

Here are examples to help you have a sense of what NMU should write about in each chapter of our assurance argument (our “self-study”). These are *only* to get your wheels turning! We will write about much more than these few starter ideas. **What do *you* think we should write about?**

Core Component Main Theme	Illustrating Examples – NOT comprehensive lists <i>What else would you talk about here?</i>
1.A. Mission Alignment	<ul style="list-style-type: none"> • Mission history, development, adoption • Mission-aligned educational programs, student supports, and planning / budgeting priorities
1.B. Mission and Public Good	<ul style="list-style-type: none"> • Role in the community • Partnerships that meet community needs
1.C. Mission and Diversity of Society	<ul style="list-style-type: none"> • Course-based activities that promote civic engagement • Student service or experiences
2.A. Integrity	<ul style="list-style-type: none"> • External and internal audits • Hiring qualifications and processes for faculty and staff
2.B. Transparency	<ul style="list-style-type: none"> • An accurate, updated website • Catalog that includes program requirements for all degree levels • Publicly-accessible tuition and fees and net price calculator
2.C. Board Governance	<ul style="list-style-type: none"> • Board policies and bylaws
2.D. Academic Freedom and Freedom of Expression	<ul style="list-style-type: none"> • Policy on freedom of expression and/or academic freedom • Policies and procedures for peaceful assembly of students
2.E. Knowledge Acquisition, Discovery and Application	<ul style="list-style-type: none"> • Research opportunities and policies • Policy on academic integrity, plagiarism, citations, AI • Library, IRB, animal care and research
3.A. Educational Programs	<ul style="list-style-type: none"> • Website or catalog publishing all programs’ learning goals • Agendas and minutes from CUP, GPC, Senate • A syllabus template or guidelines for course outlines
3.B. Exercise of Intellectual Inquiry	<ul style="list-style-type: none"> • Process for developing curriculum and course outlines • General education learning goals and curriculum • Programmatic accreditations
3.C. Sufficiency of Faculty and Staff	<ul style="list-style-type: none"> • Faculty qualifications policy • Student-to-faculty ratio; Student-to-staff ratio • Summary of qualifications of Student Affairs staff
3.D. Support for Student Learning and Resources for Teaching	<ul style="list-style-type: none"> • Programming offered and evaluated by student affairs • Writing and math assistance, tutoring programs, or other • Faculty resources for teaching / learning and student support
3.E. Assessment of Student Learning	<ul style="list-style-type: none"> • Annual reports of the assessment process. • Cocurricular assessment and improvements based on data
3.F. Program Review	<ul style="list-style-type: none"> • Program review policy, processes, schedule and guidelines • Sample program review reports and improvements based on data
3.G. Student Success Outcomes	<ul style="list-style-type: none"> • Benchmarking with peer institutions on graduation, persistence, retention, completion and transfer • Data on where students go after graduation
4.A. Effective Administrative Structures	<ul style="list-style-type: none"> • Campus committees participating in collaborative planning • Senate bylaws, policies, procedures and schedules
4.B. Resource Base and Sustainability	<ul style="list-style-type: none"> • Independent audited financial statements • Investments in facilities and technology
4.C. Planning for Quality Improvement	<ul style="list-style-type: none"> • Strategic plan history and process, constituencies involved • Budget requests and procedure for budget planning