

Assurance Argument

University of Dubuque

Review date: Not Set

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference 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 and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1. The current Mission and Vision of the University of Dubuque (UD) was originally adopted on March 12, 1998, by the University of Dubuque Board of Trustees and updated in 2016. UD's mission current mission reads:

The University of Dubuque is a private university offering undergraduate, graduate, and theological seminary degrees, and other educational opportunities with the intention of educating and forming the whole person. The University is comprised of individuals from the region, our nation, and the world.

As a community, the University practices its Christian commitments by educating students, pursuing excellence in scholarship, challenging students to live lives of worth and purpose, and preparing students for service to the church and the world. Therefore, the University of Dubuque is committed to:

- *A hospitable Christian environment which respects other faith traditions;*
- *Relationships which encourage intellectual, spiritual, and moral development;*
- *Excellence in academic inquiry and professional preparation;*
- *A diverse and equitable community where Christian love is practiced;*
- *Stewardship of all God's human and natural resources;*
- *Zeal for life-long learning and service.*

The 2016 updates emerged as the result of an evaluation of the mission that occurred during the process of developing of a new [strategic plan](#). The strategic planning [process](#) was led by members of

the UD board of trustee members and the President's cabinet members and influenced by multiple focus group meetings with representation from constituents across campus.

The following modifications were made and approved:

- Adding language in the opening sentences, highlighting our purpose (“with the intention of educating and forming the whole person”) and more fully identifying student outcomes (“challenging students to live lives of worth and purpose, and preparing students for service to the church and the world.”)
- Changing the first commitment, which formerly read. “The Presbyterian tradition” to “A hospitable Christian environment which respects other faith traditions.” The old language required explanation to the majority of the campus and community that were unfamiliar with the Presbyterian tradition.
- Changing the fourth commitment from “Community where diversity is appreciated and Christian love is practiced” to “A diverse and equitable community where Christian love is practiced.” The old language of “appreciation” did not represent the full commitment the University was making.

2. UD operates with its mission at the forefront.

a. Academic programs. The University is committed to “Excellence in academic inquiry and professional preparation” (UD Mission), which is often restated as a commitment to offering professional programs with a liberal arts core. This emphasis is evident at both the undergraduate and graduate levels.

The primary building blocks of the undergraduate program are the University’s [general education](#) program and a [major](#) program of study. The general education program provides the “liberal arts core” and was reviewed and revised, with an implementation date of Fall, 2019. The composition of majors and program areas reflects the University’s identity as a school offering professional programs with a liberal arts core. Our five [largest majors](#), in terms of student enrollment, are all professional programs: business, education, aviation, wellness and sport, and criminal justice. However, our five [largest programs](#), in terms of student credit hours generated, include three liberal arts areas (natural sciences, computer studies and mathematics, and language and literature). This speaks to the significance of the liberal arts in the undergraduate student’s education.

In addition to a robust traditional undergraduate program, the University offers graduate degrees, all of which are professional in their orientation. These include degrees in business, communication, management, ministry, and physician assistant studies. While the programs vary widely in their structure and audience, all of them are oriented toward application.

While the majority of our students are full-time and traditional-aged, we seek to serve a broad range of learners, including working adults. This group is served through an accelerated learning program called the [Learning Institute for Fulfillment and Engagement](#) (LIFE) offered at the home campus in Dubuque and at locations in Cedar Rapids, Iowa, and Tempe, Arizona. We also have a limited number of fully on-line programs (management and ministry). Embedded in each of these programs is an emphasis on career preparation and flexible delivery.

b. Student Support Services. Through the strategic planning process and updated mission, UD has re-committed to an outstanding student experience. This is expressed through the [Student Success](#)

[Commitment](#), which was implemented in the fall of 2018. In addition to commitments made by the student, the University commits to providing a holistic educational experience. Academically, this means a well-developed set of support services, including programming for [underprepared students](#), [tutoring](#), [writing assistance](#), [testing](#), [disability services](#), and [academic counseling](#). In co-curricular areas, we offer a full range of [residential life](#) and [student life](#) services. In the last year, we have increased our investment in residential life, as students often arrive unprepared to live in a communal setting. We are also increasing our investment in health services and are in the process of building a [new student health center](#) and expanding [mental health services](#).

c. Enrollment Profile. Relative to similar institutions in our region, [student enrollment](#) at UD is more ethnically diverse. As part of our retention efforts, we discovered that we are seeing increased numbers of students from poverty and low-income backgrounds. This trend is one that we are working to understand and address.

3. The planning and budgeting process, described in Criterion 5.C.1, balances three priorities: the resources needed to support current programs and services while minimizing student debt, the investments in new programs that will provide future growth for the institution, and the improvement of financial measures of health that increase the flexibility and stability of the institution moving forward. While these can be challenging priorities to balance, the University has been able to operate with revenues meeting or exceeding expenses every year for the period of this assurance argument.

*** The text below has been merged from Core Component 1.B ***

1. The mission, strategic plan, and student success commitment appear in major University communications. The [website](#) promotes the Mission through a link on the main page and through navigational links from the "About Us" page. It is included in [academic catalogs](#) and [student, faculty, staff](#), and [board handbooks](#) and highlighted in [brochures](#) outlining the strategic plan and [Student Success Commitment](#).

2. Since its founding, the University of Dubuque has grounded its mission in equipping students for service; in the early years, service to the church, and today, service to the church and world. We see our primary focus as student learning that honors our Christian identity. This focus is the center of our [strategic plan](#), which places a commitment to student success at the center of all our strategies.

In recent years, we have embraced the demographic reality that our students will be increasingly diverse, in terms of race/ethnicity, income, and preparation for college. Elements of our missional commitments, such as "a hospitable Christian environment which respects other faith traditions," "educating and forming the whole person," "challenging students to live lives of worth and purpose," and "preparing students for service to the church and the world" led us to [develop a Student Success Commitment](#) to encapsulate our missional response to this diversity. Every incoming student signs this commitment in the office of the President. This was implemented in the Fall of 2018.

3. Our mission statement identifies the nature, scope, and intended constituents of our work in broad terms: "educating and forming the whole person," providing "undergraduate, graduate, and theological seminary degrees, and other educational opportunities," to "individuals from the region, our nation, and the world." Our [enrollment breakdown](#) shows that while our students are of traditional college age and from the Midwest, we serve many students who come from outside of the Midwest.

Sources

- 2018 Fall Fast Facts Demographics
- Academic Advising Information
- Academic Success Center Information
- ASC Writing Center Information
- Board Handbook_Bylaws Amended for Approval 12152016 - Ratified by Board 4292017
- Bridge Program Information
- Counseling Services
- Disability Services Information
- Enrollment Trends_Diversity
- General Education Program
- Health Center Plan
- Largest Majors_Largest Programs
- LIFE Webpage
- Office of Student Life Information
- Residence Life Information
- Strategic Plan
- Strategic Planning Process
- Student Success Commitment
- Student Success Commitment Final_with description
- Testing Services Information
- UD Mission Brochure
- Undergraduate Catalog 2019-2020_Majors and Minors
- Website Home Page

1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
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 external constituencies and responds to their needs as its mission and capacity allow.

Argument

1. The primary means by which we serve the public good is through educational programs that serve a representative population of our region. This is reflected in our efforts to diversify the student population. It is also reflected in our intentional work to provide pathways to graduation for students who are among the 74% of U.S. high school graduates who do not meet ACT's College Readiness Benchmark (as described in ACT's *Crisis at the Core: Preparing All Students for College and Work*).

In addition, we make community service an integral part of the UD experience. In 2018-2019, over 4500 service hours were recorded. [World View Seminar II](#), a general education course required of all undergraduates, includes a required 8 hour service learning component. The [Wendt Character Initiative](#) Scholars are required to complete community service as part of their scholarship expectations. Many athletic teams participate in community service.

Faculty and staff regularly serve on civic boards and committees and lead mission trips, both regionally and across the world.

2. The educational Mission of the University of Dubuque takes primacy over all other interests. The University of Dubuque is a not-for-profit institution. Its mission is first and foremost the education of students. While the University seeks to be a good financial steward, profit is not the goal nor is the University prioritizing the interests of outside groups in the decisions it makes.

3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow. The University of Dubuque serves a variety of constituents and has developed vehicles to connect with these constituencies.

As a faith-based institution of higher education, the University of Dubuque has consistently understood its mission as preparing leaders for service. The University continues to "serve the Church and the world" with its educational offerings. The Theological Seminary maintains a tie with its founding denomination, the Presbyterian Church (USA) and with other mainline and evangelical Protestant denominations, especially the United Methodist Church.

In addition to serving the church through the preparation of pastors for ministry, the Theological Seminary provides lay training through its CRE (Christian Leadership Program for Commissioned

Ruling Elders) program which prepares lay ministers to serve in various capacities within the Presbyterian Church (USA).

Locally, the University partners with neighboring colleges and a seminary in Dubuque through cross registration agreements and joint programming, such as an annual conference for undergraduate English students and a Veterans' Day concert. The offices of the President and the Academic Dean have been active in the Iowa Association of Private College and Universities. Nationally, UD participates in the Council of Independent Colleges, the Association of Presbyterian Colleges and Universities, and the Committee on Theological Education of the Presbyterian Church (USA).

Sources

- Wendt Annual Report 2017-2018_Community Service
- World View Seminar II Syllabus

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1. Our mission addresses diversity through two important commitments: "A hospitable Christian environment which respects other faith traditions" and "A diverse and equitable community where Christian love is practiced."

While we proudly claim our Christian identity, we have intentionally chosen to focus less on drawing boundaries to determine who is in and who is out and instead to focus on a "centering" approach which defines our mission statement as the center and welcomes all whose actions serve to support the mission. Put another way, all who are willing to advance our missional commitments are invited to join the University. We have faculty and staff from a variety of faith backgrounds and approximately half of our students do not identify a [faith commitment](#). Our campus currently offers four Christian worship opportunities each week and a dedicated prayer space for our Muslim students. We see part of our education task to help students value the expression of faith.

We embrace a student population of diverse backgrounds. We are one of the most [diverse universities](#) in the state of Iowa. This brings with it the challenges of living together in community. Recent events on campus, including a student Instagram post that seemed to make fun of Black History month, led to increased efforts to bring diversity to the forefront. As a result, the President convened a [campus-wide discussion](#) on diversity. This discussion led to the development of a Hospitality and Accountability Task Force, including faculty, staff, students, and trustees. In addition, a new [campus-wide convocation](#) premiered in February of 2019, focused on diversity.

2. In addition to the diversity efforts described above, we embed diversity in the [general education curriculum](#), and in academic programs that address issues of diversity. The most direct example of an academic program is a new concentration in the Masters of Management program focused on [diversity and inclusion](#). Our human resource activities include statements regarding our desire to welcome diverse candidates to work at the University.

Sources

- 2018 Fall Fast Facts Demographics

- Campus Conversation_February 2017 and Follow-Up
- General Education Program
- Graduate Handbook_MM in Organizational Diversity and Leadership
- Spring Convocation Feb 2019 Program

1.S - Criterion 1 - Summary

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

Summary

The mission of the University of Dubuque continues to animate our work. Over the last three years, we have updated our mission to better communicate our priorities. The mission is articulated and published. We are proud, given our geographic location, of our ability to draw a diverse student population and continue to work on making the University a hospitable place for all students to learn and grow. We serve the community, both through our academic offerings and through community engagement.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

Financial Functions.

The University complies with the Financial Accounting Standards Board and the audit guide for non-profit institutions to provide financial statements produced using Generally Accepted Accounting Procedures. The University also follows the principles and procedures for institutional accounting published by the National Association of College and University Business Officers. Each year, a public accounting firm provides the University with an [independent audit](#), completed in accordance with the generally accepted auditing standards. They supply the University with a [management letter](#) and the Vice President of Finance and Auxiliary Services, reporting to the Finance Committee of the Board of Trustees, addresses any issues presented in that letter prior to the fall meeting of the [Finance Committee](#).

The Vice President of Finance and Auxiliary Services and the President of the University work closely with the President's Cabinet in the budgeting process. Each cabinet member is tasked with developing revenue projections for the upcoming year and preparing departmental requests for the new budget. Once the projected revenue portion of the budget has been prepared, the Cabinet meets with the President to review the projections and propose operating budgets and capital requests. The Cabinet's recommendations are then forwarded to the President, and reviewed by the Finance Committee of the Board of Trustees. The Finance Committee then recommends the [fiscal year budget](#) for preliminary approval by the Board of Trustees at its May board meeting. At its fall meeting, the Board approves the [budget](#) in its final form. Once approved by the Board of Trustees, budgets for the upcoming year are provided to the Cabinet members with oversight responsibility.

The [Investment Committee](#) of the Board leads the effort to ensure that UD's investments are managed ethically, with integrity, and as instructed. The Investment Committee utilizes the services of three national [investment firms](#) in managing the University's investment portfolio.

The Advancement staff works with the President and the Development Committee of the Board of Trustees in establishing annual goals, capital giving, and planned giving. Staff members participate in the Council for Advancement and Support of Education and Association for Fundraising

Professionals, in order to access information on best practices to be used in their fundraising efforts. To assist with planned giving, the UD Advancement team works closely with Thompson and Associates, a consulting firm that works with nonprofits to help lead prospective donors through a personalized and comprehensive charitable estate planning process.

Resources and information which can assist students and their families as they go through the process of requesting and accepting financial aid are listed on the UD [website](#). Through the website, the financial aid office provides detailed information on the price of attendance, how to apply for aid, what aid is available at UD, and a list of important dates. The office strongly encourages prospective students and their family to meet one-on-one with a financial aid or admissions counselor to ensure that the financial aid package and its implications are understood.

The Deans of Admission and Financial Planning meet regularly to examine the strategy for awarding aid at the University of Dubuque. This annual review ensures that its policy is congruent with the Mission and Vision and supports the class profile, student-body attributes, revenue goals, and other relevant factors.

Academic Functions

The University ensures that faculty advance the mission of the institution with integrity. The [Faculty Handbook](#) outlines the policies and procedures related to the faculty role. Beyond work on committees, faculty members play an essential co-managerial role in the formulation, recommendation and effectuation of academic policy. This includes proposing and administering policies concerning grading, classroom student conduct, student progress, degree requirements, curricular content, course offerings, admission standards, departmental staffing, educational policies and standards, faculty promotion, faculty tenure, faculty appointment and retention, and faculty professional development. Faculty participate in an [annual review](#) with an academic dean that provides an opportunity to review the activities of both the faculty member and the institution. Academic records are maintained by the University Registrar.

Personnel Functions

Each employee at the University of Dubuque is provided with the [Mission](#) and asked to commit to advancing the UD Mission. In addition, those employees who are in key positions, such as faculty and administration, are asked to reflect on UD's Mission as part of the interview process. Once hired, the Director of the Wendt Character Initiative meets with key new hires to reflect on the importance of [character](#)—acting with integrity, justice and compassion—at the University of Dubuque. Members of the President's Cabinet are responsible for the evaluation of staff members within their area of oversight. The form of the evaluation varies depending on the area of the university and the nature of the position.

Auxiliary Functions

Auxiliary functions include the Physical Plant, Marge Kremer Childcare Center, Campus Bookstore, Sparty's Convenience Store, Sylvia's Coffeehouse, Mike and Betty's Ice Cream Shop, the Heritage Center Café, security services, and print and postal services. The Office of Finance and Auxiliary Services is responsible for oversight of these services and acts with integrity and character in developing and sharing policies as related to each function. The University's security officers create relationships with UD students and develop a positive rapport with the student body, earning their trust. The University of Dubuque expects high ethical and moral character in its support staff and the

security personnel live up to these expectations. The Coordinator of University Safety and Awareness provides [training](#) to all staff and maintains [public information](#).

Policies and Processes

Policies, processes, and expectations are defined with the guiding documents relevant to the following groups: board of trustees ([By-Laws](#)), administration and staff ([Staff Handbook](#)), faculty ([Faculty Handbook](#)), and students ([Student Handbook](#)). These guiding documents are reviewed on a regular basis, with oversight by the President, the Board of Trustees, and the University of Dubuque's legal counsel.

Sources

- Audit
- Bylaws Amended for Approval 12-15-2016- Ratified by Board 4-29-2017
- Cabinet Level Personnel Evaluations
- Clery Report Information
- Faculty Review Form
- Final Budget
- Finance Minutes
- Financial Aid Webpage
- Investment Committee Minutes 2014 - 2018
- Investment Companies
- Management Letters
- Preliminary Budgets
- UD Mission Brochure
- Wendt Character Initiative Mission and Impact

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

The www.dbq.edu website is the primary vehicle through which the University presents itself to the public. Detailed information is available on the website regarding the University's curricular and co-curricular programs.

Program information and requirements are contained in the various program catalogs and handbooks. Links to the catalogs are available on the [Registrar's page](#) of the website and on individual program web pages. The catalogs provide information on all academic policies, academic departments, accreditation, major and minor programs, as well as graduation requirements. Once a student has matriculated, UD provides access to an [online degree audit](#) tool that lays out the specific degree requirements for that student based on his/her chosen program.

Access to information about the faculty at the University of Dubuque is available on the individual department pages on the UD website. Each discipline of study has a [program landing page](#) on the website with a description of the program and links to relevant information, including a link to faculty pictures and contact information. Staff members are listed on each [administrative department's landing page](#).

Costs to students are articulated on the University of Dubuque website. A total tuition, fees, and room and board charge is listed along with additional fees and other estimated charges. Full information on housing and meal plan charges are listed, along with complete access to financial aid options. The financial aid information provides students and their families access to the [net price calculator](#) along with [links](#) to scholarships and grants, student loan counseling, and external links to organizations which may be able to assist in the costs of attending the University of Dubuque.

The University of Dubuque is controlled by a board of trustees, which operates under the articles of incorporation and bylaws of the University. A list of trustees and senior administrators of the University is available on the [president's landing page](#) of the website.

The University's accreditation by the Higher Learning Commission of the North Central Association is indicated by the HLC logo at the bottom of the University of Dubuque [home webpage](#). Accreditation relationships, at the institutional and program level, are listed on the [accreditation page](#) of the website and includes contact information for each accreditation agency. Individual program accreditation is also described on program-specific webpages and listed in their respective academic catalogs.

*** The text below has been merged from Core Component 3.E ***

1. The University of Dubuque is committed to a seamless learning environment across the campus that contributes to making UD an engaging educational environment.

With a growing full-time, residential student population, co-curricular programs are an essential part of a holistic educational experience for students. The three programs that have most significantly strengthened the commitment to creating a seamless learning environment are the [Center for Advising and Vocation](#), the [Office of First-Year Experience](#), and the [Academic Success Center](#). Staff from both Academic Affairs and Student Life work in partnership in the Advising and Vocation Center to ensure that students are well served from matriculation to graduation and beyond. The Office of the First-Year Experience is housed in the suite of offices known as the Student Engagement department. New student orientation programming is part of the required World View Seminar I, increasing the buy-in by students and faculty. As part of this program all students participate in an all-campus involvement fair, which introduces them to opportunities for ongoing engagement. The Academic Success Center is centrally-located within the Charles C. Myers Library and provides academic support services ranging from tutoring to disability services.

The intercollegiate and intramural athletic program has a significant impact on the campus culture. 593 students, 35 percent of the full-time undergraduate student population, are [involved in intercollegiate athletics](#). The University is part of the [American Rivers Intercollegiate Athletic Conference](#). Half of the eight other conference schools are within two hours from the Dubuque campus. This creates a healthy rivalry within the conference, and as one strolls across campus, many students can be seen wearing UD gear.

In addition, the [intramural program](#) is open to all students, faculty, and staff on campus, promoting wellness and friendly competition among the members of the UD community. Intramurals are offered throughout the year and provide an opportunity to play sports ranging from disc golf to pickle ball to flag football and softball. This is a great opportunity for students to fill their leisure time in a fun and friendly environment, while most sports allow participants to choose between recreational and competitive levels. Over 40 percent of the University's full-time undergraduate students participate in intramurals. For those simply interested in health and wellness, the Chlapaty Recreation and Wellness Center also offers different fitness classes and access to a weight room and walking track.

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.

The University of Dubuque engages students in a meaningful learning experience and looks to multiple sources of evidence to substantiate its claims about an enriched and purpose-filled educational experience. One source is the National Survey of Student Engagement, administered every four years. UD is [engaging students](#) at a level equal to or greater than comparable institutions.

Beginning in the Fall of 2018, new students were asked to sign a "[Student Success Commitment](#)" as part of the orientation process. This commitment, based on the work of the Gallup Purdue Index, identifies seven commitments the University is making to the student and seven commitments the student is making to the University. The Director of Institutional Research, Assessment, and Planning, is coordinating an effort to identify and track measures for each University and student commitment included in the Student Success Commitment.

Service and service learning provide another data point for student engagement as an integral element to many areas of campus. Service and reflective service learning opportunities are provided for all students during new student orientation in a large group project format, and in one General Education course, World View Seminar II, where groups of students work with faculty and local organizations for one semester. Students are also engaged in service in extracurricular areas such as student organizations which collectively complete approximately 40 service projects per year. Off-campus work study programs offer students service opportunities at 16 local non-profit organizations and professional enrichment for approximately 14 students per year. Service components can be found elsewhere such as athletic teams, the residence halls, the [Wendt Center for Character Development](#), and many courses across the curriculum. There is more work to be done in measuring the success of graduates in living lives of purpose in the world. This issue is a source of ongoing conversation between the Board of Trustees and senior administrators. While there are no simple measures that adequately capture one's purpose in the world, this issue is at the heart of the University's Mission and will continue to inform its efforts at improvement.

Student Success Commitment

The University of Dubuque is committed to being your partner in success during your time here on campus and beyond graduation. The experiences you have here, in and out of the classroom, matter to your future. The University community shares our commitment with you and we ask you to commit to your own success.

University of Dubuque Commitment to our Students:

1. UD will be a place conducive to your intellectual and personal growth - promoting mental, physical, and spiritual health.
2. UD faculty and staff will care about you as a person.*
3. UD will have professors who excite you about learning.*
4. UD will connect you with education, professional, and spiritual mentors.*
5. UD will encourage student critical and creative thinking through extensive research or projects lasting a semester or more.*
6. UD will model a diverse and equitable faith-based community where Christian love is practiced.
7. UD will provide a community where you can reflect and grow spiritually.

Student Commitment to Their Own Success:

1. I will attend class and will promptly notify professors when I need an excused absence.
2. I will engage in extracurricular and organization opportunities during my time on campus.*
3. I will participate in an internship, projects, field or work experience that applies what I am learning in the classroom.*
4. I will understand my educational investment and learn to live a responsible life.

5. I will take strides toward becoming a lifelong learner by being an active and prepared participant in class.

6. I will exhibit positive moral and ethical character through my words and actions.

7. I will practice behaviors that contribute to my mental, physical, and spiritual well-being.

** Adapted from the Gallup-Purdue Index research on the impact of college experiences and a meaningful life.*

Sources

- 2018 Fall Fast Facts Demographics
- Academic Success Center Information
- Accreditation Webpage
- American Rivers Conference
- First Year Experience Information
- Intramural Sports Information
- Net Price Calculator
- NSSE Engagement 2016
- Nursing Program Information
- Office of Academic Affairs Information
- Online Degree Audit Tool
- President Webpage
- Registrar Office Webpage
- Scholarship Award and Grant Information
- Student Success Commitment
- Vocational Services Information
- Website Home Page
- Wendt Character Initiative Mission and Impact

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

1. The University's [Board of Trustees](#) currently has 30 members, who bring expertise and experience in the fields of education, publishing, business, medicine, law, technology, the church, and civic leadership. They are strongly invested in the institution. Their service to the board ranges from 1 year to 37 years, averaging 13 years. Half of the trustees are alumni of the University. The Trustees are active in the Association of Governing Boards (AGB) and have been [cited](#) by AGB as a "game changer" board.

2. The Board works to preserve and enhance the University. There are two Board [business meetings](#) each year, one in the fall and one in the spring, with an additional [educational conference](#) each year, offered separately or concurrent with the business meeting. Much of the Board's work occurs through its committees which meet throughout the year, the timing of which is dictated by the needs of the committee. Each committee chair, a member of the Board of Trustees, is responsible for providing a report to the Board on the progress of the committees at the established board meetings. [Meeting minutes](#) and resource materials are made available to the Board of Trustees through the University's trustee-secure web portal, Diligent Boardbooks. During the past three years, the Board has engaged in significant planning and dialog directed toward the long-term success of the University. This work resulted in minor revisions to the University's [mission](#) statement and the approval of a multi-year [strategic plan](#).

The Board reviews and considers the interests of internal and external constituencies. Before each business meeting, the Trustees receive [written reports](#) from faculty, staff and students. At least once a year, the Board takes an outward look, drawing on the work of external experts.

3. The Board preserves its independence. The By-Laws of the University directly address issues of [conflict of interest](#). As part of its annual audit and [IRS 990](#) reporting, the University annually sends a questionnaire to all Board members, cabinet, and key employees determined by the University, asking each to determine any related party/conflict of interest disclosures. Responses are reviewed to determine if there are any potential conflicts.

4. The Board has oversight of operations, but entrusts the day-to-day operations to the University administration and faculty through a well refined pattern of shared governance. The President, reporting to the Board of Trustees, works with his Cabinet of senior administrators to ensure that the University's operations are in alignment with the Mission of the University and expectations as set by the Board. Together with the President, this team oversees day-to-day operations; oversees the execution, review, and updates in policy; and makes recommendations to the Board.

The Vice President for Academic Affairs leads the faculty in managing all academic matters. Members of the faculty meet monthly throughout the academic year. Much of their work occurs through a system of [committees](#) and ad-hoc groups. In 2016, the academic functions of the University were restructured to combine what had been two separate academic units reporting to the president (college and seminary) into [one unit](#) headed by the Vice President for Academic Affairs and Dean of the Faculty. This has resulted in more collaboration between the previously separate units.

Sources

- Academic Affairs Organizational Chart
- Board Meeting Dates and Agendas 2014 - 2019
- Board Minutes 2014 - 2019
- Boards as Game Changers Article
- Bylaws Conflict of Interest Section - Page 7-8 highlighted
- Faculty Committees 2019-2020
- IRS 990
- Public List of Board of Trustees and Senior Management
- Reports to the Board from Various Faculty Staff Students 2015 - 2019
- Strategic Plan
- UD Mission Brochure

2.D - Core Component 2.D

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

Argument

The University is committed to [freedom of expression](#) and this is addressed in the Faculty Handbook. The Handbook addresses [professional ethics](#) and [plagiarism](#) as well. The specific language of the AAUP Statement on Professional Ethics and the AAUP Statement on Plagiarism is incorporated into the handbook and is considered an obligation of compliance of all faculty.

[Student academic integrity policies](#) are included in the student handbook. These are reviewed as part of the required first-year general education course, World View Seminar 1.

Sources

- Faculty Handbook_Academic Freedom
- Faculty Handbook_Professional Ethics
- Faculty Handbook_Statement on Plagiarism
- Student Handbook_Academic Integrity Policy

2.E - Core Component 2.E

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

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

1. The Institutional Review Board (IRB) is responsible for screening research in which human beings are the subject of inquiry. The [purpose](#) of the committee is to ensure that study participants' rights are duly respected and their well-being protected by researchers. Any research project involving human subjects that is conducted by University of Dubuque faculty, staff, or students, or that takes place on the UD campus, is subject to review and approval by the University's IRB. The IRB's policies adhere to the Code of Federal Regulations Title 45 Part 46 Protection of Human Subjects (45CFR46). During the 2018-2019 academic year, the board reviewed the IRB processes and developed a more comprehensive and user-friendly [process](#). This included a faculty-wide [conference](#) on human subjects review in May of 2019, led by a member of the IRB staff at the University of Iowa.

2. Students are offered guidance in the ethical use of information resources, with the Charles C. Myers Library staff taking the lead. The library uses the standards and outcomes stated in the Association of College and Research Library's ACRL Information Literacy Competency Standards for Higher Education. Librarians have created a [curriculum map](#) that locates these standards and outcomes throughout the General Education Curriculum and a number of majors. The ethical use of information is taught in a number of places, including RES 104, [Introduction to Research Writing](#), which focuses on teaching students how to write in support of a thesis using quality resources.

3. The institution has and enforces policies on academic honesty and integrity. Integrity is a theme in both the University's Mission and Values and the Wendt Character Initiative. It is reinforced through the values and policies included in [Student](#) and [Faculty](#) Handbooks. These policies are reviewed as part of the required first-year general education course, World View Seminar 1 and built into the new faculty orientation program. Academic integrity, as addressed in the Student Handbook, is an expectation of UD students. Each individual in the community is expected to be forthright and direct and to value integrity in all dealings. Explicitly, activities and attitudes should be consistent with high academic standards, Christian commitment, and the Mission of the University. In any case of suspected academic dishonesty, the instructor initiates a meeting with the student. If an allegation of academic dishonesty is verified, the instructor notifies the student of the finding in writing and sends a copy of the letter along with the evidence to the Director of Teaching & Learning (undergraduate students) or the Graduate Program Director (for Graduate students), where a file will be kept of all

substantiated offenses. Depending on the nature and number of offenses, academic dishonesty will result in sanctions ranging from failure of an assignment to suspension from the University. The Office of Academic Affairs maintains a [record of all offenses](#). Looking forward, we hope to review the policies surrounding student academic dishonesty, with the goal of changing the conversation on campus from an emphasis on curbing academic dishonesty to an emphasis on promoting academic integrity. This will involve additional training of faculty and students and a re-framing of sections of the Student and Faculty Handbook.

Sources

- Academic Dishonesty Reports Redacted.pdf
- Ethical Conduct of Human Subjects Research Presentation
- Information Literacy Curriculum Map_Core Courses
- Internal Review Board Human Subjects_Mandate
- Internal Review Board Human Subjects_Process
- Intro to Research Writing Syllabus

2.S - Criterion 2 - Summary

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

Summary

The University of Dubuque makes integrity a central part of its identity through the Mission of the University. University departments and functions have policies process for insuring fair and ethical behavior. The Wendt Character Initiative provides a platform from which to address integrity across all areas of the University. The Board of Trustees is invested and engaged, as evidenced by its connection to and recognition from the Association of Governing Boards. Policies guiding student learning and faculty scholarship attend to issues of integrity, and there are processes in place to deal with challenges that arise. Looking forward, we anticipate reworking some our policies to better communicate and encourage integrity across campus.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its 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

1. The University of Dubuque offers degrees at the Associate, Bachelor, Master, and Doctoral level. A full description of the current courses and programs can be found in the respective catalogs of the [Undergraduate](#) program and graduate/adult programs ([LIFE program](#), [Traditional Master's in Business, Communication, and Management](#), and [Seminary](#)).

The University's commitment to "professional programs with a liberal arts core," is reflected in its [undergraduate program](#) offerings, which include 33 majors in 15 program areas, leading to one of four degrees: the Bachelor of Arts, the Bachelor of Science, the Bachelor of Business Administration, or the Bachelor of Science in Nursing.

The traditional Graduate Studies program at UD offers five degrees: the [Master of Business Administration](#) (in accelerated and traditional semester formats), the [Master of Arts in Communication](#), the [Master in Management](#) (in accelerated, traditional, and online formats with discipline-specific concentrations in Aviation Leadership, Communication Management, Diversity and Inclusion Leadership, and Sport Management), the [Master of Arts in Christian Leadership](#) (which is 100% online), and the Master of Science in [Physician Assistant Studies](#). The University of Dubuque Theological Seminary's primary program is the [Master of Divinity](#) degree, which prepares graduates for ordained ministry in the Presbyterian Church (USA), the United Methodist Church, and others. Two additional degree programs are offered through the Seminary: the [Master of Arts in Mission and Discipleship](#) and the [Doctorate of Ministry](#).

University of Dubuque programs and courses are regularly reviewed and revised for appropriateness and currency, and the approval process rests with the respective Faculty Curriculum Committee, [undergraduate](#) or [graduate](#). The process is typically initiated with a [program](#) or [course](#) proposal from the faculty within the proposed program area. The proposal includes a needs assessment (which includes an analysis of marketability), the relationship of the proposed program to the Mission, the learning outcomes and assessment, and operational requirements. Revisions to existing programs

follow a similar format, with the needs assessment being replaced by an assessment-based rationale for revision.

The typical program approval process includes a series of iterations as the proposal is refined to meet University standards and priorities. The faculty and administration work collaboratively in this process and, depending on the program, either the Associate Dean for Undergraduate Studies or the Dean for Graduate Studies works closely with the faculty in the initial program development and review. Following the Faculty Curriculum Committee's approval, the program proposal is forwarded to the Vice President for Academic Affairs and the President. As a result of the iterative nature of the process, approvals have almost always affirmed the work of the faculty.

Assessment data serves as the basis for curriculum revision. Programs annually update an [assessment plan and report](#) on the year's assessment outcomes. The information from this report, along with information about numbers of majors and credit hours generated, becomes part of an [annual program review](#) that informs the work of the administration and Board of Trustees.

New programs under consideration are evaluated for rigor and depth expected for the specific degree level. Undergraduate and graduate programs are evaluated using the criteria proposed in the Lumina Foundation's [Degree Qualifications Profile](#). The results of that evaluation provide the following picture of undergraduate degrees at UD, relative to the five learning areas identified by the DQP (Specialized Knowledge, Broad Knowledge, Intellectual Skills, Applied Learning, and Civic Learning). The General Education program provides a strong foundation in the development of Intellectual Skills and Civic Learning whereas major areas of study cover the development of Applied Learning and Specialized Knowledge and, to a slightly lesser degree, on Broad Knowledge. Overall, this evidence supports the appropriateness of the undergraduate degrees offered at the University of Dubuque and is consistent with the emphasis on professional degree programs.

2. [Learning goals](#) are identified for each University of Dubuque major, reflecting the level of degree being attained, and these goals are reviewed annually. The goals are included in the catalog governing each program and described on the program's landing page on the website.

The undergraduate programs include two sets of learning outcomes: the [general education outcomes](#) required of all students and the specific ones related to the student's major area of study. Programs at the Master's level include learning outcomes appropriate for the professional area of study. The Theological Seminary meets the learning outcome expectations of its accrediting agency, the Association of Theological Schools.

3. All courses at the University have identified learning outcomes that serve as the basis for learning activities and assessments. In addition, each undergraduate course has been evaluated for the investment of time and effort required to successfully accomplish the learning outcomes by using a "Credit Hour Learning Time Worksheet" which summarizes the amount of in- and out-of-class work and offers an estimate of the time it would take the average student to complete the work. The faculty has set an expectation of a minimum of 37.5 hours (750 actual minutes) of work for each hour of credit granted.

Modes of Delivery

The majority of coursework at UD is offered in a face-to-face format. For undergraduate courses, the standard expectation is for 12.5 hours of actual "face time" for each semester hour of credit. This formula is also applied to the traditional graduate courses. Using this standard, the University has developed various alternative modes of delivery. Courses offered in only an online format replace all

of the face time hours with comparable online work and this work is identified in the course [learning time worksheet](#). Hybrid courses replace part of the face time hours. All of the courses in the LIFE program for working adults replace roughly one half of the face time with a comparable level of independent or online work. A few traditional undergraduate or graduate classes function in a blended format. The Master of Divinity degree is offered in both a face-to-face and blended delivery format. Course learning outcomes are the same and, in many cases, there is interaction between the students enrolled in each format.

For traditionally-aged undergraduate students, the faculty is committed to face-to-face as the primary delivery method. Online and hybrid delivery modes are employed where they contribute to student success, such as offering summer courses in an online format in order to serve students who return to their hometown for a summer job or offering a senior-level semester course in a blended format to facilitate participation in internships. For adult students, the University has chosen to focus on programs that include a face-to-face component (with the Master of Arts in Christian Leadership as the sole exception). We will continue to monitor the delivery mode that best meets the needs of adult learners, but believe at this point that our unique niche in higher education is in programs that include a face-to-face component.

With the exception of the LIFE program for working adults offered at our Cedar Rapids, Iowa, and Tempe, Arizona, locations, all courses are offered on the main campus in Dubuque. The Cedar Rapids and Tempe locations have free-standing buildings with 9,000 and 14,211 square feet, respectively, and are outfitted with multiple classrooms with furniture identical to that found on the main campus, offices, a reception area, computer labs, and a student break room. The program offerings in both locations are identical to those offered in the LIFE program on the Dubuque campus, using the same syllabi and course resources. In the spring of 2019, we submitted an [additional location request](#) to HLC to offer the LIFE program at a location in the Boise, Idaho, metropolitan area. This request is still pending.

Sources

- Academic Department Review Template
- Assessment Document Template
- Course Proposal Form_Undergraduate
- Degree Qualifications Profile - Lumina Foundation
- Doctor of Ministry Program Description
- Faculty Handbook_Graduate Curriculum Committee Mandate
- Faculty Handbook_Undergraduate Curriculum Committee Mandate
- General Education Assessment Schedule
- General Education Outcomes
- Graduate Handbook 2019-2020 for Traditional Graduate Studies
- IDAHO_UD LIFE AdditionalLocationsApplication_2019
- Learning Time Worksheet
- LIFE Core Catalog 2018-2019_Iowa
- Master in Management Program Description and Courses.pdf
- Master of Arts in Christian Leadership Program Description
- Master of Arts in Communication Program Description and Courses
- Master of Arts in Mission and Discipleship Program Description
- Master of Business Administration Program Description and Courses.pdf

- Master of Divinity Program Description
- Master of Science in Physician Assistant Studies Program Description and Courses
- Program Proposal Form Undergraduate
- UD Theological Seminary Catalog 2019-2020
- Undergraduate Catalog_Learning Outcomes_Aviation_Sample
- Undergraduate Catalog_Majors and Minors

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. 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. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

1. The University of Dubuque's [undergraduate general education program](#) is rooted in the institution's mission. The goal is to provide students with knowledge and skill within a unified framework. Because we are not selective in our admissions, we know that students arrive with varying levels of preparation. The general education program is relatively large – 48-49 hours – because we want to make sure that, whatever their preparation upon arrival, students leave with a solid foundation in intellectual and practical skills, practice in key life contexts through engagement with big questions, and active involvement with diverse and real challenges, articulated as a calling/vocation that embodies personal and professional character. UD's mission states that “As a community, the University practices its Christian commitments by . . . challenging students to live lives of worth and purpose, and preparing students for service to the church and the world.” Thus, one of the major distinctions of a UD education is that we educate toward an end – lives of worth and purpose oriented toward service. This is also in line with the work of the [Gallop Purdue Index](#), which defines success as graduates who are thriving in multiple dimensions of well-being – purpose, social, financial, community, and physical – decades after college. As our trustees often say, the question is not “Do UD students get a good job after college?” but “Are UD graduates better citizens, family and community members, 20-30 years out?” In short, the Christian perspective of the university encourages students to see both their education and their careers as part of their calling from God.

At the graduate level, our degree offerings are all professional in their orientation. As such, the common organizing theme across graduate programs is that these programs are applied in their focus and practical in their outcome.

2. In Fall 2018, the general education program was revised and approved by the [Faculty](#) and the [Board of Trustees](#) to streamline the conceptual structure and create more focus and direction. This new program will become effective with the entering class of Fall 2019. Its conceptual framework is

adapted from the [LEAP](#) (Liberal Education and America's Promise) framework developed by the American Association of Colleges and Universities. LEAP connects us to well-researched learning outcomes and assessment methods, and enhances the potential for compatibility with transfer students. There are three general education learning outcomes at UD:

1. Demonstrate foundational intellectual and practical skills in:
 - a. Inquiry and Analysis
 - b. Critical Thinking
 - c. Written Communication
 - d. Oral Communication
 - e. Quantitative Literacy
 - f. Information Literacy
 - g. Teamwork
 - h. Problem Solving
2. Explore the major questions and challenges in the following five contexts of human engagement:
 - a. Natural World
 - b. Social Interaction
 - c. Human Expression
 - d. History and Faith
 - e. Personal Development
3. Develop a statement of personal calling/vocation that synthesizes knowledge, skill, and responsibility.

The previous general education program had been developed in the late 1990s. It focused on both skills courses (first-year composition, mathematics, lab science, etc.) as well as courses selected from seven "pillars" which encourage students' growth as whole persons. While the essence of the old general education curriculum was sound, there had been no major review for 20 years and a number of curricular modifications made over the years had diluted the program's conceptual clarity. The revised program addresses the following challenges that emerged in the old program.

- Avoids reinventing the wheel. Since the old general education program was developed, there has been more work, nationally, to develop some standards for general education programs. We wanted to take advantage of this work, in particular the work around LEAP - Liberal Education and America's Promise.
- Creates more focus and direction. As is the case with almost every general education program, there had been some "curriculum drift." In particular, a number of courses triple counted for

general education requirements, which ultimately shortchanged the students in the learning experience.

- Streamlines the conceptual structure. While the substance of the seven pillars was strong, they didn't easily translate into general education requirements. This revision reduces the seven pillars to three: competence, context, and calling.
- Adopts a clearer "core + distribution" model that provides standardized foundational coursework for greater student choice in how the distribution requirements are satisfied.
- Reflects institutional-specific priorities. Our mission states that "As a community, the University practices its Christian commitments by . . . challenging students to live lives of worth and purpose, and preparing students for service to the church and the world." This means one of the major distinctive of a UD education is that we educate toward an end – lives of worth and purpose oriented toward service. This is the work of the general education program more than the majors.

3. By design, the degree programs at UD include opportunities to engage in meaningful coursework that provide students with the broad knowledge base, inquiry methods, and skills needed for life in a changing world.

a. Collecting, Analyzing, and Communicating Information. The undergraduate general education program includes demonstrating competence in inquiry and analysis, information literacy, oral and written communication, and critical thinking. This outcome is addressed through coursework in Composition and Rhetoric, Speech Communication, and Introduction to Research Writing. [Assessment data](#) indicate that students have improved specific skills when librarians partnered with faculty to teach throughout the General Education program. These skills include the ability to use and cite books, identify primary sources, narrow a research topic, identify Boolean operators, and identify source bias. These concepts are explicitly covered and reinforced in the classes that include information literacy instruction. Graduate programs of study include information collection, analysis, and communication in ways that are relevant to the course of study. All of these programs measure their success through their assessment plans. The [MBA and Master in Management](#) programs include extensive computer simulations that involve analysis and communication. The Master of Science in [Physician Assistant Studies](#), Master of Arts in [Communication](#) and the Master of Arts in [Mission and Discipleship](#), and the [Doctor of Ministry](#) programs include a research paper/project component. The Master of [Divinity](#) program emphasizes hermeneutical analysis and expression.

b. Mastering Modes of Inquiry or Creative Works. Embedded in the undergraduate general education curriculum is a specific course intended to address various modes of inquiry, [Introduction to Research Writing](#). This course involves students in the exploration of a question of interest from three different perspectives: humanities, social sciences, and natural sciences. This course was co-developed by faculty and librarians, and information literacy instruction is included throughout to create an intentional, scaffolded research course. Graduate programs include modes of inquiry relevant to the course of study. [Hermeneutical](#) frameworks are important for the Seminary programs, while financial modes of inquiry assume a large role in the [Management](#) programs. For example, the MBA program utilizes the Comp-XM® simulation-based exam developed and administered by Capsim Business Simulations, allowing UD MBA students to measure their learning in [comparison to a worldwide MBA peer group](#) who have taken the Comp-XM exam within the most recent four months of their participation.

c. Developing Skills Adaptable to Changing Environments. The design of the undergraduate general education program is intended to provide adaptable skills. First, it focuses on foundational

intellectual and practical skills that transcend a specific environment. Second, it asks students to practice these skills in a variety of life contexts so that they begin to experience how to transfer knowledge and skill from one environment to another. Finally, it seeks to situate these skills as part of a larger purpose – a sense of calling/vocation that extends beyond a specific job or career. This skill development culminates in a required capstone course in each undergraduate area of study.

4. The University offers curricular and co-curricular programs that support the importance of valuing diversity, in an environment in which diversity is evident. As part of the general education program, undergraduate students are required to take [coursework](#) in “Intercultural Engagement” designed to develop an understanding of other people and cultures. This intercultural focus points to the contributions of all cultures to the collective human wisdom and accents our responsibilities to God’s larger human family. Major areas of study reflect human and cultural diversity in ways that connect with the content and practices of the particular discipline. Some programs, such as Mathematics, rely more heavily on the general education program for education in human and cultural diversity. The Sociology program, in contrast, centers much of the coursework on questions of human and cultural identity. The Teacher Education department uses the [Intercultural Development Inventory®](#) survey.

Several co-curricular programs also directly contribute to enhancing the experience of human and cultural diversity on campus. The [Office of Multicultural Student Engagement](#) and the [International Studies Office](#) collaborate regularly to provide co-curricular programming that challenges students to examine themselves as cultural beings as well as examine others’ cultural heritage. This programming focuses on three outcomes: 1) students will engage with and learn from faculty, staff, students, and others whose cultures are different from theirs; 2) students will access information and learn skills (such as mindfulness and empathy) which will support cultural competence and global engagement; 3) students will learn to practice hospitality and to become brave cultural allies through opportunities for service and friendship. UD’s first-ever [Spring Convocation](#) was held in February of 2019. It initiated our observance of Black History Month by celebrating the University’s diversity and highlighted the continuing conversation in courses across the curriculum.

One important means of educating for human and cultural diversity is to reflect diversity in the faculty and staff. In the last five years, over 15 percent of the new [full-time faculty hires](#) have been faculty of color. While this percentage is not as high as that for the undergraduate student population, it is well above the racial and ethnic diversity present in the city of Dubuque, where 91 percent of the population is Caucasian. Although hard to quantify, a racially/ethnically diverse faculty and staff factors significantly in the University’s ability to develop culturally aware graduates.

5. A campus-wide celebration of undergraduate student scholarship, known as [Apex](#), is held each semester. This event includes presentations by students and alumni, highlighting their contributions to advancing knowledge. In the spring of 2019, over 180 students participated. Along with the celebration, the library launched a new electronic journal in 2019, called [The Colonnade](#), highlighting the best work of students.

At the undergraduate level, every major area of study includes [coursework that involves a research or creative component](#). In addition to classroom-based scholarship, independent scholarship opportunities exist for students. The English faculty partner with the English programs at other liberal arts colleges to sponsor [Streamlines](#), an annual conference for undergraduate research in English, mirroring what students will experience in the broader academic community. The department of Natural and Applied Science sends students to the [Mississippi River Research Consortium](#), typically held in LaCrosse, Wisconsin. Students interact with academic and applied scientists and have presented their own work to these scientists. The premier student scholarship

opportunities are funded summer research program, the [Chlapaty Summer Research Fellowship](#) and the [Butler Summer Fellowship](#). These competitive programs position students for success in graduate or professional studies.

At the graduate level, student scholarship reflects the nature of the particular degree program. All include a [required project/thesis](#) related to the area of study. Works that are in written form are [housed](#) in the Charles C. Myers Library.

The faculty's practice of scholarship and professional development informs their teaching as they share their learning both with students in the classroom and with the academic and professional communities. As a teaching-focused institution, UD has elected to employ Ernest [Boyer's model](#) of scholarship, which broadens scholarship to include discovery, integration, application/engagement, and/or research on teaching. The emphasis is on "joining the conversation," not counting publications. Expectations and goals for individual faculty scholarship are included in an annual [faculty review process](#). Faculty members are expected to join the scholarly conversation in meaningful ways, with increasing expectations as one progresses through the academic ranks. The minimum level of involvement is participating in the conversation through continued professional development. As the faculty member matures, the expectation expands to include contributing scholarly insights to the broader community and, in some cases, leading the scholarly conversation. The Charles C. Myers Library hosts an annual [Celebration of Faculty and Staff Scholarship & Creativity](#) which highlights these efforts.

Sources

- Apex 2019_Celebration of Student Scholarship and Creativity
- BOT approval of gen ed
- BUS 655 Syllabus Spring 2018
- Business Simulation Syllabus
- Celebration of Faculty and Staff Scholarship and Creativity_2018
- Chlapaty and Butler Summer Research Fellowships
- Comp XM Information
- Digital UD Information
- Doctoral Project Proposal Guidelines_DMIN
- Exegesis Syllabi_Old and New Testament BI 628D 644D and 645D
- Faculty Diversity_2010 to present
- Faculty Handbook_Scholarship Expectations
- Faculty Meeting Minutes 08-16-2018_General Education Plan Approval
- Gallup_SSC Stats
- General Education Program
- Graduate Handbook_MM Capstone Course Description
- Information Literacy Information
- Intercultural Development Inventory
- International Studies Information
- Introduction to Research Writing syllabus
- LEAP_Liberal Education and Americas Promise Framework
- MAC Practicum Research Paper_Redacted
- Major Coursework with Research and Creative Components
- Mississippi River Research Consortium_April 2019

- Multicultural Student Engagement Information
- PA Capstone Research Paper_Redacted
- Scholarship Reconsidered-Priorities of the Professoriate
- Spring Convocation Feb 2019 Program
- Streamlines program_November 2018
- The Colonnade_Volume One_Spring 2019
- Theological and Biblical Research Methods Syllabus

3.C - Core Component 3.C

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

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. 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, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. 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.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

1. The University of Dubuque maintains an adequate level of faculty and works to employ them in areas that most greatly impact student learning.

a. Numbers and Continuity of Faculty Members. In 2017-18, UD had 107 [full-time faculty](#). The University has kept the need for faculty members to guide student learning at the forefront of its growth. For example, throughout UD's growth, the undergraduate program has maintained its faculty to student ratio near to 1 to 13. Another determinate of sufficient faculty numbers is average class size. On average, 95 percent of classes have fewer than 25 students.

b. Faculty Oversight of the Curriculum and Expectations for Student Performance. The [Faculty Handbook](#) outlines the primary role of faculty in the development and oversight of the curriculum. The [Undergraduate](#) and [Graduate](#) Curriculum Committees, standing committees of the college faculty, are among the most active committees on campus. The committees take seriously the mandate to review and approve course and programs of study, and have developed processes and timelines to insure curricula of excellence and currency. The [General Education Committee](#) takes primary responsibility for curriculum development as it relates to the general education program. The [Academic Standing Committee](#), chaired by a faculty member, reviews student progression and deliberates on the policies regarding student academic progression as well as hears appeals from individual students.

Academic departments assume the primary responsibility for curriculum in the major. Each year, as part of the [assessment cycle](#), departments review course content and course offerings in response to assessment data. In addition to Department Heads, some programs have specific coordinators

designated to oversee curricula, teaching, and scheduling in areas such as ENG 090 Intro to College Writing, RES 104 Research Writing, and COM 101 Speech Communication.

At the individual student level, full-time faculty members play a significant role as academic advisors, approving the course work each student takes and considering any special or unique issues related to that student's academic progress. Any curricular adjustment or exceptions to policy include the academic advisor as part of the decision-making process.

Every academic program participates in an [assessment process](#). Faculty members are heavily involved in this process, beginning with student learning assessment at the course level. The faculty member is responsible for verifying individual student learning. At the program level, faculty members review the success of students in achieving program learning outcomes and recommend any changes to the curriculum based on these assessment results. The combined [assessment/program review](#) is completed on an annual basis. The Assessment Committee, a standing committee of the faculty, receives these assessment reports and provides feedback on their adequacy as well as any suggestions for improvement.

2. The Faculty Handbook outlines the [qualifications for hiring, promotion and tenure](#). Full-time faculty members play an important role in establishing and maintaining the academic credentials of instructional staff. Every faculty search is directed by a search committee composed of faculty members in the advertised position's academic area, faculty members from other areas, and either the Vice-President for Academic Affairs or the appropriate undergraduate, graduate, or seminary dean.

A list of [current faculty members](#) and their credentials is listed on the University website. Faculty members must have a Master's degree or a terminal degree in their field in order to teach at the undergraduate level. This is documented through the [Faculty Qualification Determination](#) process and all instructors are approved by the Vice President for Academic Affairs. In very limited situations, a Bachelor's degree with considerable experience is permitted. These credentials are required of all full-time and part-time teaching staff. Candidates for all teaching positions are required to provide an application, a curriculum vita, and references. Part-time instructors are held to the same academic credentials as full-time faculty members, both in terms of educational attainment and content experience. A background check and official academic transcripts from the highest degree earned are required before hiring. The university currently has a terminally-degreed faculty of 58 percent, and another 7 percent of full-time faculty members are currently completing terminal degrees.

The University of Dubuque has a limited number of collaborative or consortial programs. There is no review of faculty members from other universities teaching in these programs as these institutional partners are all regionally accredited and responsible for demonstrating the qualifications of their staff.

3. Effective instruction is at the essence of the faculty member's role and several means are employed to evaluate instruction. At the course level, students provide feedback in the form of an internally developed [online evaluation](#) or a paper [I.D.E.A.](#) evaluation—a nationally normed instrument. Faculty members are expected to use both forms of evaluation and survey students in at least one half of the classes they teach. The results of these evaluations are made available to the faculty member after course grades have been submitted and are archived by the Office of Academic Affairs. Student evaluations from the most recent years are included in the annual faculty review and serve as the basis for an annual conversation between the faculty member and the administration. Faculty members are also evaluated by their peers. This begins with a schedule of visits during the first year

of appointment and continues as the faculty member applies for promotion and/or tenure. The student and peer evaluations form the basis of the faculty member's self-evaluation.

Students find value in the instruction they receive at the University of Dubuque. Results from the 2016 administration of the [National Survey of Student Engagement](#) (NSSE) indicate that, when compared to the institutions in the University's Carnegie classification and to all institutions administering the NSSE, UD students report higher levels of quality relationships with faculty members and higher levels of institutional support to help them succeed academically.

4. Faculty members are at the heart of the University and their ongoing development is a priority. Faculty professional development follows the rhythm of the academic year and is designed to reflect the varied needs of faculty members. Every fall, faculty members gather for [orientation](#) and education. This orientation begins with collective presentations and discussions on matters of faculty-wide concern, and continues in a conference-like format, with faculty-led break-out sessions organized around the major faculty roles.

Following the philosophy of meeting faculty members where they are, [professional development opportunities](#) throughout the academic year promote flexible options for growth. Faculty members have electronic development opportunities, including a teaching and learning website hosted by the Charles C. Myers Library and various electronic newsletters. These are highlighted in the monthly electronic [newsletter](#) issued by the Office of Academic Affairs. Various face-to-face development opportunities are provided, including ongoing book discussion groups, coffees on pedagogies, workshops, and faculty mentoring.

New faculty members have a [year-long program of orientation](#) designed to integrate them into their roles in the University. This begins with two days of meetings before the first semester and continues with monthly gatherings throughout the first year. UD prioritizes the importance of this new faculty orientation by granting 3-credit course release during the faculty member's first semester.

Adjunct instructors are provided with information about the University and may receive additional instruction from the department head. Adjunct instructors are offered the opportunity to complete an online orientation course titled [UD Faculty Academy](#). This course asks instructors to complete a series of modules focused on mission and culture, campus resources, pedagogy and teaching, technology training, and career and life services. In addition to providing information, the modules will familiarize the instructors with the features of the course management system from the student perspective. Upon successful completion of the course, adjunct instructors are eligible to receive an additional \$100 per credit hour for any courses they teach at the University. During the 2019-2020 academic year, 77 instructors participated in the academy.

Every full-time College faculty member is provided with \$250 of personal professional development funds that may be used for books, supplies, workshops, or conference attendance. In addition, the Office of Academic Affairs maintains a professional development fund administered by the Director of Teaching and Learning that full-time faculty members may apply to receive up to \$800. Highlighting the importance of professional development, the University increased the fund by \$10,000 to \$27,000 in 2017-18. The fund prioritizes external opportunities in which faculty members are presenting or leading in some fashion.

Two research release programs provide faculty members with extended time to do research. The [John Stewart Research Award](#) provides the opportunity for up to six credit hours of course release in order to focus on a scholarship or pedagogy project. A [research leave program](#) provides a full salary, one

semester release for scholarship. Typically, two or three faculty members are granted a leave each academic year.

The Charles C. Myers Library has a significant presence in the promotion of faculty scholarship and professional development. The library maintains five study rooms which faculty members may reserve for the academic year. Librarians provide extensive research services to faculty members. Each February the Library hosts a “[Celebration of Faculty and Staff Scholarship and Creativity.](#)” Faculty members are recognized for their presentation and publications, and two faculty members present their research. While the University of Dubuque is a teaching-centered institution, the faculty continues to model learning through a vigorous program of scholarship and professional development.

5. University of Dubuque faculty members maintain a campus presence that encourages interaction with students. Every full-time faculty member is provided with a private office on campus. They are expected to maintain a minimum of six office hours per week. These hours are posted outside the faculty member’s office, listed on the course Moodle site, and included in the course syllabus. In practice, most faculty members maintain an open door policy when they are in their offices and thus are available much more than the requirement minimum. In addition, some faculty members are experimenting with other forms of office hours in order to better serve students. These include holding office hours online or in the laboratory or café settings.

Part-time faculty members who teach six or more credit hours in a semester are offered access to shared office space on campus. Wherever possible, these shared office spaces are located in the same area as those of the full-time faculty offices in the related academic area.

Many program areas have created mechanisms for informal student/faculty engagement. The Seminary has a strong tradition of a shared chapel time, which provides for regular student and faculty engagement, as do the three weekly chapel services for the undergraduate students. The Natural and Applied Sciences host monthly colloquia and weekly socials to encourage interaction. Student department clubs, such as ones in accounting, computer information systems, and nursing provide opportunities for greater student/faculty engagement.

Results from the most recent administration of the [National Survey of Student Engagement](#) indicate that faculty members are available and engaged with their students.

6. Staff members providing student support services at the University of Dubuque are well qualified for and committed to their work, and are supported in their professional development. This contributes to a culture of excellence in student support at the University. It also creates the potential for these individuals to contribute to the academic programs through some form of instruction. If this instruction is for academic credit, staff members are qualified through the [faculty qualification](#) process.

Staff members are invited to participate in many of the development opportunities provided for faculty, including some faculty orientation sessions, book discussion groups sponsored by the Wendt Character Initiative, and campus speakers and presentations. Most departments provide some form of ongoing development in the form of in-service opportunities or participation in professional organizations. Academic Affairs has initiated a series of [Higher Education 101](#) meetings for staff on various topics ranging from accreditation to trends in higher education. Full-time University employees may also pursue, within certain limitations, an [undergraduate degree](#) at the University, tuition free. In addition, all employees are eligible to pursue graduate studies on campus at a

discounted and/or pro-rated tuition rate.

Sources

- Academic Department Review Template
- Annual Department Assessment Guided Implementation Discussion
- Assessment Department Review Schedule
- Assessment Document Template
- Celebration of Faculty and Staff Scholarship and Creativity_2018
- Employee Handbook_Tuition Remission Policy
- Faculty Handbook_Academic Standing Committee Mandate
- Faculty Handbook_General Education Committee Mandate
- Faculty Handbook_Graduate Curriculum Committee Mandate
- Faculty Handbook_Hiring Promotion and Tenure
- Faculty Handbook_Research Leave Program
- Faculty Handbook_Undergraduate Curriculum Committee Mandate
- Faculty List_Fulltime 2017-2018
- Faculty Orientation_August 2018
- Faculty Qualifications Determination.pdf
- First Things First Newsletter 5-1-2019
- Higher Education 101_Prof Dev for Staff
- New Faculty Orientation 2018-2019
- NSSE Engagement 2016
- Professional Development Opportunities
- Stewart Research Award Application
- Student Course Evaluation - IDEA
- Student Course Evaluation - Mentor
- UD Faculty Academy Information

3.D - Core Component 3.D

The institution provides support for student learning and resources for 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 offerings 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 and museum collections, as appropriate to the institution's offerings).

Argument

1. At the University of Dubuque, student learning and support are shared responsibilities. The Offices of Student Life and Academic Affairs work closely to practice the philosophy of caring intrusiveness, an orientation toward students that says “you are cared about too much to be allowed to fail.”

The Student Life area has been restructured, now having a Dean of Student Formation, with oversight of the needs of [Residential Life](#) and [Vocation, Civic Engagement and Life Services](#), and a Dean of Student Engagement, with responsibility for [Student Activities](#), [First Year Experience](#), [Multicultural Student Engagement](#), and [International Studies](#). Student support begins as new students arrive on campus. Approximately ten hours of new student orientation provides opportunities for students to interact with student support services and departments in small interactive groups. The required first-semester general education course, [World View Seminar I](#), linked to new student orientation, reinforces the connection between students and support services through collaboration with departments creating assignments that require or encourage use of the services.

Counseling and Life Services fit integrally within the University's learning community. With a focus on [brain health](#), University services are committed to a student-centered, developmental approach in order to enhance and support students in their personal, educational, and vocational goals. With the addition of a 3rd counselor on campus, a variety of services are available to assist students who have specific emotional, social, academic, spiritual, vocational, or personal concerns. Appropriate referrals are provided for students needing long-term personal counseling and/or other psychiatric services, such as an assessment for medication management and inpatient hospitalization. Plans for a [student health center](#) on campus are underway.

Just under one-half of undergraduate students live on campus. Live-in student staff and professional staff connect with each resident on campus. From this personal connection, residents are encouraged to nurture relationships with other students in their community and with clubs, organizations, and activities that spark current and new interests. Through their involvement, students learn about themselves and practice skills of highly successful citizens. Staff members also provide residents with individualized observation and feedback on how residents are being experienced by other members of the community, any challenges noted in the classroom, and any patterns of personal choices that do

not meet with community standards and expectations for student success. Through these interactions, students are empowered to develop critical thinking skills, personal discipline, and patterns of healthy choices.

The University of Dubuque is within walking distance to a regional out-patient clinic and hospital, UnityPoint Health – Finley Hospital. Students in need of assistance in scheduling appointments or in making appropriate referrals are directed to the Medical Coordinator on campus.

Academic support services for both undergraduate and graduate students are available through the [Academic Success Center](#) (ASC), centrally located in the Charles C. Myers Library. As part of the larger Teaching and Learning Center, the ASC incorporates multiple academic services under one umbrella organization: subject tutoring, writing center, disability services, alternative testing.

In addition to these services that are available to all students enrolled in the University, two other programs are targeted at identified undergraduate student sub-populations: the [Bridge](#) program and [TRIO/Student Support Services](#).

The Bridge Program supports the development of college-level skills in first-year students who are selected for the program by the Dean of Admissions based on factors such as a 17 or lower ACT test score or a low high school GPA. This one-year program includes a College Success course, mandatory study labs, basic skills instruction, and individualized tutoring. Additionally, the program encourages students to make connections on campus and get involved in campus life.

TRIO/Student Support Services is a federally funded student program designed to assist low-income, first-generation, and/or students with a documented disability. In 2015, the University was awarded its second TRIO/SSS grant, a \$1,100,000, five-year grant to accommodate 140 students per year. The grant funds support services including one-on-one tutoring; academic, career, financial, and personal advising; educational workshops; cultural events and activities; and a scholarship.

With so many programs at work, the potential for missing students or duplicating services exists. For many years, the University has employed a “[UD Cares](#)” team, including representatives of Student Life, Academic Affairs, Admissions, and Athletics. This team shares and discusses concerns about students, and depending on the nature of the concern—social, psychological, or academic—it is routed to the appropriate office or person for follow-up. At the Cedar Rapids, Iowa, and Tempe, Arizona, locations, the academic director at each site serves as the ombudsperson to direct students to the support they need.

2. One of the common refrains on campus is that UD seeks to “meet students where they are and bring them to where they need to be.” As undergraduate students enter the University, three paths are available, depending on their needs and interests.

The [Bridge](#) pathway, described in the previous section, is for students identified as underprepared for college-level work in one or more of the basic academic areas. These students participate in a pre-semester orientation and in semester-long skill development coursework. They take a reduced load of courses during this transition period.

The [standard](#) pathway is for students who enter prepared for most or all college-level work. These students enter the standard general education and major area curricula, adjusted for their individual circumstances.

The [honors](#) pathway is for students who are more than prepared for college-level work and who desire to be challenged. These students self-select into a program that fulfills general education requirements with coursework that is more demanding and self-directed. The first level (freshmen and sophomores) provides challenge and support in the form of honors sections of general education courses. These courses give student a chance to form relationships with like-minded students and faculty members while continuing to progress toward meeting graduation requirements. The second level (juniors and seniors) offers flexible options for advanced study in the student's major.

3. Academic advising in the traditional undergraduate program is provided through a combination of professional and faculty advisors. Entering first-year undergraduates are advised by one of three [professional advisors](#) housed in the Center for Advising and Vocation. This advisor develops a series of academic pathways for entering students, based on their intended major and level of academic preparation. New students are registered for one of these pathways, with individual modifications if needed. This approach has improved the registration experience for students, reducing the number of time conflicts and closed courses. It has also reduced the number of students who are registered for courses that have prerequisites not yet met.

At some point during the first year, students are transferred from the professional advisor to a faculty advisor in the student's major area of study. Some academic departments begin this transition as early as the first semester, but by the third semester all students have a faculty advisor with whom they meet for course and career counseling each semester.

The [Academic Success Coach](#) on the advising staff supports students on academic probation by developing an individualized "[Academic Success Plan](#)" and meeting weekly to work on time management skills, note-taking skills, and effective study strategies. Another professional advisor is the Health Professions Advisor, who serves as a supplemental advisor to all undergraduates pursuing admission into graduate health profession programs as well as a primary advisor for select first-year students.

In all other degree programs – evening programs for adults (LIFE) and graduate programs—advising is done by the respective program director, who creates a [road map](#) for degree completion.

4. The University of Dubuque provides up-to-date facilities that support the learning environment and continues to be blessed with generous supporters who contribute to infrastructure additions and improvements. As a result of these investments, the University community is proud of the campus. Today, the campus is among the most modern in the region and campus visitors regularly remark about its beauty. A [2017 learning space analysis](#) indicated that student growth was placing strains on some learning spaces. In response, the last three years have seen the addition to the science center housing the physician assistant center, a new flight operations center, and a re-landscaped quadrangle. Construction is underway to develop a second [campus quadrangle](#), a new [welcome center](#) that includes offices and teaching spaces, and a [student health center](#). All of these projects are fully funded by donations outside of the operating budget. With the completion of these projects learning space needs for the present and near term will be met.

The Board of Trustees has turned its attention to the need for updating some of the original campus buildings that date from the early 20th century. Beginning in 2020, three of the oldest buildings on campus have been targeted for major renovations. Providing these buildings with handicapped accessibility and energy efficiency will increase their ability to contribute to the learning environment.

The University has a campus-wide wireless network that separates Internet access in residence halls from access in administrative and learning spaces in order to insure learning is not compromised by recreational Internet use. Virtually all learning spaces are outfitted with a computer, Internet access, and projection technology, and multiple computer labs are available for student use.

5. The University of Dubuque has a nationally recognized information literacy program. The Charles C. Myers Library updated its [curriculum map](#) to follow the ACRL's Framework for Information Literacy for Higher Education. In 2018-2019 five librarians supported by five full time library staff members taught all aspects regarding the effective use of research and information resources in 160 core classes. Outside of the core the library taught effective information literacy strategies in 164 classes so as a total for 2018-2019, the library taught 324 information literacy sessions. Librarians have presented at the local, state, and national level and a number have written articles and book chapters on information literacy

Sources

- Academic Advising Information
- Academic Coaching Information
- Academic Success Center Information
- Academic Success Plan
- Advising Worksheet
- Brain Health Task Force - Agendas -Began 2018
- Bridge Program Information
- Classroom Space Utilization Data_Fall 2017
- First Year Experience Information
- Health Center Plan
- Information Literacy Curriculum Map_Core Courses
- International Study Information
- Multicultural Student Engagement Information
- Residence Life Information
- South Common Plans
- Student Activities Information
- TRIO_Student Support Services
- UD Cares Information
- Undergraduate Catalog_Bridge Program Information
- Undergraduate Catalog_Scholar-Leader Honors Program Information
- Vocational Services Information
- Welcome Center Plans
- World View I Syllabus

3.S - Criterion 3 - Summary

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

Summary

The University of Dubuque works to create a good environment for teaching and learning. The general education is well grounded. Major programs of study reflect student interest and market needs. A strong program of academic support has been developed to serve a wide variety of learners and students are engaged in the learning process, as evidenced by the results of the National Survey of Student Engagement.

Looking forward, there are areas in which rapid enrollment growth has resulted in minimal staffing and limited faculty experience. This challenge will required targeting resources into areas of greatest need. An ongoing challenge, shared by the Board of Trustees and senior administration, is finding meaningful ways to measure and communicate the value of a UD education. We are working on establishing metrics to track University and student progress in meeting the Student Success Commitment and then following graduates' progress after leaving UD.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
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 ensure 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 ensures 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 ensures that the credentials 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.

Argument

1. Every year, each academic Department area completes an [assessment document](#) which includes data collection, analysis, and an action plan that serves as an annual review of program learning outcomes. This document is the basis for evidence-based discussion and decision-making which then lead to meaningful program changes. Annual department assessment begins in early summer when data from the previous year and an action plan are submitted to the Director of Academic Assessment. They are reviewed and feedback is given to the head of each department by the beginning of August. Prior to the start of the fall semester, time is allotted for all departments to meet and discuss their assessment goals. At this time an [“assessment” worksheet](#) is completed which provides the foundation of a report to the Board of Trustees. This allows departments to respond to and share their progress on their own goals and university-wide initiatives. Departments then implement changes and track their progress throughout the school year..

In addition, annually the Vice President for Academic Affairs completes an [Academic Affairs Review of Departments](#) which summarizes enrollment trends, credit hours generated and staffing levels for each department. This review is shared with each department chair. In addition, the Vice President for Academic Affairs [meets monthly](#) with department heads to review their progress and address

questions or concerns.

In addition to annual academic department assessment, the university has established a comprehensive [program review on a cyclical rotation](#). Academic departments are scheduled every five years unless they have an external accrediting body, in those cases the University of Dubuque aligns with the external self-study. Each department devotes a year of self-study. They review everything from learning outcomes and curriculum to retention and employment of graduates. Based on this review they propose priorities for improvement. The Vice President of Academic Affairs reviews the study and presents a summary of findings to Academic Affairs Committee of the Board of Trustees.

2. The University of Dubuque ensures that all learning is appropriately evaluated. The evaluation of credit at UD begins with the course development process. As part of the [course proposal](#) process, the [Learning Time Worksheet](#), which documents the expected student time investment relative to the credit hours being granted, must be completed. The faculty Curriculum Committee reviews all course proposals to ensure that they reflect an appropriate level of work.

For credit accepted from other institutions, the registrar, in consultation with the faculty, determines the course equivalency. From these equivalencies, the registrar develops transfer [articulation guides](#) to ensure that credits are fairly and consistently granted.

College credit is awarded to those students entering the University of Dubuque from high school who have taken college-level Advanced Placement examinations with the College Entrance Examination Board. A score of 3 or higher will earn credits in accordance with the credit value of the equivalent University course. The University of Dubuque also allows students to earn credit through College-Level Examination Program (CLEP).

College credit may be granted to veterans for service schools attended. Recommendations of the Guide to the Evaluation of Educational Experiences in the Armed Forces, prepared by the American Council on Education, are used to determine if credit will be allowed. Credit is accepted for successful completion of [DSST examinations](#). Faculty members determine course equivalency and required test scores for each DSST test.

In limited situations, a student may seek to earn credit through one of two alternative means: credit by examination and portfolio assessment. Credit by examination may be earned for specific UD courses by passing a special examination approved by the department chair and prepared by the instructor of a course. Credit by portfolio, administered by the Associate Dean for Academic Affairs, requires the preparation of a portfolio explaining and documenting how the student achieved the specific learning outcomes for the course the student is seeking credit. The portfolio is assessed by faculty in the academic department petitioned. No more than 20 percent of the total number of credits required for the departmental major may be earned through portfolio evaluation.

Internships and clinical experiences are managed by the individual academic department but are governed by a common set of expectations and assessments. Each internship must be supervised by a faculty member and may include required readings and journal, portfolio, paper, or other products, and include a final summation activity. One credit hour requires a minimum of 50 hours of work. Internship experiences are assessed using a [common instrument](#) developed on the basis of the Council for the Advancement of Standards in Higher Education internship standards.

3. The University of Dubuque has [written policies](#) to assure the quality of transfer credits. The

University accepts all courses passed at an accredited bachelor's degree-granting institution, provided the overall grade-point average for those courses is 2.0 or better. If the student's cumulative grade point average at the institution from which the credits are transferred is less than 2.0, the University will accept all credit for courses in which grades earned were C or better. Transfer students enter with a class standing in accordance with the number of credits earned and accepted by the University of Dubuque for prior education at other institutions. Students entering with an Associate of Arts or Associate of Science degree from an accredited two-year or four-year institution will be considered to have completed all components of the General Education Curriculum, with the exception of the Judeo-Christian Tradition and the Capstone in the major.

International students are required to provide a translated copy of their educational credentials for post-secondary work completed outside the United States and to have their academic transcript evaluated by World Education Services. This professional evaluation becomes the basis for decisions regarding the credits accepted by the University. The acceptance of transfer credits for graduate programs varies by program and is identified in the respect program catalogs.

4. UD exercises oversight of its academic offerings from course development through course delivery.

a. Course prerequisites—the primary responsibility for determining course prerequisites lies with the faculty in the relevant area of study and are part of the [course proposal](#) and revision process. Any exceptions to those prerequisites must be approved by the department head for the course in question. Prerequisites are listed in the College Catalog and the automated registration system is designed to require a manual override if prerequisites have not been met.

b. Course Rigor—Attention to academic rigor is embedded in the course development and approval process. All courses must include articulated learning outcomes. These outcomes are tied to the relevant program of study. The faculty curriculum committees review courses to insure that learning goals are appropriate and the work meets the expectations for the course level and credit hours granted. The [Learning Time Worksheet](#) also provides additional evidence that the time investment expected from students merits the awarding of credit.

c. Access to Learning Resources—The University provides students with access to a wide range of learning resources, beginning with [academic advising](#) through the Center for Advising and Vocation and the faculty advisor. Academic support services are provided through the [Academic Success Center](#), as described in Section 3.D.1. [The Charles C. Myers Library](#) services include online and hard copy resources, technology, reference personnel, a variety of learning spaces to support teaching and learning. In addition students have access to a Career Counseling Center, Mental Health Counseling, and Pre-Health Professions Advising. Academic services to support students include developmental courses, TRIO-Student Support Services, Bridge, and Disability Services.

d. Faculty Qualifications— The required qualifications for faculty members are defined in the Faculty Handbook. Faculty members are expected to meet the following five criteria: commitment to the Mission, effective teaching, participation in scholarship and professional development, service to the University community, and effective student advising. All instructors are expected to meet HLC's faculty qualifications expectations. This is documented through a [Faculty Qualification Determination](#) process and each requires final approval by the Vice president for Academic Affairs.

UD offers no dual credit courses or programs for high school students.

5. Specialized accreditation is maintained by the University in areas that benefit its students and graduates. Several programs at the University of Dubuque have achieved a specialized accreditation. Currently, those programs include:

- The University of Dubuque Theological Seminary is accredited by [the Association of Theological Schools](#). The last comprehensive visit was held in 2014, with the next scheduled for November of 2024.
- The Aviation program's Bachelor of Science degrees in Aviation Management and Aviation Flight Operations are accredited by the [Aviation Accreditation Board International](#). The University of Dubuque and St. Louis University are the only private institutions within the geographic region of the Higher Learning Commission to hold this accreditation. Accreditation was first achieved in 2005. Full re-accreditation (five years) was granted following a self-study and site visit in 2015. The program is currently preparing for a re-accreditation visit in 2020.
- The Nursing program is accredited by the [Commission on Collegiate Nursing Education](#) of the American Associate of Colleges of Nursing. Initial program accreditation was granted in 2007. In 2014, the program was re-accredited through 2020. The program also maintains approval from the [Iowa Board of Nursing](#). In 2014, the program was granted full approval for six years—the maximum term. They are preparing for their 2020 visit.
- The Teacher Education program maintains approval from the [Iowa State Board of Education](#). The teacher preparation program study and site visit were held in the fall of 2012. In 2013, the program received full approval through the 2019–2020 academic year. The state of Iowa will be on campus for their next accreditation visit in the fall of 2020.
- The Master of Science in Physician Assistant Studies program is accredited by the Accreditation Review Commission on Education for the Physician Assistant ([ARC-PA](#)). Provisional Accreditation status was granted in 2016. The program completed its Provisional Monitoring site visit in August 2018. As a result of that visit, the program was placed on probationary status. The Final Provisional Monitoring site visit will take place in the spring of 2020.

6. The University of Dubuque assesses the success of its graduates through an externally-verifiable data source for post-graduation job placement. Because of the University's emphasis on professional programs, success for most graduates means placement in a career-related job. Previous efforts at collecting job placement data relied on the self-report of graduates. The quality of the data received through this approach was not as high as desired by the University. In order to obtain more accurate data about what happens to graduates after college, the University partnered with Iowa Workforce Development (IWD) in tracking the employment patterns of graduates. Graduates can be sorted according to the industry in which they are employed and their annual wage earnings from primary and secondary employment sources. The data can be sorted by major area of study, providing academic departments with valuable data on the success of their program's graduates. This partnership began with data for the graduating class of 2011. Since the University is evaluating employment 12-months post-graduation, and to meet the availability of data to Iowa Workforce Development, the data is pulled 18-months post graduation.

Reviewing the data provided by IWD, and analyzing salary information, we have determined that measuring wages 12-months after graduation does not tell the full story for all programs. For example, flight operations graduates typically spend another one to two years acquiring additional flying hours, often as a lower-paid flight instructor, before becoming eligible for a career position with a major airline. Starting with our 2011 graduating class, we also measure [employment data 5-years post-graduation](#) and 10-years post-graduation.

Many undergraduates complete internships as part of their degree requirements. These internships provide valuable information from employers regarding the preparation of UD graduates for the workforce. As part of the internship process, UD staff and faculty are in contact with internship supervisors at the participating organizations and solicit feedback on how well prepared, how professional, and how versatile UD students are for industry expectations. This information is shared with the faculty in each program to use in each department's own assessment process.

Individual program areas also collect data, when available, on the success of their graduates in occupational specific examinations. For example:

- Nursing program graduates are required to take the National Council Licensure Examination (NCLEX®) which measures the competencies needed to perform safely and effectively as a newly licensed, entry-level nurse. The pass rate of UD BSN graduates has been 100% for first-time testers for the last three calendar years (2016-2018). NCLEX pass rates are generally regarded as the one of the most important measures of nursing program quality.
- The Department of Business and Accounting utilizes the ETS® Major Field Test as an assessment tool to track student learning. The ETS-MFT in business contains 120 multiple-choice questions designed to measure UD students' business subject knowledge; the business department uses this as a benchmark for comparison with other schools and previous cohorts within the department. The Department of Business and Accounting compares its graduates to an aggregate group of 20 institutions with business programs similar in nature. Since 2012 on average our students' ETS test scores have been higher (146.5 vs.144) than students who took the ETS test at the 20 comparison schools.
- The Department of Teacher Education, in compliance with Iowa code, requires Teacher Education students to take two Praxis II tests prior to licensure. They take one pedagogy test (Principles of Learning and Teaching) and one content test. The content test is specific to the area in which they seek licensure.
- Physician Assistant graduates must pass the Physician Assistant National Certifying Exam (PANCE) administered by the National Commission on Certification of Physician Assistants (NCCPA) to obtain certification. The exam assesses basic medical and surgical knowledge. After passing PANCE, PAs are issued NCCPA certification and can use the PA-C designation until the certification expiration date (two years). The inaugural PA Class of 2018 had a 100% first-time pass rate. The national first-time pass rate is 98%

Sources

- 2017-2018 Program Review
- 2018 Fall Fast Facts Employment
- Academic Advising Information
- Academic Council Agenda February 2019
- Academic Department Review Template
- Academic Success Center Information
- Alternative and CLEP Testing Information
- Annual Department Assessment Guided Implementation Discussion
- ARC-PA Webpage
- Assessment Department Review Schedule
- Assessment Department Review Schedule
- Assessment Document Template

- Association of Theological Schools Webpage.pdf
- Aviation Accreditation Board International Webpage.pdf
- Charles Myers Library Information.pdf
- Commission on Collegiate Nursing Education Webpage.pdf
- Course Proposal Form_Undergraduate
- Faculty Qualifications Determination.pdf
- General Education Assessment Schedule.pdf
- Internship Final Evaluation Form
- Iowa Board of Nursing Webpage.pdf
- Iowa State Board of Education Webpage.pdf
- Learning Time Worksheet
- Transfer Equivalency Reports
- Undergraduate Catalog 2019-2020_Transfer Credit Policy

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

1. The goals of the College are based on the Mission of the University of Dubuque: as a community, the University practices its Christian commitments by educating students, pursuing excellence in scholarship, challenging students to live lives of worth and purpose, and preparing students for service to the church and the world. Therefore, the University of Dubuque is committed to: a hospitable Christian environment which respects other faith traditions; relationships which encourage intellectual, spiritual, and moral development; excellence in academic inquiry and professional preparation; a diverse and equitable community where Christian love is practiced; stewardship of all God's human and natural resources; zeal for lifelong learning and service.

The [general education program](#) at the University of Dubuque forms broadly educated students at the undergraduate level by developing competence that engages questions and challenges in a variety of life contexts and is directed toward living out one's calling with character and conviction. The program has three major dimensions which correspond to the three general education learning outcomes. They include demonstrating foundational intellectual and practical skills, exploring the major questions and challenges in five contexts of human engagement, and developing a statement of personal calling/vocation that synthesizes knowledge, skill, and responsibility. The [General Education Curriculum Assessment](#) rotates the focus of each learning outcome once every three years.

Assessment has become part of the culture at the University of Dubuque. Academic curriculum assessment begins with the [program proposal/course proposal and approval process](#) which is facilitated by the Faculty Curriculum Committee. The VPAA has final approval. Each [major, minor](#) or [course proposal](#) is required to be based on Student Learning Outcomes (SLO). This includes submission and approval of a [Department Assessment Document](#) at the time prior to Curriculum Committee approving the major or minor.

The process for assessment as detailed in the [UD Assessment Handbook](#) has evolved and has arrived at a place where all departments own the assessment process and actively take part, using it to improve student learning. Immediately following each academic year, using the data collected and observations made, each academic department completes an assessment report with the results from the previous year. Every August during faculty meetings, each department has dedicated time to review the previous year's data and reflect on successes and areas where improvement is needed.

Using assessment data results from the report, the department creates an action plan for the coming

year. Based on successes or areas of perceived weaknesses, the plan will evolve year-to-year to ensure achievement of learning goals.

In addition to a report and a plan, an [assessment worksheet](#) has been implemented to assist each department in capturing specific examples of student learning and the success stories of graduates. While the individual examples are not in themselves valid assessment, they do connect what can be abstract measures of success with concrete examples and provide encouragement that assessment makes a difference in the lives of our students.

As the assessment process has evolved and become a centerpiece of the culture at the University of Dubuque, so has the role of the [Assessment Committee](#). The committee, at one time, was needed to help each department complete their assessment and ensure the assessments were comprehensive. With a mature view of the need for and benefits received from assessment, the committee can now focus on analyzing trends university-wide and serving as resource to the departments ensuring an effective assessment process.

2. Each academic department has an [assessment document](#) based on learning outcomes that is reviewed and updated annually for the academic majors and minors. For each learning outcome, measurement tools are identified along with benchmarks for what constitutes successful achievement. The annual assessment document ties the learning outcomes to assessment results and identifies an action plan developed in response to the actual outcomes achieved.

Likewise, the General Education Curriculum Committee is responsible for [General Education Curriculum Assessment](#) which follows the same format as assessment in the majors, with one exception: specific learning outcomes are assessed every three years on a rotating schedule.

[Co-curricular assessment](#) follows an OKR model. Each department has established specific goals/outcomes, measurement tools and benchmarks. Each goal is connected to the strategic plan and the Student Success Commitment. The data gathered is analyzed and used to determine where we have established strengths and areas of opportunities.

3. Every academic department and program area can identify changes being made as a result of the assessment of student learning. Department reviews have led to changes within many academic programs. The annual Assessment Document requires departments to respond to assessment data in some actionable way. For many learning outcomes, the data supports the methods departments are using. But for every department, the assessment process highlights areas for improvement too. Because of the variety of assessment goals and the small sample sizes, some programs struggle to capture reliable data. While this is a legitimate concern, the process is designed to help departments make improvements, even with limited data. When departments gather to finalize their assessment reports and complete their annual assessment worksheet, they are asked to develop an action plan on what they plan to implement or improve on in the coming year. Each action plan focuses on continual improvement.

An ongoing challenge is to increase the transparency of assessment data and the improvements made in response to that data. Therefore, discussion of Assessment has become a regular part of the Academic Affairs meeting structure. Each August departments have a 2-3 hour block of time for a working [Department Assessment](#) meeting including lunch. The agenda for this meeting is to review the Assessment Document from the previous year especially focused on the action plan for the current year and complete the [Academic Assessment Worksheet](#). This worksheet allows departments to share successes, challenges, how they are addressing the university strategic plan and current

university initiatives. At a subsequent faculty meeting, departments share their successes, challenges etc. In May and June, they complete the Assessment Document so it can be reviewed over the summer and the action plan implemented the following August. This is an effort to make continuous improvement a more visible part of the campus culture.

4. Our goal is that the campus community is committed to student success and living out our mission. Knowing that the assessment can sometimes seem to pull us away from the actual work of serving students, the assessment committee has streamlined the assessment process to that is less about filling out forms and more about providing useful tools that departments on campus feel contributes to their respective department's success in helping our students.

Academic assessment is led by the Director of Teaching and Learning, who has academic assessment and program review as part of her job description. She works closely with the Director of Institutional Research, Assessment and Planning, and is supported by the Assessment committee. Faculty from the undergraduate (both professional and liberal arts programs) and graduate programs are represented on the committee, as well as staff who teach. The committee is fully committed to evaluating assessment processes to ensure that we are in alignment with the University Mission and that the assessment process is a benefit to each academic department in improving student learning and outcomes for our students.

As an institution, the work done through our strategic planning process reinforced the need to streamline the process of tying the work happening on campus back to our strategic plan. Co-curricular assessment, led by our Director of Institutional Research, Assessment and Planning, is directly connected to both our strategic plan and our Student Success Commitment. In addition, the academic departments are asked to reflect on specific strategies, as well as the Student Success Commitment, during the assessment process to show cohesive efforts in enriching our students' lives.

Sources

- Annual Department Assessment Guided Implementation Discussion
- Assessment and Department Review Handbook
- Assessment Document Examples
- Assessment Document Template
- Course Proposal Form_ Undergraduate
- Curriculum Committee Proposal Routing
- Faculty Handbook_ Assessment Committee Mandate
- General Education Assessment Schedule.pdf
- General Education Curriculum Assessment
- General Education Program
- Guided Implementation Discussion Examples
- Non Academic OKR.pdf
- Program Proposal Form_ Undergraduate

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve 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, 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

1. The University undertook the evaluation of our goals as we went through the strategic planning process in 2015. Student success, while on campus and long after they leave us, was the focus of our efforts. The question at the forefront was, and continues to be, are we really improving the lives of our students? Out of this came our [Student Success Commitment](#), [First Six Weeks Task Force](#), and the [Brain Health Task Force](#).

When we looked at student retention, persistence, and completion, we asked ourselves if our goals, and methods of setting our goals, were truly in alignment with our mission and who our students are. Looking at our very diverse student body, we determined that they were not. UD students are diverse in their socioeconomic backgrounds, their race/ethnicity, and their cultural experiences, among other things. Because of this, we decided that comparing ourselves to national averages and lumping all of our students in one category was not benefiting our students, nor was it in alignment with our mission.

What we found through our work with our [First Six Weeks Task Force](#) is that poverty was the biggest indicator that our students did not persist. With the information on students' [income levels and how it relates to academic progression](#), we are now addressing retention, persistence and completion goals based on socioeconomic status. Our institutional goals focus on internal improvement year-to-year. Our 2019-2020 goals are as follows:

Retention — 68% (our last year's retention rate was 65%)

Completion (at 150% of normal time to completion) — 48% (our last reported completion rate was 45%)

The University of Dubuque regularly collects and analyzes data that informs student success. As mentioned above, our First Six Week task force and our Brain Health task force have focused on

students who are and are not retaining. This data is shared and evaluated throughout each semester, as we watch for trends and intervention points. It is important at UD to evaluate student retention, persistence, and completion from as many different perspectives as possible.

In recent years, UD has implemented the [Student Achievement Measure \(SAM\)](#) for analyzing student success. This has helped us to understand not only student persistence and completion at UD, but also allows insight into students who leave and find success at a different institution. Using SAM also allows us to track our students' time to completion. Understanding our findings on the impact of socioeconomic status, we do not simply look at each entering cohort through the lens of SAM, but we break our cohorts into socioeconomic status groups. In last year, it has become clear that we need to more directly factor the effects of low socioeconomic status into our student success efforts.

3. Over last two years, the University has employed a task force model for using student retention and persistence data. The First Six Weeks Task Force is examining the actions of entering students during the critical phase of establishing patterns of behavior. The Task Force examined attendance and performance of first year students, focusing on those whose behaviors warranted concern. One outcome from the First Six Week task force has been the development of a matrix that can be applied to our incoming students that alerts us to students who will likely struggle. As a result of their work, all incoming students sign a Student Success Commitment and the Bridge program for under-prepared students has been modified. A second task force, focusing on Brain Health, has been meeting as well. This group is still seeking to understand the issues surrounding brain health among our students, but its goal is to identify issues earlier and provide better means of intervention.

On an individual course level, we look for failure patterns among early, required coursework. One area where failure was too high was in developmental mathematics. During the 2018-2019 academic year, we implemented changes in curriculum and pedagogy that seem to be resulting in greater success. Also, over the last five years, early intervention has led to a reduction in the numbers of students who are academically dismissed at the end of the semester.

4. UD utilizes Jenzabar EX® to keep student records safe and accessible. All data collected regarding the student's academic progress is ultimately stored in Jenzabar. This is the primary source of data for analysis.

The UD student demographic includes students who are not prepared for higher education—educationally, emotionally, and socially—and may have external factors that complicate their educational journey. In order to follow students who may stop and restart their education, we have begun to use the Student Achievement Measure. This method allows us to track both first-time students and transfer students who enter the University from entry to completion, regardless of the institution from which they graduate.

In addition to providing the University access to its students' pathways, the National Student Clearinghouse data also allows it to gauge the number of its graduates who enroll in a graduate program. While our largest academic majors tend to send graduates directly into the workforce, ___% of our 2017 graduates immediately pursued graduate education.

We have developed a relationship with Iowa Workforce Development, allowing it to access data on our graduates and their [employment status one year after graduation](#). This provides us with data, presented in the aggregate by major area of student, on graduate earnings from primary and secondary employment. Although this does not account for those students who have entered the military, left the country for employment, have entered graduate school (this is covered by the

National Student Clearinghouse), or who may be working for the church, it does cover the majority of UD graduates. The latest report indicates that, when taking into account students that we know are in graduate school, in the military, working for service organizations, in full-time ministry, or are self-employed, our placement rate continually hovers near 96%. Moving forward, we believe that using employment data from five and ten years, post-graduation, will add additional value to the 12-month, post-graduation data.

Sources

- Brain Health Task Force - Agendas - Began 2018.pdf
- First Six Weeks Task Force - Agendas - Began 2017
- Grad Placement Report
- Income Impact on Success
- SAM
- Student Success Commitment

4.S - Criterion 4 - Summary

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

The demographics of the college student have changed quite dramatically over the past decade. Today's students no longer fit in a mold — rather they come from different race and ethnicity groups; different socioeconomic backgrounds; different educational standards. Caring intrusiveness at the University is more important than ever. We are focusing on providing the “big six” experiences identified in the Gallup-Purdue Index through the implementation of our Student Success Commitment. Academic assessment is being done, and data on our graduates from Iowa Workforce Development and the National Student Clearing House are evidence that we continue to improve in our ability to assess our programming. As household income levels seem to be a significant factor in student success, we are in the process of fine-tuning our interventions to address the impact poverty and low income has on student success.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

1. The Board of Trustees has the ultimate responsibility for the University. The Trustees operate within the [Articles of Incorporation](#) and a set of [by-laws](#). The University's [Board of Trustees](#) currently has 30 members, who bring expertise and experience in the fields of education, publishing, business, medicine, law, technology, the church, and civic leadership. They are strongly invested in the institution. Their service to the board ranges from 1 year to 37 years, averaging 13 years. Half of the trustees are alumni of the University. The Trustees are active in the Association of Governing Boards (AGB) and have been [cited](#) by AGB as a “game changer” board.

Recently, the Board has refined its [meeting](#) and [committee structure](#), moving more substantive deliberations into the board committees and using the full board meetings for more strategic and high-level discussions. This has been done to address the volume of information that Trustees are expected to digest before each meeting, allowing individual Trustees to focus on their particular board committee's responsibility. All Trustees serve on a Board committee. These committees have a written statement of purpose, role, and scope as approved by the Board, and meet at least twice a year. At most Trustee meetings, a brief educational session is embedded in the meeting to educate Trustees about significant initiatives on campus. Each spring, the Board holds an [educational conference](#) when they consider, in depth, an issue of importance in effective governance.

Trustee evaluations of these conferences indicate that they are deemed to be a valuable learning experience in the ongoing education of governance roles and the higher education landscape. In particular, Trustees report that the conference provides opportunity for macro educational opportunities, e.g. outside experts who provide a focused, in-depth examination of higher education strategic issues and how they may impact the University; and the micro educational opportunities, e.g. understanding the UD pathways for UD students, how they are being strengthened, what the

assessment data shows; and long-term goals.

2. Policy and procedures for governance.

a. Trustees. Standing committees of the Board of Trustees include the following: [Academic Affairs, Development, Executive, Facilities, Finance, Governance and Nominations, Investment, and Student Life](#). The Board is dedicated to pursuing its mandate to provide “policy making and general oversight of the executive and management operations of the corporation. It formulates and establishes the general, financial, and educational policies as it shall deem necessary, appropriate and convenient for the proper development and management of the corporation in pursuit of its established purposes.”

Within the last two years, the Governance and Nominations Committee has reviewed the committee organization to assess performance and structure in light of recommendations offered by the Association of Governing Boards to its member institutions. As a result of this review, the [structure of the Board of Trustees meetings has been modified](#) to allow Trustees to spend a major portion of their meeting on issues of strategic importance to the University. A secure website, Diligent Boardbooks, has hosted all Board-related materials including meeting agendas, supporting materials and minutes, Board Education Conference materials; Strategic Plans and updates; President’s Updates, and other resources of informational/educational value to the Trustees. Materials are ultimately archived and remain available for Trustee access at their convenience.

b. Administration. The President’s Cabinet includes the President, the Vice Presidents of Academic Affairs, Advancement/Enrollment Management/University Relations, Finance, Deans of Student Formation and Student Engagement, and the Director of Athletics. They meet approximately every two weeks, with an [agenda](#) that reflects standing items of importance (such as budget) and items identified by cabinet members. As part of their work, the Cabinet [reviews the strategic plan](#) to insure that the Mission and priorities of the University are being advanced.

c. Faculty. The faculty operates as a body of the whole and is governed by a trustee-approved [handbook](#). [Faculty meetings](#) are typically held once a month during the academic year, and [committees](#) serve to carry out appropriate governance responsibilities. The committees and their respective responsibilities are listed in the handbook. As the university has become more complex and total number of full-time faculty has expanded to more than 100, the current “committee of the whole” structure is becoming unwieldy. During the 2019-2020 year, we will be examining changes to the faculty governance structure.

d. Staff. Each staff member is covered by the policies contained in the [Staff Handbook](#). Beyond formal policies and procedures, the administration seeks to create a campus climate that encourages widespread participation by staff and faculty in the affairs of the University. Actions that contribute to this include regular updates from the President following each Board of Trustee meeting, periodic newsletters from different areas on campus, and opportunities for informal social interaction.

e. Students. Each group of students—undergraduate, graduate, adult, and seminary—has a student handbook that outlines student rights and responsibilities. Undergraduate students have an elected body, the [Student Government Association](#), which represents the interests of the undergraduate student body. They operate within a [constitution and by-laws](#). [Physician Assistant](#) and [Seminary](#) students have comparable associations. Currently, there is no formal mechanism for the representation of adult students enrolled in the LIFE program or students in the masters programs at the University.

3. Senior academic leadership, in partnership with faculty and staff, assumes primary responsibility for setting academic requirements, policy, and processes. The faculty have standings committees that review and set academic policies at the undergraduate and graduate levels. A substantial portion of the administrative and managerial functions of the College and Seminary are carried out through the work of the [faculty committees](#). Committees make recommendations to the faculty and/or academic dean. Policy changes are approved by the President and, where appropriate, the Board of Trustees. Students are also included on committees where appropriate. An ongoing challenge has been the turnover among undergraduate students serving on these committees, as well as their limited availability due to coursework and other responsibilities. The Student Government Association has served as another vehicle of student involvement. However, more effective mechanisms for student engagement in academic policies and processes need to be developed.

Sources

- Board Committees Description Statement of Purpose Committee Lists - 2014 - 2019
- Board Meeting Dates and Agendas - 2014 - 2019
- Boards as Game Changers Article
- Bylaws Amended for Approval 12-15-2016 - Ratified by Board 4-29-2017
- Faculty Committees 2019-2020
- Faculty Meeting Minutes 2014-2019
- PA Student Government Officers
- PC Agendas 2014 - 2018
- Public List of Board of Trustees and Senior Management
- Restated Articles of Incorporation and Amendments 1994 - 2001
- Sample SP PC Agendas
- Seminary Catalog - Student Association
- SGA Constitution and By-Laws
- Student Government Association Webpage

5.B - Core Component 5.B

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

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

1. The University continues to improve its resources and infrastructure. Operational budgets have continually increased, and the University has funded operations while maintaining a balanced budget during this time. The stable enrollment levels and the growing LIFE program have made a major contribution to a positive revenue stream.

a. Fiscal. [Operational budgets](#) have continually increased, and the University has funded operations while maintaining a balanced budget during this time. The stable enrollment levels and the establishing of mission-oriented, revenue positive programs (such as LIFE and the Physician Assistant Master's program) contribute to a positive revenue stream. Over the last five years the [endowment](#) has increased, from \$101,034,329.00 in August of 2014 to \$160,698,909.00 in March of 2019. Future additions to the endowment through the estate gifts and irrevocable trusts appear promising.

b. Human. In 2018, total full time University employment was [377](#). This is comparable to similar-sized institutions in the region. Over the last five years, the University has maintained an undergraduate student-to-faculty ratio between 13/1 and 17/1 and in 2018 it was 13/1. The [Annual Academic Program Review](#) monitors the demand on faculty by program area, providing data into where more or less faculty presence is needed. This is evaluated by the President, Vice President of Academic Affairs and the Academic Affairs committee of the Board of Trustees and factors into future staff priorities.

c. Physical. Over the last five years, a number of campus building projects have enhanced the learning environment. All of these programs have been fully funded through donations. These include a new flight operations center (completed in May of 2019), a major addition to the University Science Center to house the Physician Assistant Studies program, re-landscaping of the campus quadrangle, and the Veterans indoor practice facility.

Current projects include three major projects: The Welcome Center (completed by Fall of 2020) that will include six classrooms, a lecture hall, administrative offices, student lounge space and a visitor's center; a new campus green space, Wallace Commons and Bell Tower, (completed by Fall of 2019); the Student Health Center (completed by Fall of 2020).

Following the completion of the Welcome Center, the trustees have committed to a major refurbishing of three of the oldest buildings on campus to bring them up to modern standards. Two are primarily used for faculty and administrative offices (Severance Hall and Van Vliet Hall) and one is a residence hall. Based on our current [space analysis](#), these projects will meet the learning needs of our current on-campus student body and current academic programs.

d. Technological. We continue to address technology needs. We have a wireless network across campus, with separate systems for educational/administrative areas and residential buildings. In the summer of 2019, the entire campus telephone system was upgraded. One of the identified learning needs was for more computer lab space. The new Welcome Center will include two additional labs.

2. Resources at the University of Dubuque are allocated toward accomplishing its educational mission. The University of Dubuque does not have a subordinate entity and therefore does not disburse revenue for non-educational uses. All resources are allocated for the institution's mission of education.

3. The current [strategic plan](#) sets goals for the growth of the institution. The plan includes five major strategies: identify, create, and nurture a distinctive culture; aggressively expand on UD's strong infrastructure foundation; expect and empower an exceptional board of trustees for UD's future; build on the excellence – and improve - UD's professional programs, strong foundation in the liberal arts, and inspirational instruction; and design, build, and communicate a compelling UD brand. Recognizing that, for the next decade, demographic trends suggest that our region will experience decreasing growth rates in traditional-aged students, the strategic plan is oriented toward maintaining a sizeable (meaning the largest University program) traditional undergraduate program by offering quality educational experiences and finding new missional opportunities through programs targeted toward adult learners (accelerated programs and professional graduate programs). Since the plan was adopted, we have been able to execute tactics in every major strategy area.

4. The University of Dubuque hires and develops qualified and committed staff members. Each position at the University has a job description outlining the expectations of and qualifications needed for the position. This serves as the basis for the hiring process. For many positions, candidate qualifications exceed those outlined in the position description. As the Mission is core to the operations at the University of Dubuque, each new hire is provided access to the Mission and many hires are asked to address the Mission during the interview process. In addition, candidates for faculty and key administrative positions are interviewed by the President and also by the Director of the Wendt Center. Tuition remission for coursework taken at the University is available to current staff, spouses, and their dependents. This provides full tuition remission for coursework toward the employee's first undergraduate degree and 50 percent remission for graduate-level coursework. When essential for the academic development of the institution, staff members are supported in association memberships and conference attendance. The new Strategic Plan includes several initiatives targeting staff development, including a comprehensive on boarding training system; adding professional development funds for staff, and evaluating the organizational structure.

5. The Vice President of Finance and Auxiliary Services and the President of the University work closely with the President's Cabinet in the budgeting process. Each cabinet member is tasked with developing revenue projections for the upcoming year and preparing departmental requests for the new budget. Once the projected revenue portion of the budget has been prepared, the Cabinet meets with the President to review the projections and propose operating budgets and capital requests. The Cabinet's recommendations are then forwarded to the President, and reviewed by the Finance Committee of the Board of Trustees. The Finance Committee then recommends the [fiscal year](#)

[budget](#) for preliminary approval by the Board of Trustees at its May board meeting. At its fall meeting, the Board approves the [budget](#) in its final form. Once approved by the Board of Trustees, budgets for the upcoming year are provided to the Cabinet members with oversight responsibility. Over the last fifteen years, the University has been able to maintain an annual balanced budget.

Sources

- Academic Department Review Template
- Classroom Space Utilization Data_Fall 2017
- Endowment Value
- Final Budget
- IPEDS HR
- Preliminary Budgets
- Strategic Plan

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
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, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

1. As described in 5.A.5, the budgeting process is a collaborative effort. The President's Cabinet meets to establish projections and then each member involves the members of their respective teams in determining allocation of fiscal resources for the projects that will best enhance our mission and priorities. Our mission prioritizes student learning, and resources are allocated with that mission in mind. This is evidenced in employment, where approximately one half of all employees are directly involved in student learning, either as faculty members or members of academic support areas such as the [library](#) and [Academic Success Center](#). The building projects described in 5.A.1 all include significant elements that improve the student learning experience by providing more classroom, lab, and common space for students. Overall, we work to make sure that resources are effectively used to serve students. As a result, the average student loan debt for traditional undergraduate students (not including flight fee debt accrued by aviation students) was \$22,367.00 for 2018 graduates, below the average of other private institutions in the state and slightly below our average student loan debt in 2014 (\$22,894.00).

2. Through program assessment reports and increased data collection, administration, faculty, and staff are better informed to make sound decisions. Academic assessment reports are completed on an annual basis, with the major work being completed in [August](#) of each year, when the [program assessment report](#) is reviewed and finalized by each department's faculty. These reports become the basis for decisions about program modifications. In addition, an [annual review of academic programs](#), summarizing major data about each academic program area, is completed by September of each year. Combined with the assessment reports, this document serves as the basis for making new hires and reallocating budget dollars when the [budget](#) is finalized in October. While top administration can see the links among these processes, it can sometimes be difficult for others on campus to see the connection. A goal for the near future is to improve the visibility of the links between assessment data, operations, and budgets.

3. Planning at the University of Dubuque involves a broad range of constituent groups. The

University incorporates the considerations of all the internal constituents when planning: faculty, staff, students, and members of the Board of Trustees. Alumni are also included through alumni representatives who participate in Board activities. Outside accrediting agencies provide a formal external review for programs which require such accreditation. The Aviation, education, nursing, physician assistant, and seminary programs all meet the reporting requirements set by their respective [accrediting agencies](#). These programs, and selected others, have advisory boards that provide accountability, advice, and advocacy. Any concerns raised through these processes are evaluated and addressed by the department chair, faculty, and the Vice President for Academic Affairs. For academic program areas without a specialized accrediting agency, a [program review process](#) includes external scan and often an external review team. This ensures that the program is growing in such a way that it benefits the students and best prepares them for their futures. Results from the program review are then considered with future planning. The latest strategic plan was developed through an [iterative process](#) involving trustees, administration, faculty, staff and students.

4. The University of Dubuque takes a conservative approach to revenue in order to minimize the effects of external forces on its financial operations. With the substantial growth in resources over the last decade, the measurement of “current capacity” has been a moving target. The trustees have capped the [endowment draw](#) at 4% per year, even though returns have exceeded that cap in recent years. As a tuition-driven institution, the primary driver of capacity is net tuition revenue. Prospective students are showing us offers from other institutions that include what we would consider to be overly generous aid packages. While we try to be competitive, we have worked to maintain a sustainable net tuition rate. Currently, our discount rate is approximately 45%. Our budgeting process includes two steps, with a [preliminary academic year budget](#) developed in the spring and the [final budget](#) approved after student enrollment is finalized in the fall. This has allowed us to modify the budget early in the new academic year, if needed. The current [strategic plan](#) is focused on efforts that provide non-tuition revenue streams and increase the value proposition of a UD education.

5. Because of the financial crisis that prompted the University’s dramatic transformation in the late 1990s, UD was able to prepare for the changing demographics of higher education before many other institutions. It planned accordingly and is oriented toward serving the students who are arriving on college campuses today—varied in the levels of educational preparation, first-generation, and racial/ethnic diversity. As the University gains more experience in working with these populations, changes to programming and systems continue to occur. Our accelerated program for working adults ([LIFE](#)) is a direct response to demographic shifts in higher education. With the recent global uncertainties, we are conscious of two sources of tuition revenue whose funding is outside of our direct control: students funded through [ROTC scholarships](#) and through the [Saudi Arabian Cultural Mission](#). We identify these as separate revenue lines so that we can assess our exposure to changes in these funding sources.

.

*** The text below has been merged from Core Component 5.D ***

1. The University of Dubuque looks to multiple sources of evidence to evaluate operational performance. Performance outcomes are documented at several levels of operation. At the highest level, the multi-year [strategic plan](#) is reviewed every year and current levels of performance are identified. The President’s Cabinet reviews the plan to set priorities for the coming year. The academic [program review](#) and [assessment](#) processes serve as the primary vehicle for documenting

performance. The internal program review process includes a consideration of past performance and some comparisons to external measures of performance. For programs with specialized accreditation (aviation, education, nursing, physician assistant, and Seminary), the processes established by each accrediting agency include measures of performance.

A variety of external measures are also used to document performance. These include The [National Survey of Student Engagement](#), last administered in 2016 and the Adult Student Priorities Survey, last administered in 2016. In addition, there are a number of internally generated program performance reviews including the Library, the Academic Success Center, and the summer school program.

Faculty members are evaluated on a regular basis. Each faculty member now completes an online [Annual Faculty Review](#) which includes a review of performance in each of the major areas of faculty responsibility and a set of goals for the upcoming year. This review is followed with a face-to-face conversation between the faculty member and a senior member of the academic administration. The result of this review is an agreed upon direction and set of priorities for the faculty member in the coming year. When a faculty member applies for promotion or tenure, the review process extends to the performance of previous years. The faculty member completes an extensive self-study that documents performance since the previous review. Staff members are evaluated by their supervisors, typically on an annual basis. Many supervisors use some version of a [standardized evaluation form](#). These evaluations serve as the basis for promotion and compensation decisions.

The University regularly reviews its exposure to risk and establishes a [risk management plan](#). The Investment Committee of the Board of Trustees reviews the [investment portfolio](#) at its regular meetings.

2. The University's transformation in the late 1990s taught an important lesson: change is the new normal and the University needs to be positioned to embrace this change. Over the last four years, the benefits of this commitment to continuous change and improvement are evident in the several key measures of institutional success:

a. Total student enrollment has increased by 13%, from 2102 (Fall 2014) to 2377 (Fall 2018).

b. Substantial improvements to campus facilities have occurred, all without acquiring debt:

- Refurbished Blades Hall (General classroom building)
- Constructed an addition to the University Science Center for the Physician Assistant Program.
- Constructed an addition to the Stoltz Sports Center to create more seating for basketball and volleyball competitions.
- Constructed an indoor athletic practice facility, a weight room, and football locker room.
- Re-landscaped the campus quadrangle.
- Acquired a historic mansion near campus to become a President's residence.
- Constructed a flight operations and classroom facility at the Dubuque airport.
- In the process of developing a second campus green space.
- In the process of constructing a welcome center/office/classroom facility.
- In the process of constructing a student health center.
- Addressed a majority of deferred maintenance items.

c. The endowment value has increased by 59%, from a value of \$101,034,329.00 (August, 2014) to \$160,698,909.00 (March 2019)

- d. Operational budgets have increased every year and ended every year with revenue exceeding expenses.
- e. Placement rates for graduates remain high, at over 95 percent.
- f. Average undergraduate student debt has remained constant, at a relatively low \$22,367.00.

It is clear that more change is to come. We anticipate that, for the foreseeable future, traditional undergraduate enrollments will be flat, due to demographic factors. A large segment of our traditional-aged student population will arrive on campus without the financial resources to self-fund their education and needing more assistance to be academically prepared to do college-level work. Our goal is to continue to build the endowment fund to support these students and to look to non-traditional revenue streams, including revenue-positive programs targeted toward adult learners, so that we can meet these challenges.

Sources

- Academic Department Review Template
- Academic Success Center Information
- Annual Department Assessment Guided Implementation Discussion
- Assessment Document Template
- Charles Myers Library Information
- Department Accreditation
- Endowment Distribution
- Faculty Evaluation Form
- Faculty Review Form
- Final Budget
- Investment Committee Minutes 2014 - 2018
- LIFE Information
- NSSE16 Frequencies and Statistical Comparisons
- Preliminary Budgets
- Risk Analysis
- Saudi Arabian Cultural Mission Webpage
- Strategic Plan
- Strategic Planning Process
- US Army ROTC

5.S - Criterion 5 - Summary

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

Summary

The University of Dubuque has made significant strides in providing the resources, structures, and processes needed to fulfill its mission into the future. These improvements have positioned the University to function more effectively in the higher education market. The resource base, in terms of facilities, endowment, and operating budget, continues to improve. A strong and invested Board of Trustees guides the institution. University administration, staff and faculty learn from experience and are adept at making improvements.

Looking forward, we are working to continue the current positive trajectory by growing the endowment, examining organization structures to improve governance, and strengthening staff through improved employee development.

Sources

There are no sources.