Though most students arrive on campus with their own personal computers, campus computer labs offer seating capacity for 33% of the student body. Each student is assigned a network ID that provides access to an email account, the course management system, and general network access. Residence halls, academic buildings, and administrative facilities all provide wired and wireless network access.

Major campus software systems include Ellucian's *Colleague* for general administrative management, *Moodle* (provided as a hosted service) for delivery of digital course content, III's *Millennium* for library management, and Blackbaud's *Raiser's Edge* for advancement activities and alumni relations.

### ALLOCATION OF RESOURCES

Budget resources are allocated to academic and other units based on their previous year budgets, not their *actual* expenditures. This serves to protect departmental budgets from gradual erosion of budgetary resources due to normal variations in activity level. An explicit reduction of budgets of individual academic departments or of the academic division would occur only as a result of a Provost or cabinet-level decision.

On the occasion of a recent budget reduction due to a revenue shortfall, cuts were made across the board at the division level. Within the academic division each budget unit head made decisions on cuts based on departmental priorities, with any variations in across-the-board figures approved by the Provost.

Shifts in budget resources for academic and other units on longer time scales, such as unit-level requests for increases in budgetary resources, are based on initiatives defined in the current institutional strategic plan.

As an independent institution of higher education, Marietta College is not subordinate to any other entity to which it could disburse revenue.

## MISSION, CORE VALUES, STRATEGIC PLAN

Through 2014-15, the institution has been engaged in the development of a new strategic plan. Drafted by the president with considerable input by campus, the [Vision 2025](#) document was adopted in January 2015. Building on that basis, a Strategic Plan is being developed and is currently undergoing campus review and feedback, with a view toward finalization in the Fall of 2015.

This [Strategic Plan](#) reiterates and refines the institution's mission and vision statements, as well as the core institutional values, established in other recent plans. Five overarching strategies are presented that address the academic experience, attracting students, assessment, strengthening existing resources, and developing new resources. Each strategy is expanded with a number of specific objectives with target dates for completion, responsible institutional leadership, and metrics for success.

## STAFF AND FACULTY APPROPRIATELY TRAINED

MC is committed and supports the continuous improvement of faculty teaching and staff skill sets. Faculty development is primarily achieved via programs administered by the Faculty Development Committee and the WCTE. Training is coordinated by the Human Resources and Information Technology departments.

The [Faculty Development Committee](#) is charged with administering programs designed to strengthen faculty members' disciplinary ties by supporting projects in the "scholarship of discovery" (research) and the "scholarship of teaching" (ways to transmit knowledge and excite future scholars). Oversight and approval of [funding programs](#) include Sabbatical Proposal Reviews and Recommendations, Professional Improvement Grant (PIG) funds, Mini-grants, Load Reduction Requests, Mentor grants and Research and Teaching awards.

The WCTE serves the college community by promoting effective teaching, engaged learning, and innovative pedagogy. Among the [Center's offerings](#) are workshops related to best teaching practices, applying technology in the classroom and the Teaching Improvement Program (TIP). The center is staffed by the Full-time Director and an Instructional Technologist.

Staff training incorporates periodic training primarily in software utilization such as Access, Excel, advanced Word, and new email systems as needed. The IT department offers assistance to faculty, staff and students from the campus IT Help Desk. The Help Desk is available 24 hours per day and 365 days per year and intended to assist with connectivity, email access, and campus print stations.

## FINANCIAL RESOURCES

### Budgeting

Marietta College is an enrollment driven institution with a disciplined approach to preparing, monitoring and revising its annual budget. Building the next fiscal year's budget commences in July of each year with the Business Office, Financial Aid, and Enrollment Management meeting to establish expected fall enrollment. The consulting group, Scannel & Kurz, has assisted recently with market analysis on current tuition and fees as well as financial aid models. In addition, the Business Office also determines any cost increases such as utilities, debt service, wage increases, and benefits and builds the budget model used for tuition and fee increases as well as budget approval. Many scenarios are produced for discussion among Cabinet and the Board. During the October Board meeting, the Finance Committee of the board approves the Tuition and Fee increase for the upcoming fiscal year. In May, after final deposits and retention numbers are determined and budget models are adjusted, the Board votes on final approval of the next fiscal year's budget.

### Accountability

The Business Office monitors expenses and its financial results very closely. Detailed GAAP financials are produced on quarterly basis that include a Balance Sheet, Statement of Activities, Cash Flow, and Bank Covenant schedule(s). Monthly internal financials are produced that evaluate budget-to-actual results. The Controller meets with each cabinet member at least annually to review their area's results and form the variance explanation for year to year results on the Statement of Activities.

MC also undergoes regulatory audits every year. The first audit is the annual audit ([FY2014](#), [FY2013](#), [FY2012](#)) which audits the college's financial position and internal controls at the end of each fiscal year. In addition, the auditors also assess the College's compliance with financial aid awards via the [A-133 report](#). Marietta College's [403\(b\) plan is audited](#) every calendar year which accompanies the [IRS Form 5500](#), which discloses compliance for all college benefit programs. The college files [IRS Form 990](#) which is the college's annual tax return.

## Sources

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- FACC\_FacultyConstitutionAppendices\_2015 (page number 17)
- FDEV\_FacultyDevelopmentCommitteePrograms\_2015
- FIN\_403-BPlanAudit\_2013
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- FIN\_ClassroomUtilizationStudy\_2005
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- WCTE\_WCTEPrograms\_2015

## 5.B - Core Component 5.B

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

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

### Argument

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Marietta College's various constituencies, from the governing board to the administration, faculty, staff, students, and alumni, are deeply engaged in the decision making that affects them and their contributions to the successful realization of the college's mission in educating its students.

#### GOVERNANCE POLICIES AND PROCEDURES

Marietta College was established by an act of the General Assembly of the State of Ohio on February 14, 1835. The [Articles of Incorporation](#) provided for "an institution for the education of youth in the various branches of useful knowledge" and named a governing board to bring the institution into existence.

#### Board of Trustees

The Board of Trustees, composed of 29 members, meets 3 times per year in February, May, and October to oversee the business of the college. Between regular Board meetings, the Executive Committee is empowered to act on behalf of the Board. As provided in the [Bylaws](#) of the Board, the chair of the [Alumni Association](#) of the College serves on the Board of Trustees, although many Board members are also alumni. MC has a diverse board with expertise in functional committee areas that provide guidance and direction for the college in meeting its strategic plan. In addition to the [Executive Committee](#) and the various committees of the board devoted to the administrative divisions of the college ([Academic Activities](#), [Administrative Operations](#), [Campus](#)

[Life/Athletics](#), [Enrollment](#), and [Development](#)), there are committees devoted to [Property](#), [Audit](#), [Finance](#), [Investments](#), and [Trusteeship](#).

## Cabinet

The Cabinet is composed of the President, the Provost and Dean of the Faculty, the Vice President for Administration and Finance, the Director of Athletics, the Vice President for Student Life & Diversity and Inclusion, and the Vice President for Enrollment Services. It meets weekly to address major institutional issues, such as coordinating campus-wide initiatives and reviewing budget status and priorities.

## Faculty

The involvement of faculty in institutional governance is documented in the [Faculty Constitution](#) and its appendices. Through a comprehensive structure of standing committees headed by Faculty Council, faculty are responsible for establishing and maintaining the institution's curriculum and degree offerings, academic standards, and assessing their effectiveness. Faculty play a significant role in the tenure and promotion process and in faculty development. Through other special purpose committees, faculty are also involved in setting standards for research practices, serving in an advisory role for areas of broad interest like technology in education and international programs, as well as campus life and athletics and other student-related committees

[Faculty Council](#) plays a key role in faculty governance. Composed of 6 elected full-time faculty, plus the President and Provost serving *ex officio*, the council is responsible for oversight of all academic and educational matters. The Council appoints all faculty committees as well as non-departmental representatives to all faculty search committees. The Council also serves as an advisory role to the college administration, relaying faculty concerns on matters of interest. The council issues interpretations of the institution's governing documents: the [Faculty Constitution](#) and [Faculty Handbook](#). The chair of the Council, elected by the faculty at large, also serves as the chair of full faculty meetings.

## Staff

Staff serve as voting or *ex officio* members of certain faculty committees, such as Academic Standards Committee (registrar, plus 2 other staff - voting), Curriculum (registrar – *ex officio*), and Faculty Development Committee (Academic Grants Officer), as well as on many non-faculty committees.

Through the institutional review process preparatory to the current accreditation review, it was determined that no meaningful avenue was being provided for institutional staff to participate broadly in institutional governance. This led to the formation of the [Marietta College Staff Advisory Council](#) (MCSAC).

## Students

The primary avenue for participation in institutional governance for students is through the [Student Government Association](#) (SGA). Student representatives sit on certain faculty committees, such as the Curriculum Committee (to which 2 students are appointed), as well as on several Student Services and other committees. The SGA also sends representatives to each of the Board of Trustees committees at each meeting of the Board.

## BOARD OF TRUSTEES OVERSIGHT

### Knowledgeable

The College's governing board is committed to effective execution of its responsibilities. Prior to commencing their service on the Board of Trustees, new trustees are provided a thorough orientation to the institution and the work of the board in its governance. Based on the [Handbook](#), this orientation takes place prior to the Fall meeting of the Board and is conducted by the officers of the Board. Please see Criterion Two on Trustee Orientation.

Prior to each board meeting, a [Board Book](#) is compiled and distributed electronically to the board members via *Director's Desk*. This virtual binder contains reports prepared by the various units of the college with information on their current activities, issues that have been encountered, successes, and challenges. All anticipated board actions and approvals are documented with relevant background information.

### Financial oversight

In order to ensure the strong financial management of the institution and its long-term solvency and viability, the Board approves tuition and fees as well as room and board rates, the annual operating budget, issuance of debt obligations, the selection of an audit firm and the resulting audit of the institution's finances, and the setting of [investment policy](#) and appointment of investment consultants and custodians. A number of Board committees focus on overseeing the financial affairs of the institution. These include subcommittees of the [Finance Committee](#) that are devoted to [Investments](#), [Property](#), [Audits](#), and [403-B plan oversight](#).

### Academic oversight

The [Academic Activities Committee](#) of the board is charged with the oversight of the educational program of the institution. In this connection, the Committee reviews academic programs and support services, acts on tenure recommendations, and ensures that the educational program is consistent with the institutional mission.

### Legal and fiduciary responsibility

The Board of Trustees exercises its legal responsibility to the College through its awareness of potential or ongoing litigation involving the College and by providing guidance and assistance in resolving legal matters. This takes place through the Audit Committee, which reports its activities to the full Board. The Board also maintains a [Whistleblower Policy](#) for the college as well as [EthicsPoint](#), a system for reporting ethical concerns to the President and the Chair of the Board.

The Board's fiduciary responsibility is documented in the [Trustee Handbook](#). Board members are required to protect the integrity of the College and to promote the best interest of the College and the public good in all their actions. Board members annually review the policy on [Conflicts of Interest](#) and Fiduciary Duties and disclose any potential conflicts of interest.

### INSTITUTIONAL INVOLVEMENT ON ACADEMICS

The principal objective of the faculty [Curriculum Committee](#) is to review and evaluate the general education curriculum and the undergraduate curricula of majors, minors and other academic programs to ensure that they carry out the stated mission of the college. In its review of proposals, the Committee evaluates the rationale and impact of proposed additions or deletions to the curriculum from an institutional perspective. The committee is composed of: at least 6 faculty members appointed by Faculty Council, 2 student members chosen by Student Senate, and the Dean of the Faculty, the Registrar, and a library representative as *ex officio* members.

The [Academic Standards Committee](#) reviews, initiates, and implements policies affecting the undergraduate academic standards of the College. To carry out this mission, it establishes policies affecting the standards for academic probation, dismissal, and readmission; it establishes policies on transfer credit; it rules on petitions concerning the effect on individual students of academic policies; and it rules on matters affecting the academic status of individual students. The ASC is composed of at least 6 faculty members appointed by Faculty Council, up to 3 students appointed by Student

Senate (who are excluded from discussion and vote on personnel matters), and up to 2 members of the administrative staff appointed by the President. The Registrar will be executive secretary of the committee and is a voting member.

The [Graduate Council](#) reviews, coordinates, and monitors all graduate programs offered by MC. More specifically, it approves the addition, revisions, or elimination of graduate courses; it reviews, initiates, and implements policies affecting the graduate academic standards of the college; it approves the addition, revision, or elimination of master's and other graduate level programs; it establishes policies for existing graduate programs; and it hears graduate student academic grievances. The Council is composed of at least 3 faculty appointed by faculty council (one of these should be a librarian) and *ex officio* members: the Dean of the faculty, the Registrar, and a representative from each of the graduate programs. Graduate students selected by program directors can participate in council meetings as guests.

## Sources

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- ALUM\_MCAABylaws\_2013
- FACC\_FacultyConstitutionAppendices\_2015
- FACC\_FacultyConstitutionAppendices\_2015 (page number 10)
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- TRST\_403BOversightCommittee\_2011
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- TRST\_Handbook\_2013 (page number 39)
- TRST\_InvestmentPolicy\_2012
- TRST\_WhistleblowerPolicy\_2012

## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

### Argument

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Marietta College has a well-established planning process. Strategic plans are developed with a broad input from throughout the institution and are relevant to current strengths and weaknesses, but challenge the organization to strive toward improvement.

#### RESOURCE ALIGNMENT

##### Budget

[Budget Request Forms](#) for increased departmental operating budget support and [Personnel & Capital Request Forms](#) previously in use included an element to document the justification for the request based on the most recent institutional strategic plan which was then used by the President's cabinet in prioritizing funding requests. In recent years of budgetary constraints, increases were not realistic and these forms were eliminated. Recently the Business Office has moved to an electronic version of budgeting for operations, personnel, and capital needs, BudgetPak from Xlerant. Future budgeting processes based on BudgetPak will reinstitute the requirement that budget requests include strategic plan-based justifications.

##### Personnel

Any position that a department wishes to hire or replace, regardless of its status, must be approved through a formal requisition process. The [Requisition Form](#) captures the justification for the position and pertinent details of the position, including a detailed job description. In the course of this reaffirmation process, it was discovered that the form does not include a justification based on the College's current Strategic Plan or Mission Statement. As a result, the form is being revised to reflect this. The Requisition is first approved by the departmental vice president, forwarded to HR for evaluation and pricing, and is then resubmitted to the VP for final approval. This process and revised form will ensure that funds are being allocated for positions that follow the institution's stated priorities.

### Technology

MC allocates resources annually to maintain, upgrade, or replace various systems. The information technology department prepares an operational budget for maintenance of all its hardware and software applications and servers and wireless systems. The college uses a revolving 4-year life for all its laptops and desktops. MC also regularly reviews and updates the [Information Technology Support Plan](#) to determine appropriate funding.

### Facilities

MC's physical plant is allocated resources for maintenance and capital needs. Annually, the physical plant manager submits a budget that maintains all buildings, grounds, and adjacent land. The physical plant manager also prepares a list of [Backlog Maintenance Action Requests](#) that details long-term capital-intensive projects needing completion. Funds are allocated as available to keep up with the backlog. Also maintained is a [list of Capital Projects](#) that links projects to the priorities of the [Campus Master Plan](#) and the recent Strategic Plan.

## LINKING OF ASSESSMENT PROCESSES

### Student Learning

The faculty [Assessment Committee](#) is responsible for reviewing assessment plans of learning outcomes for individual academic departments and for the general education program. Following a 2-year pilot project focused on the rubrics of institutional-level student learning outcomes, the Assessment Committee transitioned in the 2014-15 AY to the design and implementation of MC-CAP, including curriculum mapping, Signature Assignment creation, and inter-rater reliability training. This is detailed under Criterion 4-

B. When the assessment program is fully implemented, the committee will annually produce a summative report on outcomes that will be transmitted to the Provost and thereby to the Planning Committee and the Trustee's Academic Activities Committee. Department-level outcomes will also be included in departmental reviews conducted on a regular cycle by the Planning Committee. The Chair of the Assessment Committee also sits on the Curriculum Committee to bring assessment-related information to bear on decision-making in that committee.

### Program Review and Planning

The [Planning Committee](#) is the primary vehicle for institutional planning, including the development of institutional Strategic Plans, and is also responsible for [periodic review of programs and academic departments](#). The Committee maintains a similar cycle of [program review for administrative divisions and departments](#), where each department conducts a self-study ([academic example](#), [administrative example](#)) including an examination of its function and activities in light of its mission, benchmarking against comparable programs in peer institutions, and a report from an external reviewer; academic departments also include information from assessment of student learning.

### Budget Planning

[Budget planning](#) is the purview of the Cabinet, comprised of the Vice Presidents of the various divisions of the College reporting to the President. As permanent members of the Planning Committee, the Cabinet has an intimate understanding of the institutional strategic plan, as well as with program reviews of both academic and administrative units. Operational budgets are set with a view to strategic institutional objectives, with consideration of academic and administrative program effectiveness and need, and with additional input from the Board and from operational staff.

### BREADTH OF PLANNING PROCESS

The primary strategic planning body is the [Planning Committee](#)--an advisory body that is representative of the faculty and administrative units of the campus. The committee function includes strategic planning, program review, departmental budget review and suggesting changes to budgets, programs and staffing.

[Faculty Council](#) represents the interests of the faculty to the administration and Board of Trustee and, in consultation with the Dean of the Faculty, addresses matters of concern to the faculty as a whole. The elected members advise the President, the Dean of the Faculty, and other administrative officers on matters of general college policy, initiate

recommendations to the President, the Dean of the Faculty, or Student Senate concerning academic and co-curricular activities of the College, and initiate studies or surveys of any matter concerning the academic and internal affairs of the College.

MC [Staff Advisory Council](#) is the primary forum for support staff on campus. This cross-functional employee advocacy group of 15-25 represents staff from academic and non-academic areas of campus. It provides staff-focused input on institutional issues.

The purpose of Marietta College Student Government Association is to provide a channel through which the opinions, views, and actions of the MC undergraduate student body may become positive contributions toward the policies of Marietta College. At the student body level, governance occurs pursuant to the [Constitution](#) and [By-Laws](#). Student representation and participation occurs through various standing committees, including the Board of Trustees. Periodically, the SGA conducts a Campus Concerns Table to solicit student input on institutional issues; the SGA transmits this input to relevant campus departments who address the issues and respond.

The campus of Marietta College is a part of the City of Marietta's downtown area. As a part of the long term planning process, the college developed the [Campus Master Plan](#) in 2008. The plan addresses on-site and off-site visions that would require cooperative decisions by the city administrators. A former mayor of Marietta was a member of the committee, and the plan was discussed with the current mayor and all City Council members during development.

The process for developing the recent [Vision 2025](#) document illustrates various campus constituencies' participation. Preliminary drafts prepared by the President were circulated to the Planning Committee, Faculty Council, and the MC Staff Advisory Council and to the entire campus before presentation to the Board of Trustees in October 2014 as a first draft. The input of the Board largely represents external constituencies such as local business and civic leaders, as well as alumni. Fall 2014 a series of 5 campus-wide meetings were held to discuss the various sections of the document. Feedback sessions were also conducted with the SGA and the Alumni Association Board. The President and a faculty writing group then worked to incorporate suggestions into the document, and again circulated to the campus in January 2015. Following the February 2015 meeting of the Board, a final version of the document was distributed.

## CAPACITY-BASED PLANNING

### Current challenges

Like many other private liberal art colleges, Marietta College has been faced with enrollment challenges, relatively small endowments, and debt service. MC has experienced significant growth in its facilities over the past ten years, most of it financed

on debt. The college began to experience enrollment issues in the fall of 2013. In response to this, the college decided to freeze raises, cut operational budgets by 20%, and delay the hiring of various open positions. After evaluation of the impact of spring, 2014 enrollment, the college did a reduction-in-force of 24 FTE's. Retention issues created new challenges for the college for the Fall 2014. Facing an additional enrollment drop, the college reduced its pension contribution from 8% to 4% in order to make up the budget gap. [The college is currently preparing for enrollment that will remain between 1,100 and 1,200 students for the next few years and as a result is making plans to adjust its budget accordingly.](#) Taking into consideration projected trends in the student-age population in Ohio and the region, college planners believe this enrollment projection is reasonable but not ideal.

### Educational, Administrative, and Other Programs

During 2014-15, the Planning Committee undertook a review of academic programs with a focus on sustainability. Quantitative elements considered included expenses, salaries, benefits and operational costs, as well as a return on investment calculation based on credit hours generated. Other measures included number of majors per faculty line and FTE credits per faculty line. Qualitative considerations included contribution of course offerings toward other majors and general education, the place of the program in support of liberal education, and contribution toward co-curricular programs on campus. Consideration was also given to projected future demand for the program. The various elements under consideration were assigned values, generally a quartile ranking, although qualitative elements with a lower confidence level received fewer fine distinctions and less weighting in overall consideration. Programs that were seen to have higher costs and lower contributions were asked to respond in a meeting with the Planning Committee. As a result of this review, recommendations for changes in programs were forwarded to the faculty Curriculum Committee for further consideration and, if approved, implementation. The Curriculum Committee's consideration of any recommended changes will be based on supporting documentation provided by the Planning Committee and a response from the affected department.

After the completion of the review of the academic programs, the Planning Committee will turn its attention to reviewing administrative and other programs of the college in the Fall 2015. Although criteria for the review are still to be established, they are expected to include a consideration of the mission of the unit and how well those goals are being met, as well as benchmarking of the unit compared to peer and aspirant institutions in budgetary and per-student costs and effectiveness. Information from the ongoing program review process for administrative units and results from the recent [Credo study](#) will also be used in the review.

### EMERGING FACTORS

## Globalization

MC has had a substantial history of international involvement beginning with an early relationship with China, where MC continues to maintain an office. Recent institutional strategic plans, including the [plan currently in development](#), have all addressed this in some way. The current draft foresees expanding relationships in East Asia and the Mideast and integrating international students more effectively in student life.

Currently MC has 105 students from China, 45 from Kuwait, 9 from Saudi Arabia, 2 from Brazil, and 1 each from Canada and Ghana.

Marietta College has had a long-standing relationship with the University of International Relations, Beijing. Most recently an [updated agreement](#) was signed in 2014 to formalize that relationship. Other established partnerships include the [Universidade Metodista de Piracicaba](#) (UNIMEP) in Brazil and Inner Mongolia University of Science and Technology. The college continues to develop partnerships with additional institutions in these countries. Recent examples of this include an articulation agreement in development with the Chinese University of Petroleum, which would capitalize on the College's Petroleum Engineering major. Other countries that are seen as promising for expanded recruiting efforts include Democratic Republic of Congo, Ghana, Nigeria and India.

## Demographic changes

As MC faces the problem of a declining college-age population, both nationally and specifically in its traditional recruiting area, its Admissions Department has broadened its recruiting strategy. Specifically it is targeting areas where college alumni are strong and where average family income is such that it would be reasonable to afford a college like Marietta. Regions identified as for this recruiting effort include New England, areas of the Eastern Seaboard including New York, the Washington, DC/Baltimore area, and the Carolinas, as well as other Midwestern states such as Illinois, Indiana, and Michigan.

## Technology

The institution's CIO maintains a technology plan for the campus. This plan addresses such issues as providing for wired and wireless networking infrastructure for the campus, including VoIP systems, providing for a regular cycle of replacement for desktop computing and smart classrooms, providing for replacement and upgrading of administrative computing systems, developing a disaster recovery plan, and enlarging the IT staff.

A number of the systems that directly support educational services are administered by the instructional technologist. For these systems, the institution has adopted hosted solutions that shift the burden of routine system maintenance to the vendor. These systems are generally administered on a 3-year cycle; after implementation they are evaluated for cost and performance in their second year and, if needed, changes are pursued in the third year.

## Sources

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- MCHR\_PositionRequisitionForm\_2015
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## 5.D - Core Component 5.D

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The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

### Argument

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Marietta College has established a robust process for evaluating its performance and applying lessons learned toward improving its operations.

#### DOCUMENTING EVIDENCE OF PERFORMANCE

##### Board Book

In preparation for board meetings, the cabinet members will prepare committee agendas with supporting documents and discussion items collectively known as the [Board Book](#), now delivered electronically using the program *Director's Desk*. The Board Book is designed to focus the board on specific agenda items in order to seek input or approval to proceed.

##### Trustee Dashboards

The President's report section of the Board book includes a [dashboard report](#) including topics such as: enrollment figures, retention rate, admission figures, graduation rate, diversity, fundraising results, endowment figures, faculty salary benchmarks, and athletic team records; dashboards give the Board a snapshot of various key indicators along with challenges facing MC. The dashboards often generate questions about current performance to the strategic plan and our institutional future.

##### Convocation

Prior to the start of the academic year, the President hosts a convocation for faculty and staff to give an update on the size and quality of the incoming freshman class, the budget, and the general state of the college. Questions are answered and campus priorities are communicated, as cabinet members and program directors lay out their

goals and objectives which align very closely to the current year budget and strategic plan.

## Financials

Marietta College uses various audits as described in Section 5B above to improve on its prior year performance. Management Letter comments drive process improvement. MC has annual audits of its IT department, Financial Aid office, 403(b) plan, and the annual financial audit. In addition, the college participates in annual surveys such as IPEDS, and NACUBO to benchmark its performance against peer institutions.

## Publicizing Student Success

Marietta makes use of its [website to publicize student success](#) in compliance with the Student Right to Know Act for which the Records Office is the primary contact. Individual departments post on their websites information clarifying discipline certification and accreditation and pass rates for licensure exams.

## LEARNING FROM EXPERIENCE

### Internal: Response to Campus Experience

In recent years MC has engaged in several initiatives to identify opportunities to improve its internal processes.

In the fall of 2013 Marietta hired the Credo consulting group to examine the college's recruitment and retention efforts. Credo interviewed individuals from a wide variety of campus groups from students, faculty, and administration, submitting a [report](#) of its findings. As a result of this study, MC has initiated two major changes. To address concerns related to efficiency of operations in document management in administrative departments, the College has adopted Hyland's OnBase, an enterprise content management system. Beginning in 2015 the system is being implemented in Admissions and will be utilized in the Records Office, Financial Aid, Human Resources, and the Business Office. To address concerns related to the College web-site, which had become out-of-date, not mobile-ready, and non-compliant with ADA requirements, the College has adopted a third-party platform, Acquia, to develop and upgrade a new website.

MC assesses the student college experience with the [NSSE survey](#). Given during the freshmen and senior year, it assesses student's participation and satisfaction in campus

programs and activities, including academics. A recent key finding indicated student dissatisfaction in their interactions with administrative departments. To address this, MC has created a One-Stop Shop by locating a number of administrative departments that serve students directly on the main floor of the Irvine administration building. Students can now find the Records Office, the Business Office, Student Financial Aid, and the payroll office for student work study all in close proximity.

In Fall 2008 MC moved from paper-based system for student evaluation of teaching to an online system developed in-house. In order to gain functionality, the College contracted with an outside vendor in Fall 2012 for a new system, SmartEvals, that offered an internet-based, customizable system with a wide range of metrics to improve the ability to make data-driven decisions. Course evaluation completion rates are between 60-70% and efforts are ongoing to improve this number. Evaluation feedback is used by individual faculty members, departments, and the Provost's office to identify instructional issues needing attention.

In 2013, Marietta participated in the *Chronicle of Higher Education's* Great Colleges to Work For program. The program is designed to recognize institutions that have been successful in creating great workplaces and to further research and understanding of the factors, dynamics and influences that have the most impact on organizational culture at higher education institutions, and includes both a faculty/staff survey and an institutional audit that captures information on institutional demographics, policies, and practices. In response to the relatively lower rankings in the areas of communication and faculty/staff relations revealed by the study, two programs have been established: an employee recognition program, called inSPIRE (**S**taff **P**rioritizing **I**nvolvement & **R**esponsibility in **E**ducation), and a program of welcoming new employees, both sponsored by the Staff Advisory Council.

To gain an outside perspective on the campus climate experienced by students and employees from traditionally underrepresented populations, MC initiated a study conducted by Peter Vogel, of Teresa Farnum and Associates, in October 2010. One of the strongest recommendations to emerge from this report was the establishment of an Office of Diversity and Inclusion to be headed by a Cabinet-level officer. This recommendation was implemented in August 2011, and the new vice-president was tasked with developing a campus-wide plan for diversity and inclusion. Through the work of a volunteer steering committee, the Plan for Diversity and Inclusion was formally adopted in May 2012.

#### External: Response to Higher Education Best Practices

BASICS is a nationally recognized program developed to address high risk drinking among two at-risk populations: Athletes and Greeks. MC adopted the program for athletes in Spring 2014 and for the Greek organizations in Spring 2015 with required participation in both organizations. BASICS is a two-session alcohol screening and

discussion designed to assist students in examining their own drinking behavior in a judgment-free environment, and two 60-minute individualized sessions with the same facilitator one week apart.

In response to gun violence in schools, MC has sought to prepare itself for a similar situation. ALICE Training (Alert, Lockdown, Inform, Counter, and Evacuate) is aimed at preparing College students, faculty, and staff for an active shooter incident on campus. The training reviews history of active aggressor incidents in the U.S., but focuses on planning strategies and giving participants options beyond traditional lockdown procedure to survive an active shooter incident.

## Sources

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- DVIN\_PlanForDiversity\_2012
- DVIN\_VogelReport\_2010
- FIN\_CredoReport\_2013
- OAA\_NSSEINBRIEF\_2011
- OAA\_ReportingStudentSuccess\_2015
- TRST\_BoardBook\_2013
- TRST\_BoardBook\_2013 (page number 23)

## 5.S - Criterion 5 - Summary

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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.

### Summary

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Marietta College possesses the fiscal resources and the faculty, administrative, and support personnel, and has developed the facilities and technological infrastructure necessary, to maintain and strengthen its programs and to face the challenges it encounters. The various organizational elements of the College, governing board, administration, faculty, staff, students, alumni are all work together to implement the mission of the college and are provided appropriate avenues for input into the College's administration and governance. Additionally, this institution engages regularly in a collaborative process of strategic planning that informs its day-to-day operational decisions and priorities and periodically examines the effectiveness of its operations with a view toward improving their effectiveness and efficiency.

Within a context of meeting the expectations of Criterion Five, Marietta College can identify additional improvements that will enhance its operational effectiveness.

- The Planning Committee intends to review its administrative departments with a view toward efficiency and effectiveness during the coming year. It will be important to reestablish a regular program of review of these units.
- Although, administrative departments regularly examine their effectiveness, there is a need for them to develop and implement assessment plans based on organizational outcomes.
- The current method of dealing with budgetary challenges by reducing staff through attrition has the potential of leaving operational units with high turnover rates understaffed. Vigilance will be required to prevent this from becoming a problem until the budget can be brought back into balance.
- In response to recent budgetary constraints, where funds were not available for additional personnel or programmatic support, some ordinary decision-making processes have been suspended. As the budget returns to balance, the

budgeting process should reinstate expectations that decision-making will be based exclusively on institutional strategic planning.

## **Sources**

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*There are no sources.*