

## Building Our Foundation



Houghton College: Self-Study Design

Prepared under the leadership of

President Wayne D Lewis, Jr., Ph.D.

for the

Middle States Commission on Higher Education

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faculty and staff.

First Draft: April 8, 2022/ Final Copy May 20, 2022

Anticipated Accreditation Campus Visit: Spring 2024

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## I. Institutional Overview

### **Philosophy**

Houghton College, an educational institution of The Wesleyan Church, seeks to prepare “scholar servants” for effective engagement with the rapidly changing world of the 21st century. This foundational concept, which will be defined below, has become an essential and guiding element of the institutional mission statement. As “scholars,” students are trained in the theoretical knowledge of their fields but also in how to apply that knowledge to practical circumstances in this country and around the world. As “servants,” they are inspired to steward their gifts humbly and graciously in the name of Jesus Christ in whatever circumstances in which God calls them to serve. To be prepared to serve effectively, a Houghton graduate must develop skills in listening, reading, written and spoken communication, computation, problem-solving, logical reasoning, and value discrimination. In addition, the graduate’s cumulative knowledge must provide a solid foundation for lifelong learning through a thorough grounding in one or more academic disciplines in addition to familiarity with the fundamental concepts, principles, and methods of the basic fields of knowledge. Learning must also relate disciplines to one another and to life in ways that assist in making wise decisions and appreciating one’s individual heritage while respecting cultural diversity and the integrity of creation. To be inspired to serve with grace, Houghton graduates must encounter positive models through life examples from Houghton’s faculty and staff. To communicate Christianity effectively to others, their reasoned faith must rest on sufficient knowledge of the Bible and its central doctrines. Their lives will translate that knowledge into the daily circumstances of a worshipping and learning community. To achieve its ideals, Houghton College will sustain a scholarly community of believers who confess the Lordship of Jesus and who actively seek truth and recognize its foundation in Christ. The faculty and staff will strive to provide a challenging and stimulating intellectual environment that is also nurturing and supportive. The community will be characterized by the historic distinctives of The Wesleyan Church, including purity of heart and life, concern for justice in social issues, and unselfish stewardship of time and the material provisions of creation.

### **Creedal Statement**

Christian institutions over the past 2000 years have attempted to articulate the framework of their convictions in cognitive terms called creeds. As an academic institution, we recognize that all learning happens within a framework of assumptions and presuppositions about the ultimate questions of human existence—the meaning of persons and the source and limits of knowledge. At Houghton, as at most Christian liberal arts colleges, we seek to make these assumptions explicit. Our framework of conviction draws heavily on the affirmations of the Apostle's Creed. It also reflects the concerns of the historical period within which it was articulated. It is these convictions that we bring into dialogue with our academic studies such

that both our faith and our studies may be enlarged and sharpened.

This statement of doctrinal views has been adopted by the board of trustees of Houghton College:

- We believe that the Scriptures of the Old and New Testaments are fully inspired of God and inerrant in the original writings and that they are of supreme and final authority for faith and practice.
- We believe that there is one God, eternally existing in three persons: Father, Son, and Holy Spirit.
- We believe that God created the entire universe, including human beings, by special operation of divine power.
- We believe in the fall of Adam and Eve and the consequent sinful nature of all humanity, which necessitates a divine atonement.
- We believe in Jesus Christ as truly God and truly man and in His virgin birth, His matchless teachings, His vicarious death, His bodily resurrection, and His promised second coming.
- We believe in justification by grace through faith and in regeneration by the Holy Spirit, who makes the penitent believer a new creature in Christ and commences His lifelong sanctifying work.
- We believe that the Christian may be filled with the Holy Spirit, or sanctified wholly, as a definite act of divine grace wrought in the heart of the believer to take full possession, cleanse, and equip for service on condition of total surrender and obedient faith.
- We believe in the personal existence of Satan.
- We believe in the bodily resurrection of the dead—of the saved to everlasting blessedness and of the lost to everlasting punishment.

### **Community Expectation**

All community members, including students, commit to Houghton's Vision of Our Common Life. This commitment signals our desire to live together in Christian community and fellowship. The Student Guide gives a more complete statement of expectations for community life, including student behavior and lifestyle. As part of our commitment to community life, the Houghton community gathers for chapel three times a week (Monday, Wednesday, and Friday). Students commit to attending at least two-thirds of these chapels per semester. This community expectation applies only to all employees and students on the residential campus.

### **Locations**

Houghton College's main campus is in the hamlet of Houghton, Allegany County, in Western New York, about 65 miles southeast of Buffalo and 70 miles southwest of Rochester. It is in the heart of Genesee country, rich in historic Archaic, Lamoka, and Woodland Native American cultures. The campus sits on the Allegheny Plateau at roughly the 1,300-foot level on the site of the former Caneadea Indian Reservation of the early 1800s. Fifteen miles to the north are the

Genesee's magnificent Portage Falls and Letchworth State Park. On all sides is the scenic beauty of the rolling hills and northern hardwood forests of western New York State. Allegany County, with extensive state forest land, abundant wildlife, and cross-country and downhill ski trails, is rapidly developing into a leading recreation area of Western New York.

In addition to our longstanding tradition of a presence in Allegany County New York, Houghton College has a history of connection to the Buffalo New York Community. Houghton College offers degrees through our Houghton College Buffalo and Houghton College Online programs.

## **History**

The institution was established in 1883 as a seminary (high school) under Wesleyan Methodist Connection. Coeducational from its founding, Houghton operated as a secondary school for its first 15 years. The institution has been committed from its conception to making a high-quality, deeply Christian education available to those would not otherwise have this kind of opportunity. The commitment is grounded in the conviction that God has gifted each individual in ways that ought to be developed for the purpose of more effectively participating in God's redemptive purposes throughout our world. Thus, affordability, accessibility, and global engagement—as well as high quality and deeply Christian faith—have been consistent trademarks of Houghton education throughout our history. Beginning in 1899, a few college classes were offered—sufficient to allow the college department's first diploma to be awarded in 1901. Early principals of the school were Wesleyan Methodist pastors willing to accept the job, but, in 1908, Houghton acquired its first academically trained president, James S. Luckey, who served until his death in 1937.

President Luckey believed that, if Houghton College was to have the impact that God intended, it needed to be recognized within the larger world of American higher education. Thanks, in large part to President Luckey's persistent efforts, Houghton College received its provisional charter from New York State in 1923 and awarded its first 19 baccalaureate degrees two years later. A permanent charter was granted in 1927 followed by full accreditation by the Middle States Association of Schools and Colleges in 1935. When the former Buffalo Bible Institute in West Seneca merged with Houghton College in 1969, the West Seneca site was created. The programs at this site evolved from lower-divisional status to specialized courses and internships designed to complement majors offered on the main campus, particularly those requiring an urban setting. Houghton College has now moved the focus of its work in Erie County from the former Buffalo Bible Institute site in West Seneca to Houghton College Buffalo. Through these teaching sites, as well as a growing presence through Houghton Online, Houghton College is continuing to expand its efforts to make a high-quality, deeply Christian education available to those of all ages who would not otherwise have this opportunity.

Throughout its history, Houghton has affirmed that an education grounded in a deep sense of

our identity as God’s children and a commitment to excellence in critical thinking, communication, and community formation is the best preparation for a lifetime of effectiveness and impact in the ever-changing circumstances of our 21st-century world.

### **Student populations currently served by the institution**

Houghton College serves four primary student populations: Early College High School students, recent high school graduates (traditional 18–22-year-old), post-traditional ‘adult’ learners (23+), and graduate students. The students are served through the Houghton, NY residential campus, our Buffalo, NY location, and online.

Fall 2021 enrollment data reports indicate that total enrollment across all programs and locations was 896 students. Of that total, 734 were traditional main-campus undergraduate students. Graduate program students totaled 33. Early College High School students included 18. The Buffalo location enrolled a total of 59 students. Online programs enrolled 70 full and part-time students. Utica students were not included in this data as this program will not be continuing in the 2022-23 academic year. The retention rate for all students was reported to be at 88.1% for Spring 2020 to Fall 2021.

A majority (75%) of students come to Houghton from the Northeast portion of the United States. Nearly 80% identify as White while 8.3% identify as Other, 4.6% identify as Two or More Races, 4.2% identify as Black, 1% identify as Hispanic, 1.7% identify as Asian and less than 1% identify as Native American. International students make up about 7% of the student population. Although the college is religiously affiliated with the Wesleyan Church, only about 8% of students identify as Wesleyan. The remaining 92% of students identify with other faith backgrounds, traditions, and denominations.

### **Majors**

For the Fall 2021 academic year, the average class size was 16.9 and the student: faculty ratio was 11.

Fall 2021 enrollment by academic department, ranked from most to least:

1. Education	97
2. Biology	89
3. Business & Economics	73
4. Psychology & Criminal Justice	72
5. Chemistry	64
6. Religion & Global Service	63
7. Sports, Recreation, Wellness	52
8. Art	45
9. Music	43
10. History, Politics, Philosophy	43
11. Physics, Computer Sci, Engin	33
12. English	28
13. Math	22

Per the 2021-2022 catalog the following majors are offered at Houghton College

Each student should select one major area for specialized study by the time the student earns 60 hours. Houghton College grants degrees in the following areas:

Department/Major	Degree (s)	HEGIS Code	CIP Code
<b>Department of Art</b>			
Applied Design and Visual Communication	BFA	1002	50.0401
Studio Art	BA, BFA, BS	1002	50.0701
<b>Department of Biology</b>			
Biochemistry	BA, BS	0414	26.0202
Biology	BA, BS	0414	26.0101
Environmental Science	BA, BS	0420	03.0104
Exercise Science	BS	1299.30	31.0505
<b>Department of Business and Economics</b>			
Accounting	BS	0502	52.0201
Business	AS	5001	52.0101
Business Administration	BS	0506	52.0201
Human Resource Management	BBA, BS	0516	52.1001
Integrated Marketing Communication	BBA, BS	0509	52.0201
Leadership Development	BBA, BS	0506	52.1005
Organizational Management	BBA, BS	0515	52.0201
<b>Department of Chemistry</b>			
Biochemistry	BA, BS	0401	26.0202
Chemistry	BA, BS	1905	40.0501
<b>Department of Communication</b>			
Communication	BA, BS	0601	09.0101
<b>Department of Education</b>			
<b>Adolescent Education</b>			
Biology	BA	0401.01	26.0101
Chemistry	BA	1501.01	40.0501
English	BA	1501.01	23.0101
Mathematics	BA	1701.01	27.0101
Physics	BA	1902.01	40.0801
Social Studies	BA	2201.01	54.0101
<b>Inclusive Adolescent Education</b>			
Biology	BA	0803	26.0101
Chemistry	BA	1501.01	40.0501
English	BA	1501.01	23.0101
Mathematics	BA	1701.01	27.0101
Physics	BA	1902.01	40.0801
Social Studies	BA	2201.01	54.0101
Inclusive Adolescence Education General	BA	0803	13.1205

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<b>Inclusive Childhood Education</b>			
Inclusive Childhood Education	BS	0802	13.1202
<b>Department of English and Writing</b>			
English	BA	1501	23.0101
Writing	BA	1507	23.1301
<b>Department of History Politics and Philosophy</b>			
History	BA	2205	54.0101
Philosophy	BA	1509	38.0101
Political Science	BA	2207	45.1001
Politics, Philosophy, and Economics	BA	2207	30.5101
<b>Department of Mathematics</b>			
Mathematics	BA	1701	27.0101
<b>Greatbatch School of Music</b>			
Music	BA, MA	1004.10	50.0904
Music Education	BMUS	0832	13.1312
Music Industry	BS	1099	50.0999
Music with Non-music Elective Studies	BMus	1004	50.0999
Performance: Brass Instruments	BMus, MMus	1004	50.0903
Performance: Organ	BMus, MMus	1004	50.0903
Performance: Percussion Instruments	BMus, MMus	1004	50.0903
Performance: Piano	BMus, MMus	1004	50.0903
Performance: Stringed Instruments	BMus, MMus	1004	50.0903
Performance: Voice Instruments	BMus, MMus	1004	50.0903
Performance: Woodwind Instruments	BMus, MMus	1004	50.0903
Collaborative Performance	MMus	1004	50.0999
Conducting	MMus	1004	50.0906
Performance	BMus	1004	50.0903
<b>Houghton College Online</b>			
Business	AS	0501	52.0101
Business Administration	MBA	0506	52.0201
Christian Ministries	AAS	5502	39.0601
Criminal Justice	AS, BA	2105	43.0104
Education-Literacy	MSEd	0830	13.1315
Human Resources Management	BBA, BS	0516	52.1001
Integrated Marketing Communication	BBS, BS	0509	52.1401
Leadership Development	BBA, BS	0506	52.1005
Organizational Management	BBA, BS	0505,0515	52.0201
Psychology	AS, BA, BS	2001	42.0101
<b>Department of Physics, Computer Science and Engineering</b>			
Applied Physics	BS	1999.20	40.0801
Computer Science	BS	0701	11.0101



Data Science	BA, BS	0702	11.0401
Electrical Engineering	BS	0909	14.1001
Physics	BA, BS	1902	40.0801
<b>Department of Psychology and Criminal Justice</b>			
Criminal Justice	AS, BA	2105	43.0104
Psychology	AS, BA, BS	2001	42.0101
<b>Department of Religion and Global Service</b>			
Bible	BA, BS	1510	39.0201
Christian Ministries	AAS	5502	39.0601
Environmental Studies	BA	0420	03.0103
Intercultural Studies	BA	2210	05.0122
International Development	BA	2210	45.0604
Theology	BA, BS	2399	39.0601
<b>Department of Sport, Recreation and Wellness</b>			
Sport, Recreation and Wellness Mgmt.	BS	0599	31,0101
<b>Interdisciplinary/ Special Studies</b>			
Humanities	BA	4903	24.0103
Interdisciplinary Studies	BA, BS	4999	30.0000
Liberal Arts	AA	5649	24.0101
<b>Houghton College Buffalo</b>			
Business	AS	0501	52.0101
Liberal Arts	AA	5649	24.0101

HEGIS: Higher Education General Information Survey

CIP: Classification of Instructional Programs

**Degrees:**

Master of Arts in Music and Master of Music (MA and MMus)

A candidate for a master's degree in Music chooses a curriculum from the listings found on the Greatbatch School of Music webpage.

Master of Science in Education (MSEd)

A candidate for a master's degree in Education chooses a certification track from the listings found on the Houghton College Department of Education webpage.

Master of Business Administration (MBA)

A candidate for a master's degree in Business Administration may choose an optional area of focus from the listings found on the Department of Business webpage.

#### Bachelor of Arts (BA)

A candidate for the BA degree selects a major, and that choice must be approved by the chair of that department. The BA degree requires a minimum of 93 liberal arts credits and a total of 124 hours.

#### Bachelor of Science (BS)

A candidate for the BS degree selects a major, and that choice must be approved by the chair of that department. The BS degree requires a minimum of 62 liberal arts credits and a total of 124 hours.

#### Bachelor of Business Administration (BBA)

A candidate for the BBA degree selects a major, and that choice must be approved by the chair of that department. The BBA degree requires a minimum of 31 liberal arts credits and a total of 124 hours.

#### Bachelor of Fine Arts (BFA)

A candidate for the BFA degree selects a major, and that choice must be approved by the chair of that department. The BFA degree requires a minimum of 31 liberal arts credits and a total of 124 hours.

#### Bachelor of Music (BMus)

A candidate for the BMus degree chooses a curriculum from the listings found under Greatbatch School of Music in the Academic section. The BMus degree requires a minimum of 32 liberal arts credits and a total of 128 hours.

#### Associate of Arts (AA)

Students seeking to complete the AA degree must earn a cumulative GPA of 2.0 or higher. At least 30 hours, including at least 18 of the last 24, must be earned at Houghton College. The specific qualifications for earning the AA degree are outlined below.

In addition to the general AA degree requirements above, students must complete the following:

1. A total of 62 semester hours, 47 of which must be liberal arts
2. 40 hours of General Education courses
  - o Required courses: In each category, students must earn at least the minimum number of credits and may count up to the maximum towards the 40 hours of required General Education credits.
  - 6–9 hours of Biblical and Theological Studies

- 6–9 hours of Humanities
- 3–6 hours of Changing World
- 3–6 hours of Social Science
- 3–6 hours of Writing
- 2–4 hours of Art or Music
- 2–4 hours of Math
- 2–4 hours of Natural Science
- 0–1 hour of Wellness

The remaining hours may be used for electives, an area of focus or a minor.

#### Associate of Applied Science (AAS)

The Christian Ministries curriculum is a two-year program leading to an AAS degree. The course-of-study requires a minimum of 60 hours, 22 of which must be liberal arts. The curriculum consists of 24 hours in General Education requirements and 36 hours in required Bible, theology, and ministry courses. Students seeking to complete the AAS degree must earn a cumulative GPA of 2.0 or higher. At least 30 hours, including at least 18 of the last 24, must be earned at Houghton College.

#### Associate of Science (AS)

Students seeking to complete the AS degree must earn a cumulative GPA of 2.0 or higher. At least 30 hours, including at least 18 of the last 24, must be earned at Houghton College. The AS degree requires a minimum of 31 liberal arts credits and a total of 62 hours. The curriculum consists of 32 hours in General Education requirements and 30 hours in a focus area.

### **Faculty and Staff**

Of the 68 Teaching Faculty, 66 are full-time and 2 are part-time and 90% hold terminal degrees. Racially, 60 (or 88%) of the Teaching Faculty identify as White. Forty percent of the Teaching Faculty are female. Of the 15 Non-teaching Faculty, 40% are female and 93% identify as White.

Staff positions are held by 57 individuals with 86% of them being full-time. Racially, 96% of staff report to be White and 67% identify as female.

### II. Institutional Priorities to be Addressed in Self-Study

The following institutional priorities were discussed and proposed by the President's Executive Leadership Cabinet, shared in draft form with the Faculty and Staff at the Self Study Launch in January 2022. Faculty and Staff feedback was sought through an anonymous survey in early March 2022. After review and analysis of survey data, which included 57 responses with an average 39:36 minutes to complete, the Institutional Priorities were announced as adopted at our March 16, 2022, Middle States event. Standard Based working groups were then assigned the task of identifying how each priority aligns with their specific standard.

## Houghton College Self-Study Design

### 1) Enrollment growth across the residential campus, Houghton College Buffalo, and Houghton College Online

- Growth to include increased racial/ethnic and geographic diversity of students

### 2) Strengthen the financial position of the College through:

- Increases in student admission (FY, transfer, and graduate) and retention
- Continued endowment growth through strategic investments
- Expanding the college's base of major donors

### 3) Improve employee recruitment and retention

- Increased salary and enhanced benefits
- Enhanced opportunities for employee development, growth, and advancement

## III. Intended Outcomes of Self-Study

The following intended outcomes of the Houghton College self-study were discussed and proposed by the President's Executive Leadership Cabinet, shared in draft form with the Faculty and Staff at the Self Study Launch in January 2022. Faculty and Staff feedback was sought through an anonymous survey in early March 2022. After review and analysis of survey data, which included 57 responses with an average 39:36 minutes to complete, these intended outcomes were announced as adopted at our March 16, 2022, Middle States event.

- 1) Demonstrate how the institution currently meets the Commission's Standards for Accreditation and Requirements of Affiliation (MSCHE required)
- 2) Focus on continuous improvement in the attainment of the institution's mission and its institutional priorities (MSCHE required)
- 3) Engage the institutional community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community (MSCHE required)
- 4) Use the self-study process to inform the development of the next strategic plan. (Houghton College identified)

## IV. Self-Study Approach

Houghton College Administration and Steering Committee have chosen to use a Standards Based Approach to organize our Self Study process. It is believed that the Standards Based approach allows for wider campus inclusion of all faculty and staff who have differentiated levels of knowledge, skills, and experiences in institutional accreditation including self-study processes, and outcomes.

## IV. Organizational Structure of the Steering Committee and Working Groups

The Steering Committee consists of the members of the MSCHE Leadership Team who participated in the Self Study Institute during the Fall 2021 semester and each of the working group co-chairs. This group was carefully selected to represent a wide cross section of our campus community, including both faculty, staff, and administrative representation. Membership includes teaching faculty from areas such as Accounting, Chemistry, History and Psychology. Additionally, members of our Presidential Staff, Admission office, Student Development, Spiritual Life, Advancement and Data Management offices are actively engaged in leading this process.

**Steering Committee Members**

Name	Job Title	Responsibility
Wayne Lewis	President	President
Ann Monroe-Baillargeon	Associate Provost, Professor of Education Director of Houghton Online	Self-Study Co-Chair
Bill Burrichter	Executive Director Center for Student Success, Associate Professor of Psychology	Self-Study Co-Chair
Kristina LaCelle-Peterson	Professor of Religion	Standard I Co-Chair
Rebecca Arnold	Director of Admission	Standard I Co-Chair
Michael Jordan	Dean of the Chapel	Standard II Co-Chair
Ben Lipscomb	Professor of Philosophy	Standard II Co-Chair
John Rowley	Professor of Chemistry	Standard III Co-Chair
Andrew Oden	Admission Operations Manager Slate Administrator	Standard III Co-Chair
Katie Breitigan	Director of Residence Life	Standard IV Co-Chair
Rachel Wright	Director of Vocation and Calling	Standard IV Co-Chair
Alison Young Reusser	Assistant Professor of Psychology	Standard V Co-Chair
Kurt Habecker	Director of Data Management	Standard V Co-Chair
Dale Wright	Vice President, Chief Financial Officer	Standard VI Co-Chair
Elianna McHenry	Assistant Professor of Accounting	Standard VI Co-Chair
Christian Esh	Associate Professor of History	Standard VII Co-Chair
Amanda Zambrano	Grant Writer and Donor Communications Director	Standard VII Co-Chair

Following the Self Study Design Institute in the Fall 2021 the Steering Committee was assembled to review the process and discuss strategies for managing this process well. The leadership structure and responsibilities of each co-chair, reporting and documentation process and timeline was discussed to ensure that each member was aware of what was required and how the committee could best function over the coming years of review and reporting. Through this process the institutional priorities were reviewed and discussed within the context of the overall mission of the college and the specific standards outlined by MSCHE.

Each Standard sub-committee (Working Group) is co-chaired by both a faculty member and a staff member from across campus who have been charged with ensuring that the Working Group accomplishes the tasks required. This approach was strategic to ensure that a broad representation existed on each standard team. It is understood that the experience of a faculty member may be different from a staff member and their individual perspective will add value and contribution to the self-study documents and process.

The membership of each Working Group has been divided into three distinct levels or roles. First there are Primary members who have been tasked with serving as the core members of the team. They will be responsible for the gathering of evidence, reviewing materials and drafting the report for their respective chapters. The Secondary members have been tasked with specific duties such as locating a

particular evidence or data point, talking to a key constituent, or filling in on the team as is needed. The Resource members will serve as readers and editors for the chapter and will help support and encourage the work of the team. Consequently, all members of our college community will be afforded the opportunity to be part of the process and serve as integral members of the re-accreditation process.

Each of the Standard co-chairs correspond regularly with their team through email and face-to-face interactions. Co-chairs have been charged with the task of meeting regularly with their teams ensuring that they complete the required tasks associated with their specific section of the study.

The Self-Study Co-Chairs, Ann Monroe-Baillargeon and Bill Burrichter meet every other week to review and discuss progress across all teams. Each co-chair has assumed responsibility for meeting with the standard teams regularly, ensuring that the teams are progressing toward their goal, completing required documentation, and reporting.

## Working Group, I

### Standard I. Mission and Goals

Name	Job Title and Responsibility	Role
Kristina LaCelle-Peterson	Professor of Religion	Standard I Co-Chair
Rebecca Arnold	Director of Residential Undergraduate Admission	Standard I Co-Chair
Shelly Noyes	Graduate and Online Enrollment Advisor	Primary
Hannah Bailey	Area Coordinator, Center for Student Success and Diverse Student Success Coordinator, Staff Cabinet	Primary
Jason Mucher	Associate Director of Athletics for Compliance and Communications	Primary
Michelle Miller	Associate Director of Employee Engagement	Primary
Alex Wright	Assistant Professor of Management and Business Administration	Primary
Jamie Potter	Professor of Biology	Primary
Steve Strand	Assistant Director of Houghton College Buffalo	Secondary
Peter Meilaender	Professor of Political Science	Secondary
Rachel Siewert	Financial Aid Coordinator	Secondary
Wendy Fox	Student Accounts Clerk	Secondary
Mark Borchert	Professor Business and Communications	Secondary
Dan Bates	Board of Trustee	Resource

**Description of priorities addressed within Standard I**

Institutional Priority	Standard Criteria Addressed that Corresponds to the Institutional Priority
1. Enrollment Growth across the institution and increased racial/ethnic and geographical diversity	1.1.b; 1.2
2. Strengthen the financial position of the college through increases in student admission and retention. Continued endowment growth through strategic investment and expanded base of strategic investors	
3. Improve employee recruitment and retention through increased salary and enhanced benefits. Enhance opportunities for employee development, growth, and advancement.	1.1.a; 1.1.d

Working Group I will determine the degree to which the institution meets Standard 1, criteria 1-4 and Requirements of Affiliation 7 and 10, ensuring that the institution’s mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. Additionally, it will review the institutions' stated goals assessing how clearly they are linked to and fulfill its mission.

**Lines of Inquiry for Standard I**

1. How do our mission and goals inform our work in academics, athletics, and student life? How do metrics demonstrate the degree to which our goals and initiatives align with the mission statement?
2. To what degree is the mission understood, valued, and enacted across the institution? What evidence demonstrates collaborative participation in the development of mission-centric goals? How do we continually engage with the mission and goals?
3. How do we use outcome evidence to demonstrate that we are accomplishing our transformative mission and goals in the lives of our students and graduates?

**Expectation for data**

Considerable data points exist in support of Standard I. Although not an exhaustive list here, some examples of data that will be collected:

- Board of Trustee meeting minutes
- Faculty meeting and Staff Council minutes
- Town Hall meeting minutes
- Institutional and constituent survey results
- Alumni surveys
- Student Council minutes
- Faculty Development Grant applications

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- Web and print materials
- Policy and Procedure manuals

Within Working Group I team members will be assigned specific tasks regarding the collection of evidence in support of their assigned criteria section. Data will be gathered from a variety of offices and databases across campus including meeting minutes, web pages, policy and procedure manuals and assessment protocols. This working group will identify areas of compliance and non-compliance with Standard I criteria.

Working group members will utilize Microsoft Teams platform as a working space for the sharing and dissemination of information. Regular Zoom meetings will occur twice per month during the school year with the team, led by the co-chairs, for the purpose of reviewing progress and determining needs associated with required and assigned tasks. The team co-chairs will maintain regular contact with the Self-study co-chairs through monthly meetings.

**Working Group II**

**Standard II. Ethics and Integrity**

Name	Job Title and Responsibility	Role
Ben Lipscomb	Professor of Philosophy Director of Honors Programs	Standard II Co-Chair
Michael Jordan	Dean of the Chapel	Standard II Co-Chair
LuAnne Brubaker	Academic Support Coordinator	Primary
Rebekah Yates	Professor of Mathematics	Primary
Dan Noyes	Regional Director of Development	Primary
Silas Schaeffer	Assistant Professor of Education	Primary
Francesca Silano	Assistant Professor of History	Primary
Harold Spooner	Board of Trustee	Resource

**Description of priorities addressed within Standard II**

Institutional Priority	Standard Criteria Addressed that Corresponds to the Institutional Priority
1. Enrollment Growth across the institution and increased racial/ethnic and geographical diversity	2.2
2. Strengthen the financial position of the college through increases in student admission and retention. Continued endowment growth through strategic investment and expanded base of strategic investors	2.7.a



3. Improve employee recruitment and retention through increased salary and enhanced benefits. Enhance opportunities for employee development, growth, and advancement.	2.5
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Working Group II will evaluate the degree to which ethics and integrity are central, indispensable, and defining hallmarks of this institution in all activities, whether internal or external, ensuring that it is faithful to its mission and honors its contracts and commitments, adheres to its policies, and represents itself truthfully.

**Lines of Inquiry**

1. To what degree does Houghton fulfill our commitment to provide affordable, quality Christian education to students from diverse backgrounds?
2. To what degree does Houghton justly fulfill our diverse responsibilities to our employees?
3. How is the college's commitment to academic freedom, intellectual freedom and freedom of expression and respect for intellectual property rights demonstrated?
4. To what degree does the college foster a climate that respects students, faculty, staff and administration from a range of diverse backgrounds, ideas, and perspectives?

**Expectation for data**

Data relevant to Standard II will be collected from multiple sources, including but not limited to:

- Faculty Handbook
- Policy Statements
- Human Resource Office
- National surveys of student satisfaction and climate
- Admission Office
- Parent and Alumni feedback reports
- First Destination Survey
- Student Financial Services Office

Working Group II has been divided into two subgroups, one handling criteria 1-4 and the other addressing criteria 5-8. Using email and personal interviews group members will gather relevant data necessary for their team. They will convene regularly to review and discuss progress and to complete criterion 9. They will collect and examine evidence associated with Standard II and assess areas of compliance and non-compliance. The team co-chairs will maintain regular contact with the Self-study co-chairs through monthly meetings.

**Working Group III**

**Standard III. Design and Delivery of the Student Learning Experience**

Name	Job Title and Responsibility	Role
Andrew Oden	Slate Administrator, Admission Operations Manager	Standard III Co-chair
John Rowley	Professor of Chemistry, Director of General Education Curriculum	Standard III Co-chair
Paul Martino	Professor of Chemistry, pre-medicine advisor	Primary
Ransom Poythress	Associate Professor of Biology	Primary
Michael Ritter	Assistant Professor of Global Development	Primary
Aaron Harrison	Assistant Professor of Art	Primary
JL Miller	Associate Dean of the Chapel	Primary
Karen Torraca	Professor of Chemistry, Chemistry Department Chair	Primary
Mark Yuly	Professor of Physics	Primary
Like Ogden	Graduate Music Coordinator, Voice Instructor, Assistant Men's Soccer Coach	Secondary
Patrick Hager	Men's & Women's Track and Cross-Country Coach	Secondary
Amy Tetta	Graphic Designer	Secondary
Taylor Stuck	Archivist	Secondary
Jesse Carter	Senior Admission Counselor	Secondary
Ellen Hatch	Academic Office Coordinator for the Art Department	Secondary
Christopher Warburton	Assistant Professor of Economics and Finance	Secondary
Kalen Rauch	Student	Resource
Ian Zon	Student	Resource

**Description of priorities addressed within Standard III**

Institutional Priority	Standard Criteria Addressed that Corresponds to the Institutional Priority
1. Enrollment Growth across the institution and increased racial/ethnic and geographical diversity	3.5.a
2. Strengthen the financial position of the college through increases in student admission and retention. Continued endowment growth through strategic investment and expanded base of strategic investors	
3. Improve employee recruitment and retention through increased salary and enhanced benefits. Enhance	3.2.b 3.2.d

opportunities for employee development, growth and advancement.	
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Working Group III will review Standard III criteria 1-8 and Requirements of Affiliation 8, 9, 10 and 15. They will evaluate the design and delivery of the student learning experience, assessing the degree to which the institution provides students with learning experiences that are characterized by rigor and coherence at all programs, certificate, and degree levels regardless of instructional modality and they are consistent with higher education expectations.

**Lines of Inquiry**

1. How are programs and learning experiences designed and delivered to ensure rigor and relevance to the learning experience?
2. How do we evaluate our course offerings for relevancy to help decide what courses to continue offering, what to cut, and what new courses to offer?
3. How are student learning experiences designed and delivered by qualified and supported faculty?
4. To what degree is Houghton’s general education curriculum providing a well-rounded education in the liberal arts and sciences across all campuses?

**Expectation for data**

Evidence in support of Standard III will be collected from, but not limited to:

- Department chair reports
- Academic catalogs
- Faculty development committee
- Rank and Tenure committee
- Audit sheets
- Faculty handbook
- Academic Effectiveness committee
- Center for Student Success report (employer and student data)
- Course evaluations
- First Destination Survey (employer and student data)

Working Group III will seek evidence and data from various offices across campus, reviewing relevant web sites, catalogs, reports and minutes, and databases. They will meet monthly sharing relevant information through a SharePoint site so that each member can remain apprised of relevant progress. They will identify areas of compliance and non-compliance and areas for improvement within this standard. The primary group members will be assigned specific criteria to work on, summarizing their findings. Group co-chairs will compile summaries and compile them into one cohesive document. The team co-chairs will maintain regular contact with the Self-study co-chairs through monthly meetings.

**Working Group IV**

**Standard IV. Support of the Student Experience**

Name	Job Title and Responsibility	Role
Rachel Wright	Director, Office of Vocation and Calling; Associate Director, Center for Student Success	Standard IV Co-Chair
Katie Breitigan	Director of Residence Life & Housing	Standard IV Co-Chair
Guthrie Collins	Director of Campus Recreation; Disc Golf Coach	Primary
Sharon Mulligan	Associate Director Center for Student Success, Director of Academic Support and Accessibility Services	Primary
Marc Smithers	VP of Student Life and Dean of Students	Primary
AC Taylor	Director of Student Engagement	Primary
Tammy Dunmire	Assistant Director of Houghton College Online	Primary
Ryann Cooley	Associate Professor of Digital Media and Photography; Chair of Art Department	Primary
Evan Logee	Alumni Engagement Specialist	Primary
Glenn Hampson	Admission Counselor	Secondary
Susanna Roorbach	Associate Registrar	Secondary
Laurie Dashnau	Professor of English, Director of Writing Center	Secondary
Natalie Burrows	Library Acquisitions Coordinator, Circulation	Resource
Shua Wilmot	Men's Residence Area Coordinator	Resource
Raegan Zelaya	Resident Director	Resource
Heather Arnold	Graduate & Online Enrollment Coordinator	Secondary
Katie Sinclair	Admission Counselor	Resource
Sherry Ballard	Accounts Payable Coordinator & Accounting Specialist	Resource

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Phyllis Gaerte	Senior Director of Alumni & Community Engagement	Resource
Helena Oden	The Highlander's Shop Director	Resource
Andrea Boon	Assistant Professor of Recreation & Equestrian Studies	Resource
Brian Webb	Sustainability Director, Assistant Professor of Environmental Studies	Resources
Larissa Ries	Equestrian Program Director, Assistant Professor	Resource
Lance Westberg	Head Men's Basketball Coach	Resource
Chris Tetta	Academic Records & Systems Administrator	Resource
Kim Doell	Social Media & Communications Specialist	Resource
Doyin Adenuga	Electronic Resource Librarian	Resource
Deanna Hand	Associate Director for Athletic Sports Medicine and Administration	Resource
Erica Balman	Assistant Women's Basketball Coach	Resource
Daniel Chapman	Athletic Trainer	Resource
Peggy Chroniger	Director of Mail Services	Resource
Austin Walden	Athletic Trainer	Resource
Betsy Rutledge	Associate Director of Admission Events	Resource
Sophia Andre	Assistant Women's Soccer Coach	Resource
David Brubaker	College Physician; Director of Health Services	Resource
Phil Pellegrino	Head Women's Basketball Coach	Resource
Esther Webb	Head Women's Soccer Coach	Resource
Rachel Caine	Student	Resource
Isaiah Miller	Student	Resource

**Description of priorities addressed within Standard IV**

Institutional Priority	Standard Criteria Addressed that Corresponds to the Institutional Priority
1. Enrollment Growth across the institution and increased racial/ethnic and geographical diversity	4.1.b; 4.1.c; 4.2

<p>2. Strengthen the financial position of the college through increases in student admission and retention. Continued endowment growth through strategic investment and expanded base of strategic investors</p>	<p>4.1.a; 4.2</p>
<p>3. Improve employee recruitment and retention through increased salary and enhanced benefits. Enhance opportunities for employee development, growth, and advancement.</p>	

Working Group IV will consider Standard IV, criteria 1-6 and Requirements of Affiliation 8 and 10 to assess the support of the student experience. This group will evaluate how well the institution, across all educational experiences, settings, levels and instructional modalities, recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. Additionally, they will assess the institutions commitment to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience and fosters student success.

**Lines of Inquiry**

1. How are we determining, identifying, and meeting the needs and providing access to support services for students across all platforms, campuses, and modalities?
2. How are we supporting and measuring the effectiveness of underrepresented student groups?
3. How equitable and consistent is a student’s experience in their interaction with employees?  
How is the college assessing and answering this question?

**Expectation for data**

Evidence for Standard IV will be collected from, but not limited to:

- Admission committee
- First Destination Survey results
- Houghton College web site
- Registrar’s Office policies
- Student Life policy and procedure manuals
- Athletic compliance documents
- Student Satisfaction Survey
- NSSE Data
- Title IX Climate Survey

Working Group IV has delineated the contact, resources, and documentation to acquire from campus partners to answer the assessment components of Standard IV. Specifically utilizing data from SSI, Compass Software, and Houghton Data reports to inform data driven components of the student

experience. Team members will interview campus partners about their process and current practices of assessment to provide the required evidence for this standard.

The Co-Chairs of Working Group IV will share the responsibility of leading primary team members relative to their respective section assignments. The team’s primary members will be meeting weekly to gather and review evidence. One primary team member has been assigned to lead each criteria data gathering efforts and will solicit support from secondary and resource team members are necessary. The team co-chairs will maintain regular contact with the Self-study co-chairs through monthly meetings.

**Working Group V**

**Standard V. Educational Effectiveness Assessment**

Name	Job Title and Responsibility	Role
Alison Young-Reusser	Associate Professor of Psychology	Standard V Co-Chair
Kurtis Habecker	Director of Data Management	Standard V Co-Chair
Madison Murphy	Assistant Professor of Media Arts & Visual Communications	Primary
Laura Thayer	Associate Professor of Sport Recreation and Wellness	Primary
Sara Massey	Assistant Professor of Music Music Education Coordinator	Primary
Hannah Kim	Assistant Professor of Psychology	Primary
Sunshine Sullivan	Professor of Education	Primary
Martin Coates	Assistant Professor of Education	Primary
Paul Young	Professor of Psychology, Former Academic Dean	Primary
Brandon Bate	Assistant Professor of Mathematics	Resource
Jonathan Gates	Professor of English	Resource
Katrina Koehler	Assistant Professor of Physics	Resource
Kevin Kettinger	Registrar	Resource
Molly Spear	Departmental Area Coordinator	Resource
Madge Chroniger	Registrar Office Coordinator	Resource
Amy Moran	Student Accounts Manager	Resource
Mim Case	Departmental Area Coordinator	Resource
Marika Yelle	Student	Resource
Adam Brown	Student	Resource

**Description of priorities addressed within Standard V**

Institutional Priority	Standard Criteria Addressed that Corresponds to the Institutional Priority
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1. Enrollment Growth across the institution and increased racial/ethnic and geographical diversity	5.1; 5.3.f
2. Strengthen the financial position of the college through increases in student admission and retention. Continued endowment growth through strategic investment and expanded base of strategic investors	5.3.c; 5.3.g
3. Improve employee recruitment and retention through increased salary and enhanced benefits. Enhance opportunities for employee development, growth, and advancement.	5.3.d; 5.3.e

Working Group V will consider the assessment of Standard V, criteria 1-5 and Requirements of Affiliation 8, 9 and 10 as they pertain to the educational effectiveness of the institution. They will assess the student learning and achievement demonstrating that the institution’s students have accomplished educational goals consistent with their program of study, degree level, the institution’s mission, and appropriate expectations for institutions of higher education

**Lines of Inquiry**

1. How do our educational assessment systems contribute to improvement in academic and institutional effectiveness?
2. How do we use information from program reviews to implement change?
3. To what degree is assessment of student learning data used to planning and budgeting for academic programs and services?
4. How does assessment of student learning data inform professional development activities?

**Expectation for data**

Evidence will be collected in support of Standard V through, but not limited to:

- Institutional Essential Learning Outcomes and mapping documents
- General Educational Objectives
- Program Learning Outcomes
- College Catalog
- Audit sheets
- Mission statement
- College score card
- Economic mobility index
- First Destination Survey
- College web page
- Rank and Tenure documents
- IDEA course evaluations



Working Group V will meet bi-weekly. Each primary team member will be assigned to a specific section of the document roadmap to gather evidence. Resource members will be charged with locating and accessing specific evidence as needed and requested by primary team members. Through the work of this group areas of compliance, non-compliance and areas of improvement will be noted. The team co-chairs will maintain regular contact with the Self-study co-chairs through monthly meetings.

**Working Group VI**

**Standard VI. Planning, Resources, and Institutional Improvement**

Name	Job Title and Responsibility	Role
Dale Wright	VP of Finance	Standard VI Co-Chair
Elianna McHenry	Assistant Professor of Accounting, Assistant Director of MBA program	Standard VI Co-Chair
John Oden	Executive Director of Advancement Services and Operations	Primary
Marianne Loper	Director of Student Financial Services	Primary
Kaiden Bowers	Assistant Professor of Sport Recreation and Wellness, Assistant Director of EPIC Adventures	Primary
Doug Gaerte	Professor of Communications, Department Chair	Primary
Don Haingray	Director of Technology Services	Primary
Nancy Stanley	Associate Director of Human Resources	Primary
David Clem	Assistant Professor of Music History and Literature, Dean of the School of Music	Primary
Chad Plymale	Facilities Manager	Primary
David Stevick	Director of Libraries and Information Resources	Secondary
Jason Towers	VP for Enrollment and Marketing	Secondary
John Rhett	Professor of Art	Secondary
Nathan Baldwin	Highlander Shop and Printing Press Specialist	Secondary
Ray Parlett	Director of Safety and Security	Secondary
Kurtis Perry	Operations Coordinator and Assistant to the Dean of the School of Music	Secondary

Matt Webb	Director of Athletics, Instructor of Leadership	Secondary
Lisa Parlett	Post Office Clerk	Secondary
Dianna Clem	Payroll Specialist	Secondary
Gary Larder	Board of Trustee	Resource

**Description of priorities addressed**

Institutional Priority	Standard Criteria Addressed that Corresponds to the Institutional Priority
1. Enrollment Growth across the institution and increased racial/ethnic and geographical diversity	
2. Strengthen the financial position of the college through increases in student admission and retention. Continued endowment growth through strategic investment and expanded base of strategic investors	6.3; 6.8
3. Improve employee recruitment and retention through increased salary and enhanced benefits. Enhance opportunities for employee development, growth, and advancement.	6.4; 6.6; 6.9

Working Group VI will consider the area of planning, resources, and institutional improvement through Standard VI, criteria 1-9 and Requirements of Affiliation 8, 10 and 11. They will assess how well the institution’s planning process, resources, and structures are aligned with each other and if they are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges. This group will identify areas of compliance and non-compliance and consider areas for continuous improvement.

**Lines of Inquiry**

1. How is data collected and analyzed to inform future planning and resource allocation to fulfill our mission and goals?
2. How does Houghton’s allocation of funds, endowment and admission/enrollment data compare to other institutions and what conclusions can be drawn and what changes should be suggested based on this benchmarking?
3. How do Houghton’s salaries compare to similarly sized institutions? What goals should be established?

**Expectation for data**

Evidence will be collected from a variety of sources, including but not limited to:

- Institutional strategic plan

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- Key performance indicators
- Annual budget and audit
- Employee retention data
- Facilities plan
- Shared governance documents
- Facilities capital action plan
- Donor funded project reports

The primary members of Working Group VI will meet regularly throughout the process to review evidence and data that has been collected. The primary members have been divided into smaller subgroups targeted with specific tasks relative to each criterion, soliciting the support of the secondary and resource members in the collection of desired information. The working group has developed an interaction document that will track when people are asking for information and data and whom they have asked. This document's goal is to cut down on the duplication of effort and allow for a broader scope of evidence to be used in many areas. The team co-chairs will maintain regular contact with the Self-study co-chairs through monthly meetings.

### Working Group VII

#### Standard VII. Governance, Leadership, and Administration

Name	Job Title and Responsibility	Role
Christian Esh	Professor of History and Pre Law Director	Standard VII Co-Chair
Amanda Zambrano	Grant Writer and Director of Donor Communications	Standard VII Co-Chair
Jill Jordan	Associate Professor of Mathematics and STEM Director	Primary
Jonathan Case	Professor of Theology	Primary
Don Haingray	Director of Technology Services	Primary
Greg Bish	Chief of Staff, Office of the President	Primary
Michelle Miller	Associate Director of Employee Engagement	Primary
Brandon Bate	Associate Professor of Mathematics	Primary
Marcus Dean	Professor of Intercultural Studies and Missions, Chair Global Studies Department; Director of Off-Campus Studies	Secondary
Tim McGarvey	Professor of Conducting, Director of Instrumental Music, Activities, Wind Ensemble Conductor	Secondary

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Alicia McGeorge	Administrative Assistant to the President	Secondary
Karen Hotchkiss	Assistant, Off-Campus Studies, Academic Department Coordinator, Intercultural Studies and Biblical Studies, Theology and Philosophy Departments.	Secondary
Erin Barnard	Network Administrator	Secondary
Susan Bruxvoort Lipscomb	Professor of English, Chair Department of English and Writing, Faculty Moderator	Resource
Ted Murphy	Professor of Art	Resource
Jesse Sharpe	Associate Professor of English	Resource
Nico Seddio	Administrative Systems Programmer	Resource
Vincenzo Antignani	Associate Professor of Biology and Greenhouse Manager	Resource
Ben Havens	Audio Visual Services Coordinator	Resource
Ruth Woodworth	Board of Trustee	Resource

**Description of priorities addressed within Standard VII**

Institutional Priority	Standard Criteria Addressed that Corresponds to the Institutional Priority
1. Enrollment Growth across the institution and increased racial/ethnic and geographical diversity	
2. Strengthen the financial position of the college through increases in student admission and retention. Continued endowment growth through strategic investment and expanded base of strategic investors	7.2.a; 7.2.e
3. Improve employee recruitment and retention through increased salary and enhanced benefits. Enhance opportunities for employee development, growth, and advancement.	7.2.d

Working Group VII will consider the governance, leadership and administration of the institution as referenced in Standard VII, criteria 1-5 and Requirements of Affiliation 12 and 13. They will review the degree to which the institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and other

constituencies it serves. Additionally, it will evaluate the degree to which the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy. Consideration will be made to the areas within which we are in compliance, areas of non-compliance and areas in which improvement could be made.

### **Lines of Inquiry**

#### **1. Authority/Autonomy/Conflict of Interest**

To what extent does Houghton College maintain its autonomy within the bounds of its relationship to the Wesleyan Church?

- To what extent does the Board of Trustees demonstrate its autonomy?
- To what extent does the President demonstrate his/her autonomy, and what structures and procedures are in place to support and protect that autonomy?

#### **2. Credentials/Skills/Expertise/Resources**

To what extent do the various bodies of governance, leadership and administration demonstrate the appropriate credentials, skills, expertise, and resources to fulfill their responsibilities, support the work of the President and further the mission of the institution?

- The Board of Trustees, collectively
- The President, individually
- The Executive Leadership Cabinet, collectively

#### **3. Assessment/Reporting/Evaluation**

To what extent are the various bodies of governance, leadership and administration evaluated, and in what ways are the data from those evaluations reported and used to inform decision-making?

- The Board of Trustees, collectively
- The President, individually
- The Executive Leadership Cabinet, individually and collectively

#### **4. Structure/Policy/Procedure/Practice**

To what extent does the structure, policy and procedure of the institution and its various bodies of governance, leadership and administration support the work of the institution in the furtherance of its mission?

- Fiscal policies & procedures
- Conflict of interest policies
- Policies/procedures relative to appointment and evaluation of leadership
- Governance policy, structure and practice
- Organizational structure
- Engagement with faculty, staff and students
- Policies & procedures governing academic quality

**5. Expectation for data**

Evidence will be collected in support of Standard VII from a variety of areas, including, but not limited to:

- Organization charts
- Articles of incorporation
- Trustee handbook and policy manual
- Institutional policy and procedure manuals
- Faculty Handbook
- Staff Handbook
- CV’s and resumes of faculty and staff

This working group will be divided into sub-groups with primary team members focused on each of the standard criteria for the purposes of data collection, review, and reporting. All team members will work together to collect data. Primary members will help to analyze the evidence. Co-chairs will conduct most of the writing and summarization of information collected which will then be reviewed by resource members. The team co-chairs will maintain regular contact with the Self-study co-chairs through monthly meetings.

**VI. Guidelines for Reporting**

Each working group has been provided a Working Group Task document that was due to the Self Study Design Co-Chairs by April 1, 2022. This document included a listing of the group members and their role on the team. Additionally, each working group identified the specific Institutional Priorities that aligned with the Standard criteria and which Requirements of Affiliation connected to the criteria for their standard group. A document roadmap was then created that began to identify where evidence and data in support of the standard could be located.

<b>Product</b>	<b>Date Due</b>
Working Group Task Documents I-VII	April 1, 2022
Self-Study Design Template submitted for review	April 8, 2022
Self-Study Review	April 20, 2022
Outline of Working Group Report	October 1, 2022
Preliminary Draft of Working Group Report	February 1, 2023
Final Working Group Report	March 20, 2023

**Working Group Report Template**

<b>Section</b>	<b>Description</b>
1. Overview of working Group Charge	Brief overview of MSCHE Standards, Institutional Priorities and Requirements of Affiliation
2. Description of Lines of Inquiry	Overview of the specific lines of inquiry addressed by the Working Groups and how these

	provide a foundation for the fulfillment of their charge and the outcomes of the self-study
3. Description of approach	Summary of the ways in which the working group collaborated with stakeholders and refined the evidence collected. Describe how the working groups worked together across groups to ensure unnecessary duplication of work
4. Assessment Information Utilized	Description of assessment information utilized to conduct analysis consistent with specific lines of inquiry
5. Analytical Report	Analytical report that addresses specific lines of inquiry
6. Areas of Strength	Identification of evidenced-based areas of strength that were identified through the analytical assessment consistent with the Lines of inquiry, Standards and Institutional Priorities
7. Opportunities for Improvement	Identification of evidenced-based opportunities for improvement that were identified through the analytical assessment consistent with the Lines of Inquiry, Standards and Institutional Priorities
8. Initial strategies on Continuous Quality Improvement	Suggested institutional strategies for improvement

## VII. Organization of the Final Self-Study Report

A draft outline of the Final Self-Study Report is provided below.

### I. Executive Summary

- a. Brief description of major findings and opportunities for improvement and innovation

### II. Introduction

- a. Institutional Overview
- b. Institutional Priorities and Outcomes
- c. Standards Based Approach and Self Study Process
- d. Organization of Self Study Report

### III. Standard I: Mission and Goals and Requirements of Affiliation 7 and 10.

- a. Analysis of Compliance with Standard and Requirements of Affiliation
- b. Discussion of strengths and challenges connected to criteria
- c. Opportunities for ongoing institutional improvement and innovation
- d. References to Evidence Inventory documents

### IV. Standard II: Ethics and Integrity

- a. Analysis of Compliance with Standard
- b. Discussion of strengths and challenges connected to criteria

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- c. Opportunities for ongoing institutional improvement and innovation
- d. References to Evidence Inventory documents

### V. Standard III: Design and Delivery of the Student Learning Experience & Req. of Affiliation 8, 9, 10 & 15

- a. Analysis of Compliance with Standard and Requirements of Affiliation
- b. Discussion of strengths and challenges connected to criteria
- c. Opportunities for ongoing institutional improvement and innovation
- d. References to Evidence Inventory documents

### VI. Standard IV: Support of the Student Experience and Requirements of Affiliation 8 and 10

- a. Analysis of Compliance with Standard and Requirements of Affiliation
- b. Discussion of strengths and challenges connected to criteria
- c. Opportunities for ongoing institutional improvement and innovation
- d. References to Evidence Inventory documents

### VII. Standard V: Educational Effectiveness Assessment and Requirements of Affiliation 8, 9 and 10

- a. Analysis of Compliance with Standard and Requirements of Affiliation
- b. Discussion of strengths and challenges connected to criteria
- c. Opportunities for ongoing institutional improvement and innovation
- d. References to Evidence Inventory documents

### VIII. Standard VI: Planning, Resources & Institutional Improvement and Req. of Affiliation 8, 10 & 11

- a. Analysis of Compliance with Standard and Requirements of Affiliation
- b. Discussion of strengths and challenges connected to criteria
- c. Opportunities for ongoing institutional improvement and innovation
- d. References to Evidence Inventory documents

### IX. Standard VII: Governance, Leadership and Administration and Requirements of Affiliation 12 and 13

- a. Analysis of Compliance with Standard and Requirements of Affiliation
- b. Discussion of strengths and challenges connected to criteria
- c. Opportunities for ongoing institutional improvement and innovation
- d. References to Evidence Inventory documents

### X. Conclusion

- a. Summary of major conclusions
- b. Institutional Identified opportunities for improvement and innovation
- c. Initial plans to address identified opportunities used for continuous improvements

## VIII. Strategy for Verification of Compliance with Applicable Federal Regulatory Requirements

The Executive Leadership Cabinet, led by the President and including the area Vice Presidents will oversee the verification of compliance process. The Executive Leadership Cabinet meets every two weeks making this a natural structure in place to address this aspect of the Self-Study. This team will oversee the completion of the Institutional Federal Compliance Report and Requirements of Affiliation 1-6 and 14. This team will communicate regularly with the Working Group co-chairs and the self-study co-chairs.



Name	Institutional Job Title & Responsibility
Wayne Lewis	President
Greg Bish	Chief of Staff
Cathy Freytag	Interim Chief Academic Officer, Dean of the Faculty
Dale Wright	Vice President of Finance
Karl Sisson	Vice President of Advancement
Jason Towers	Vice President Enrollment Marketing
Marc Smithers	Vice President for Student Life & Dean of Students
Matt Webb	Director of Athletics

### IX. Self-Study Timetable

#### Houghton College Timetable for Self-Study and Accreditation process

Dates	Milestones
October 2021	Ann Monroe-Baillargeon and Bill Burrichter were named co-leads of Houghton College self-study, and the initial 10 members of the Steering Committee attended the MSCHE self-study Institute.
Nov-Dec, 2021	Organizational Structure of Self Study confirmed, and standard team, co-leads named, and steering committee expanded to include all co-leads. Institutional Priorities and Outcome proposed.
Dec 13, 2021	Post SSI meeting with Paul Starkey- Liaison
January 7, 2022	Houghton College Self-Study launched.
March 15, 2022	Community wide self-study meeting, working group tasks assigned to contribute to section V of the self-study design.
April 8, 2022	DRAFT of Houghton College Self Study design submitted to Paul Starkey for review
April 20, 2022	Paul Starkey (MSCHE Liaison) visits Houghton College virtually for Self-Study Preparation Meetings. Feedback on Self Study design provided.
May 2022	FINAL self-study design submitted Standards Teams submit SU 22 work plans
June-July 2022	Standards Teams Summer 2022 work (limited members)
August 2022	Full Standards Teams work resumes, with monthly goals and check in with Co-Leads. Special Assistant to the President for Strategic Planning and Compliance begins meeting weekly with Self Study co-leads.
September- December 2022	Standards Teams work continues with monthly goals, check in, and support provided by Self Study Co-Leads. Co-Leads guide Executive Leadership Cabinet in Verification of Compliance with Federal Regulations
December 2022	First Draft of Self Study Report outlined and compiled to date, with evidence cited, referenced and uploaded to Share Point Site. First Draft of Institutional Federal Compliance Report

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January 2023	Feedback and next steps to Standards Teams by Self Study co-leads. Executive Leadership Cabinet provides Feedback and next steps on Institutional Federal Compliance Report.
January –April 2023	Standards Teams work continues with monthly goals, check in, and support provided by Self Study Co-Leads. Executive Leadership Cabinet work continues with monthly goals, check in, and support provided by Self Study Co-Leads.
May 2023	Final Draft of Self Study chapters submitted to co-chairs, and all evidence cited, referenced and uploaded to Share Point site.
June –August 2023	Co-Leads, with select members of the Steering Committee, Executive Leadership Cabinet compile and edit the FINAL self-study report, Institutional Federal Compliance Report, and the Evidence Inventory.
September 2023	FINAL Self Study and Evidence Inventory documents submitted to MSCHE
September 2023-December 2023	Campus prepares for site team visit
March/April 2024	MSCHE site team visit
April-June 2024	Site Team follow up and MSCHE final report.

X. Communication Plan

<b>Houghton College Middle States Communication Plan</b>			
Purpose	Audiences	Methods	Timings
To share data, documents and research results and communicate in a secure, transparent, and convenient manner	Steering Committee Members and Working Group Members	Middle States Self-Study Share Point Site	Spring 2022- Fall 2024
To update campus constituencies about the Self-Study process	Students	Middle States Self-Study Webpage; open forums; presentations to Student Council	Continuous updates to the webpage; reports to Student Council each academic term; periodic forums
	Alumni and community members	Middle States Self-Study Webpage; Alumni social media sites	Continuous updates to webpage; Alumni social media: periodic updates
	Faculty	Middle States Self-Study Webpage; open forums; faculty representatives on Steering Committee; updates at Faculty meetings; President’s Town Hall meetings	Continuous updates to webpage; reporting of faculty representatives to departments; monthly updates at Faculty meetings

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	Board of Trustees	Middle States Self-Study Webpage; presentations at BOT meeting	Monthly updates by the President; periodic updates at BOT meetings by Self-Study co-chairs
	Administration and Staff	Middle States Self-Study Webpage; open forums; President's Town Hall meetings and Staff Council meetings.	Continuous updates to webpage; Monthly Staff Council meetings
To gather feedback about Working Group reports	Students	Feedback from Student Council representative on Working Group teams after sharing updates on Working Group reports; feedback from open forums; monthly email updates.	Fall, 2022
	Alumni and community members	Feedback by alumni and community representatives on steering committee; updates in alumni social media; advisory committee reports	Fall, 2022
	Faculty	Feedback by Faculty serving on Steering Committee after sharing relevant Working Group reports; feedback after sharing updates at Faculty meetings; feedback from open forums; monthly email updates; President's Town Hall meetings	Fall, 2022
	Board of Trustees	Feedback from board members after periodic reports	Fall, 2022
	Administration and Staff	Feedback about relevant Working Group reports by administrative and staff representatives on Steering Committee; feedback from open	Fall, 2022

		forums; monthly email updates; President's Town Hall meetings	
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## XI. Evaluation Team Profile

Houghton College requests that the following criteria are used to guide the selection of Evaluation Team members:

- a. **Team Chair:** The team chair to be selected from a pool of Vice President level officers from a Council for Christian Colleges and Universities (CCCU) institution. The following rank order aligns with our institutional priorities and may be used as a guide in selecting the team chair:
  - i. President
  - ii. Provost
  - iii. VP of Enrollment
  - iv. VP of Finance
- b. **Team Members:** Team members should include individuals who have expertise in academics, assessment, student affairs, finance and online and extension site organization. These members may include Provost, Associate Provost, Director of Student Support Services, Chief Financial Officer, VP for Enrollment, VP for Student Life, Human Resources, Director of Online and off campus programs, Advancement, and Director of Institutional Research.
  - i. Institutions that we consider comparable peers:
    1. Southern Wesleyan University (An institution of the Wesleyan Church)
    2. Oklahoma Wesleyan University (An Institution of the Wesleyan Church)
    3. Asbury University
    4. Greenville University
    5. Roberts Wesleyan College
    6. Gordon College
    7. Messiah College
  - ii. Institutions that we consider to be aspirational peer institutions:
    1. Union University
    2. Wheaton College
    3. Samford University
    4. Lipscomb University
  - iii. Institutions that we consider to be primary competitors, and request that individuals from these institutions not be included in the evaluation team:
    1. Roberts Wesleyan College
    2. Liberty University
    3. Messiah University
    4. Gordon College
    5. Grove City College

6. Indiana Wesleyan University (An Institution of the Wesleyan Church)
  7. Cedarville University
  8. SUNY Fredonia
  9. SUNY College Geneseo
  10. Wheaton College
  11. St John Fisher College
  12. SUNY University at Buffalo
- ii. Individuals from the following institutions should not be included due to a conflict of interest:
1. Buffalo State University
  2. Erie Community College
  3. Niagara University
  4. D'Youville University
  5. Daemen University
  6. Medaille University
  7. Hilbert College
  8. Eastern Nazarene College
  9. Private universities that recruit in the western New York region, including but not limited to Empire 8 institutions (Hartwick, Nazareth College, St John Fisher College, Alfred University, Elmira, Keuka, Russell Sage)

### XIII. Evidence Inventory Strategy

The Self-Study Co-chairs, in collaboration with the Steering Committee will assist in the population and management of the Evidence Inventory. A SharePoint site has been created for this purpose and is accessible by all Steering Committee members. The SharePoint site has a folder for each Standard and within each Standard folder is a folder titled "Evidence" which will be where Standard Working Groups will upload evidence. Using the Evidence inventory Institutional Self-Evaluation Rubric the Self-Study Co-chairs and Working Group co-chairs will assess the appropriateness and usefulness of each document to be included in this section.

Only data referenced in the Self-Study report will be uploaded to the Evidence Inventory and a judicious review of evidence material will be utilized to ensure that this does not become a "data dump" but rather a useful repository of reports and information necessary for supporting the work of each Working Group. Additionally, duplicative reports will be avoided through a coordinated assessment and review of materials by the co-chairs.

The types of data points that will be utilized for each Standard group were noted in this document in the respective section above. But to briefly summarize here, evidence will be collected from:

- Meeting Minutes (Faculty, Board of Trustee, Committee)
- College catalogs
- Handbooks (Faculty, Student, Staff, Board of Trustee)
- Policy and Procedure manuals
- Web pages
- Nuventive Data management program

## Houghton College Self-Study Design

- Enrollment Data
- Strategic Plans
- Surveys (First Destination, Student Satisfaction)
- Financial Reports
- Syllabi
- Faculty/Staff/Board of Trustee Bios