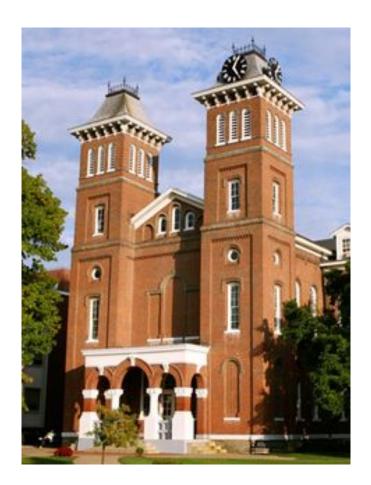# California University of Pennsylvania

CAL U

SELF-STUDY DESIGN DOCUMENT
For the preparation of a Self-Study
Used as the basis for a team visit
For reaffirmation of accreditation
By the Middle States Commission of Higher Education

REVISED SUBMISSION May 1, 2018
Leonard A. Colelli and Justin Hackett, Self-Study Co-Chairs
Geraldine M. Jones, President

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MSCHE Self-Study Design
California University of Pennsylvania
250 University Ave.
California, PA 15419

I. Institutional Overview

History of the University

California University of Pennsylvania (Cal U) is a regional, comprehensive University located in southwestern Pennsylvania.   The school was first established as an academy in 1852 and evolved into a normal school by 1865 with subsequent mission and title changes in 1928 (California State Teacher's College), and 1960 (California State College). After the creation of the Pennsylvania State System of Higher Education (PASSHE) in 1982, the school became one of the commonwealth's 14 public universities; assuming its current title as California University of Pennsylvania (Cal U) with a "special mission" in science and technology.

The University is located in the borough of California, in Washington County Pennsylvania, about 35 miles southwest of Pittsburgh on the banks of the Monongahela River. The main campus consists of 98 acres, including the Phillipsburg annex. The 98-acre recreation complex, George H. Roadman University Park, is located one mile from campus. This complex includes a football stadium, an all-weather track, tennis courts, a baseball diamond, a softball diamond, soccer and rugby fields, a cross country course, areas for intramural sports, and picnic facilities. Adjoining Roadman Park is the 98-acre SAI Farm, purchased in 2010. The parcel includes a cross country course, recreation space and a farmhouse that has been renovated for student meetings. Together, Roadman Park and the SAI Farm comprise the University's upper campus.

Academic Structure, Enrollment, and Programs

Cal U is categorized as a Master's (Larger Programs) institution by the Carnegie Foundation for the Advancement of Teaching and Learning. The Princeton Review listed Cal U among the best colleges and universities in the Northeast for 13 consecutive years and for more than 165 years, Cal U has been known for its educational excellence and more recently for its commitment to the core values of Integrity, Civility and Responsibility.

With an enrollment of approximately 7,700, the University draws most of its students from the seven surrounding counties and it attracts students from all 50 states and approximately 33 countries. With no community colleges in Washington County, Cal U has always fulfilled an access mission, providing opportunity for the region's students, including those who are underprepared academically and/or financially to achieve a higher education credential. The University's traditional student population includes a high percentage of first generation students (typically 34-36%), and many who are Pell Grant eligible (approximately 42%). Approximately 19% of our students are classified as being a member of an underrepresented minority (URM).

Under the direction of the provost, three undergraduate colleges; Education and Human Services, Liberal Arts, and the Eberly College of Science and Technology administer a major portion of the student population. Although primary serving undergraduate students, the University has

experienced a rapidly growing graduate and professional degree portfolio in the School of Graduate Studies and Research, including two professional doctorate degrees (Doctor of Health Science and Doctor of Criminal Justice). As of the fall of 2017, this school experienced a record high enrollment with more than 2000 students, many through its Global Online initiative, offering highly sought undergraduate, graduate, and certificate programs in a 100% online, asynchronous format. Cal U's graduate programs are a strength, with Cal U leading the State System in graduate degrees awarded.

California's CAEP accredited teacher education programs are part of its historical legacy and enjoy an excellent nationwide reputation. Programs in engineering technology (e.g. electrical, computer, mechatronics), biology, physics, and earth science are part of the University's long-standing special mission in science and technology. Aligned with the special mission are many other programs that offer a technological flavor. Examples include commercial music technology, geographic information systems (GIS), instructional technology for teachers, and new media/digital storytelling in the English department.

The natural gas boom and cracker plant development in this region requires the University to develop additional programs in science and technology and expand others (e.g. chemistry, environmental science, and geology) to contribute to the workforce in these emerging industries. Cal U also embraces niche programs that serve a need. Our Professional Golf Management program, a concentration in the BS in Sport Management, prepares students to assume excellent positions as golf professionals in a variety of settings.

Cal U provides an array of allied health programs including physical therapist assistant, athletic training, exercise science, gerontology and nursing. The best-known programs in allied health at Cal U are the bachelors and master's degree programs in communication disorders. The master's level program recruits nationally and attracts many more students than can be accommodated. Also, as the baby boomer generation continues to age, additional allied health programs will need developed to meet increasing demand.

In the College of Liberal Arts, the Department of Criminal Justice offers degree programs at every level (associate, bachelor's, master's and doctorate), all of which are heavily subscribed. Additional programs in law, history, political science, journalism, psychology, communications, Arabic language and others provide many opportunities for potential students in the region served by the University.

The five programs with the largest fall 2017 enrollments at Cal U of Pennsylvania were Business Administration (867 students), Exercise Science/Fitness & Wellness (757 students), Criminal Justice/Legal Studies (509 students), Nursing (448 students), and Sport Management (315 students).

The University utilizes a variety of high impact practices aimed at improving student retention. Learning communities, writing intensive courses within the disciplines, internships, capstone courses, over 50 academic clubs and organizations, and undergraduate research are examples of high impact practices common at California. The Center for Undergraduate Research successfully facilitates one-on-one research between faculty members and undergraduate students.

Administrative Structure

The Cal U administration includes the Office of the President and three major Cabinet divisions headed by vice presidents (Academic Affairs, Student Affairs, and Finance & Administration). In addition, the positions of Chief of Staff, Associate Vice President for University Development and Alumni Relations, Associate Vice President for Communications and Public Relations, the Special Assistant for Social Equity, and the Special Assistant for Academic Program Development report directly to the President.   In the fall 2017, Cal U employed 95 administrators and administrative support staff.

- One Executive Leader (President)
- Fourteen Strategic Leaders (Provost, Associate Provosts, Vice Presidents, Associate VP's, Deans)
- Forty-Six Tactical Leader/Senior Professionals (Executive Directors, Directors, Managers, non-academic deans)
- Twenty-Eight Operational Leadership/Professionals, and
- Six Management Support Staff (Executive Staff Assistants, Administrative Assistants, Coordinators)

Four representative governance bodies: The *President's Cabinet*, *Student Government*, the *local APSCUF* branch of the state faculty union, and the *Staff Leadership Council* (composed of leaders from each of four staff unions and non-represented managers) play a role in the shared governance of the institution.

The President's Cabinet generally meets on a bi-weekly basis, the local faculty union (APSCUF) and the four staff unions schedule regular "meet and discuss" sessions with administrators to clarify or address situations related to respective collective bargaining agreements, and the three undergraduate and one graduate deans also chair respective college councils comprised by department chairpersons and a representative from the library. These councils generally meet at least once a month.

The University's Council of Trustees (COT) currently consists of 11 members (5 male and 6 female). Members are nominated and appointed by the Governor of Pennsylvania with the advice and consent of the Senate serving six year terms until their successors are appointed and qualified. At least two members of the group are alumni of the institution and one member is a full time undergraduate student. The Council meets on a quarterly basis. The current Chair of the Cal U COT is Annette D. Ganassi and Vice-Chair James T. Davis is a member of the Self-Study Steering Committee.

Institution's 2015-2020 Strategic Mission Statement:

The mission of Cal U is to provide a high-quality, student-centered education that prepares an increasingly diverse community of lifelong learners to contribute responsibly and creatively to the regional, national and global society, while serving as a resource to advance the region's cultural, social and economic development.

Goal 1: Enhance the academic excellence and experience of our students.

Goal 2: Operate using sound and efficient fiscal and governance practices.

Goal 3: Create a transformative learning and working environment that promotes diversity through a culture of civility and inclusiveness.

Goal 4: Serve in the areas where we live and learn through the Commonwealth, the region, the nation and the world.

Goal 5: Continue to enhance the quality of student life.

Student Population of California University of Pennsylvania

The fall 2017 student population included a total headcount enrollment of 7,788 students (5,557 undergraduate and 2,231 graduate), drawing most students from seven surrounding counties but also attracting students from all 50 states and approximately 33 countries with the assistance of our graduate and undergraduate Global Online (GO) programs. GO headcounts included 1,214 undergraduate and 1,424 graduate students (2,638 total GO students; about 34% of the total student population). Traditional age students (24 and under) comprised 76% of the student population; including a high percentage of first generation students (typically 34-36%) and many of these were Pell Grant eligible (47%). Twenty-four percent of the student population were classified as non-traditional (adult) students. Nineteen percent of our student population were classified as members of an underrepresented minority (URM) of which the largest minority (12%) were Black or African American and the next largest (3%) were Hispanic/Latino. The undergraduate student population comprised 82% full-time enrollment; 53% were female students. The graduate population comprised 40% full-time enrollment; 64% of graduate enrollment were female. In summary, we have relatively large populations of traditional and first-generation Pell Grant eligible students, a high percentage of female student enrollment in graduate programs and growing adult student and Global On-line program enrollments.

II. Institutional Priorities to be Addressed in Self-Study

The following institutional priorities will be addressed in the Cal U self-study.

1. Enhancing the academic excellence and experience of our students.
2. Operating with sound and efficient fiscal and governance practices.
3. Achieving optimal enrollment in these challenging times.
4. Creating a comprehensive system of institutional assessment.

Table 1 shows an alignment matrix where Institutional Priorities will be addressed within each of the seven Middle States standards.

Table 1: Institutional Priorities/MS standards	Middle States Standards						
	I	II	III	IV	V	VI	VII
1. Enhancing the academic excellence and experience of our students	X	X	X	X	X		
2. Operating with sound and efficient fiscal and governance practices.	X	X				X	X
3. Achieving optimal enrollment in these challenging times.	X			X			X
4. Creating a comprehensive system of institutional effectiveness.	X	X	X	X	X	X	X

Institutional Priorities 1 – 3 are directly related to the goals and tenets of the Cal U 2015-2020 Strategic Plan: Charting our Path. Priority 4 is an area of opportunity recognized by our President, Provost, and greater campus community as an institution-wide need requiring sustained improvement.

These priorities were initially identified by a four-member Cal U *Self-Study Leadership Team* who participated in the 2017 Middle States "Self-Study Institute" in Philadelphia, PA. This team comprised the associate provost for assessment & accreditation, the associate provost for academic success, an associate dean of student affairs, and a full-time faculty member who is also the co-chair of the Academic Program Assessment Committee. The priorities were later approved by the Provost and Vice President for Academic Affairs, the Middle States Self-Study Steering Committee (which includes the President's Cabinet), and University President Geraldine M. Jones.

III. Integration of Affiliation Requirements within Self-Study Standards

Table 2 shows an alignment matrix where MSCHE Requirements of Affiliation will be addressed within each of the seven Middle States standards. The remaining Requirements (1-6 and 14) will be addressed in a separate "Compliance Report".

Req.	Table 2: MSCHE Requirements of Affiliation	Middle States Standards						
		I	II	III	IV	V	VI	VII
7	Mission and Goals	X						
8	Systematic Evaluation of Programs			X	X	X	X	
9	Rigor, Coherence, and Assessment			X		X		
10	Integrated Planning	X		X	X	X	X	
11	Financial Resources						X	
12	Governance Structure							X
13	Governance and Conflict of Interest							X
15	Faculty			X				

IV. Intended Outcomes of the Self-Study

Our intended self-study outcomes are to:

1. Demonstrate that Cal U meets the MSCHE accreditation Standards and Requirements of Affiliation;

2. Develop Action Plans to maintain "Institutional Priorities" (Table1) based on an analysis of MSCHE Standards-based "Criteria" and "Requirements of Affiliation" (Table 2);

3. Develop and Submit a "Verification of Compliance" report of the MSCHE "Requirements of Accreditation" by the specified deadline;

4. Create a viable digital "Evidence Inventory" of institutional data and evidential documentation that is well-aligned with Commission Standards and their Criteria and succinct enough to enable institutional stakeholders, Evaluation Team members, and Commissioners to easily find information the institution represents as documentation of compliance with Commission Standards and their Criteria;

5. Identify strengths and areas of opportunities that will serve as inputs to the 2020-2025 California University of Pennsylvania Strategic Plan; and

6. Plan and Implement comprehensive and continuous assessment in all university operations. This process will include:
   a. Mission Statements of divisions and departments (aligned with the mission of the Cal U "2015-2020 Strategic Plan: Charting our Path");
   b. Measurable outcomes based on Student Success Goals, Customer Service Goals, and/or Institutional Success goals;
   c. Data gathering and analysis;
   d. Loop closing discussions of assessments results;
   e. data-based decisions; and
   f. Reports of results and decisions (with data cited).

The measurable outcomes are designed to help achieve our mission and enhance overall effectiveness as defined by the success of all students, quality customer service operations, and the success of the institution.

- *Student success* is defined as helping students achieve personal goals with discipline-based competence and as little debt possible through either gainful employment in their discipline of study or continued education within a year of graduation.

  o Measures of student success may include program (including general education) knowledge, skills and dispositions; experiential learning opportunities; student self-report; NSSE student engagement measures; professional licensures; post-graduation evidence of continuing education or gainful employment in a field related to graduate's credential; or other measures of student success identified during the self-study.

- *Quality Customer Service* is defined as identifying our student's service expectations and providing processes, procedures, and a culture to empower our employees to exceed them.

  o Measures of customer service may include effective communication, timeliness of responses, efficient resolution of problems, effectiveness of policies and processes, "show-readiness" of grounds and facilities, "assertive friendliness of faculty and staff" and other measures of quality customer service identified during the self-study.

- *Institutional Success* is defined as achieving institutional goals through an integration and alignment of student success and customer service improvement efforts throughout the University.
  - o Measures of institutional success may include Annual IPEDS Data Feedback Report comparisons with national comparison institutions and PASSHE system schools (admissions, student enrollment, awards, charges and net price, student financial aid, military benefits, retention, graduation rates, finance, staff, libraries), State System performance funding measures, 2015-2020 Strategic Plan goals, Strategic Marketing Plan KPI's, Bi-Annual Financial Plan goals, or other measures of institutional success defined during the self-study which will feed into the 2020-2025 Strategic Plan.

Key questions regarding the development of a sustainable, systematic, meaningful, useful and efficient system of institutional effectiveness in student success, customer service, and institutional success outcomes are provided in Table 3. These questions will be considered by Working Groups for each of the seven MSCHE Standards.

Table 3: Key Questions – Institutional Effectiveness			
Systematic	**Meaningful**	**Useful**	**Cost Effective/Efficient**
Are all university cycles (e.g. strategic plan, governing board terms, PASSHE five-year program review, and annual program assessment) periodically addressed?	To that extent do stakeholders trust assessment results?	How engaged are institutional stakeholders in the process?	What has been the "value-added" of the assessment process?
Are *university systems* well understood (mission alignment, measurable outcomes, data gathering and trend assessment, data-based decisions for ongoing improvement)?	How well are assessment results related to goals and objectives?	How collaborative has the assessment process been?	How discernible and sustainable is the current process?
Are systematically measured outcomes *realistic and achievable*?	To what extent do assessments have potential for revealing "the truth" no matter how uncomfortable?	To what degree has the assessment process impacted student learning?	To what extent has assessment become a natural rather than an imposed process?

V. Self-Study Approach

The self-study will be organized by the "*Standards-Based Approach*" (see Table 4) with institutional priorities and requirements for affiliation integrated at appropriate places throughout the defining criteria lenses of each Standard. Working Groups will be assigned a specific Standard and the Evidence Inventory will be used as a tool to organize evidence according to Standard and Criteria. This is the most commonly used approach and for us, the most logical way to organize our seven working teams for self-study development.

	Table 4: Standards-Based Approach	
Organization of Self-Study Report	Organized by Standard; one chapter for each Standard.	
Integration and Evaluation	Priorities and Requirements of Affiliation integrated within the Standards, where appropriate.	
Working Groups	Organized by Standard.	
Evidence Inventory	Evidence Inventory is used as a tool to organize evidence by Standard and their criteria.	

VI. Campus Organizational Structure for the Self-Study

The campus Organizational Structure, shown in Table 5, for the development of the Self-Study includes a four-member Self-Study Oversight Team, a Self-Study Steering Committee, seven Standards-based Working Groups, Compliance and Evidence Inventory Committees, and three Self-Study Editors (see Table 5). Included in this structure are administrators from the President's Cabinet, Academic Affairs, Student Affairs, Administration & Finance, Public Relations and Communications, faculty from the three undergraduate colleges, staff and students.

Table 5: Organizational Structure	Standard I Mission & Goals	Standard II Ethics & Integrity	Standard III Design/Delivery of the Student Experience	Standard IV Support of the Student Experience	Standard V Ed Effectiveness Assessment	Standard VI Planning, Resources & Institutional Improvement	Standard VII Governance, Leadership & Administration
Co-Chair Faculty/Staff	Scott Hargraves	Sheri Boyle	Sarah Downey	Nancy Pinardi (Cabinet)	Holiday Adair	Richard LaRosa	Jason Kight
Co-Chair Administration	Steve Whitehead	Lawrence Sebek	Doug Hoover	Dan Engstrom & Ryan James	Kevin Koury	Robert Thorn (Cabinet)	Bruce Barnhart (Cabinet)
Faculty (S&T)	Paul Hettler	Thomas Wickham	Kaddour Boukaabar	Chadwick Hanna	Kimberly Woznack	Ed Matecki	Ghassan Salim
Faculty (LA)	Cassandra Kuba	Craig Fox	Michele Pagen	Mathilda Spencer	Scott Lloyd	Jim Bove	Susan Jasko
Faculty (EDHS)	Rebecca Maddas	Justin Barroner	Diane Fine	Laura Giachetti	Elizabeth Gruber	Marcia Hoover	Robert Mehalik
.	Jean Hale	Gregory Davis	Barry McGlumphy	William Meloy & Mario Majcen	Matt Price	Adam Gill & Brian Kraus	Becky McMillen & Joshua Crockett
Student Affairs	Terry Wigle	Dawn Moeller	Diane Hasbrouck	Nancy Skobel	James Pflugh	Jamison Roth	Melissa Dunn
SUA	Ryan Barnhart	Barry Bilitski	Dori Eichelberger	Julie Osekowski	Debbi Grubb	Lindsay Pecosh	Sheleta Camarda-Webb
Student	**Commuter Council** (P) Claire Pendergact (VP) Caroline Jeffries	**BSA** (P) Raven Reeves **Rainbow Alliance** (P) Morgan Patterson	**S Athletic Council** Lucas Exner (Soccer) Tina Bellhy (Volleyball)	**S Activities Board** Kaylie Rusek Jessica Crosson	**Grad Office** Susan Fancsali **SAI Grad Rep.** Jordan Lockhart	**I Res Hall Council** (P) Chantel Cannon (VP) Erika Miller	**SGA** (P) - Seth Shiely VP- Cindy Obiekezie (Past P) Emily Moyer

MSCHE Steering Committee includes the Working Group Co-Chairs (plus the Director of Institutional Effectiveness, a four-member Self-Study Oversight Team, Compliance Committee Co-Chairs, and a member of the Council of Trustees.

Compliance Committee: Ayanna Lyles and Len Colelli (Co-Chairs), Heidi Williams, John Burnett, Wei Zhou, Brenda Fredette, Brian Cunningham, Dennis Carson

Evidence Inventory Committee: Loring Prest, Ryan Sittler, Joseph Zisk, Jon Kallis, CJ DeJuliis

Self-Study Editors: Christine Kindl, Melanie Blumberg, Laura Tuennerman

1. The names and titles of the Cal U *Self-Study Oversight Team* and their positions of responsibility are listed below.

   - Leonard Colelli, Associate Provost for Assessment & Accreditation (Administration Co-Chair)
   - Justin Hackett, Associate Professor of Psychology (Faculty Co-Chair)
   - Daniel Engstrom, Associate Provost for Academic Success
   - James Pflugh, Associate Dean (Student Affairs)

2. The charge of the *Self-Study Oversight Team* is to:

   a. Participate in the November 2017 MSCHE "Self-Study Institute" in Philadelphia, PA;
   b. Identify Institutional Priorities and Intended Outcomes to be examined and addressed by the Self-Study Working Groups;
   c. Develop the campus organizational structure for the development of the Self-Study;
   d. Develop the initial draft of the Self-Study Design Document;
   e. Seek approval of the Self-Study Design Document from the President's Cabinet, Steering Committee, Council of Trustees, and the President;
   f. Help prepare for the MSCHE Liaison's "Self-Study Preparation Visit";
   g. Provide guidance and direction for the Steering Committee for each Working Group;
   h. Provide guidance and direction to the Steering Committee to complete their charges with the Working Groups;
   i. Provide information and guidance to each work group as requested;
   j. Ensure milestones of accomplishment by the Steering Committee and the Working Groups are communicated (via the approved "Communication Plan") to the campus community in an iterative and timely fashion;
   k. Ensure that the campus community has an opportunity to receive and respond to drafts of the self-study at various points in the process;
   l. Review the final draft of the Self-Study;
   m. Work with the President and Team Chair to set the dates for the Visiting Team and Chair's preliminary visit;
   n. Ensure that the "Verification of Compliance Report" is developed and submitted by the stated deadline;
   o. Work with the Cal U Academic Events Coordinator to prepare for the MSCHE Evaluation Team Chair and Visiting Team Visit; and
   p. Coordinate a positive Institution response to the Visiting Team report.

3. The names and titles of the Cal U *Self-Study Steering Committee* members and their positions of responsibility are listed below.

   - Self-Study Oversight Team for the MSCHE Reaffirmation of Accreditation Process
   - Steve Atkins, Director of Institutional Effectiveness
   - James Davis, Cal U Council of Trustees
   - Compliance Committee Co-Chairs

- o Ayanna Lyles, Faculty Co-Chair (Associate Professor of Athletic Training & Director - Frederick Douglass Institute)
- o Leonard Colelli, Administrative Co-Chair (Associate Provost of Assessment and Accreditation)
- Working Group Co-Chairs:
  - o Standard I
    - Scott Hargraves, Associate Professor (Physical Therapy Assistant Program)
    - Stephen Whitehead, Associate Provost
  - o Standard II
    - Sheri Boyle, Associate Professor and Chair (Social Work Department)
    - Lawrence Sebek, Associate VP for Student Affairs
  - o Standard III
    - Sarah Downey, Associate Professor (English Department)
    - Douglas Hoover, Dean (Library Services) and undergraduate research
  - o Standard IV
    - Nancy Pinardi, VP for Student Affairs
    - Daniel Engstrom, Associate Provost for Academic Success
    - Ryan James, Associate Director of Admissions
  - o Standard V
    - Holiday Adair, Professor and Chair (Psychology Department)
    - Kevin Koury, Dean (College of Education and Human Services)
  - o Standard VI
    - Richard LaRosa, Professor of Marketing
    - Robert Thorn, VP for Finance and Administration
  - o Standard VII
    - Jason Kight, Associate Professor & Chairperson (Department of Special Education)
    - Bruce Barnhart, Provost and VP for Academic Affairs

4. The *Steering Committee Charge* from the President. At the kick-off meeting of the Steering Committee, members will be charged with leading the work groups through the self-study and keeping them on track throughout the self-study.

   The Steering Committee will:

   a. Review and revise the Self-Study Design draft to ensure the self-study is relevant to the Cal U Mission, Institutional Priorities, and Intended Outcomes;
   b. Approve the final draft of the Self-Study Design;
   c. Interact with the MSCHE Liaison during the Self-Study Preparation Visit;
   d. Coordinate with the work groups to ensure that the key success stories and opportunities for improvement are identified and addressed by each group in a critical and analytical fashion;
   e. Provide information and guidance to each work group as requested;
   f. Review, revise, and approve the design of the Evidence Inventory;
   g. Ensure the research of each work-group is relevant to the mission identified in the 2015-2020 Strategic Plan;
   h. Assist with the development of the lines of inquiry for each MSCHE chapter of the Self-Study;
   i. Ensure that dates on the Self-Study timeline are met;
   j. Review, revise, and approve individual chapters of the Self-Study document;
   k. Work with the President to approve dates for the Visiting Team and Chair's preliminary visit;
   l. Interact with the MSCHE Evaluation Team Chair during the campus visit;

m. Approve the final draft of the Self-Study;

n. Review, revise, and approve the "Verification of Compliance Report";

o. Interact with the MSCHE Evaluation Team and Team Chair during the Evaluation Team visit;

p. Review the Visiting Team's Evaluation Report and assist the Oversight Team with the development of a "Response Report".

q. Approve the institution's Response Report" to the Visiting Team report.

5. The names and titles of the Cal U *Self-Study Working Group* members and their positions of responsibility are listed below. (Note: *Co-Chairs italicized*)

- **Standard I: Mission & Goals**
  - *Scott Hargraves, Associate Professor (Physical Therapy Assistant Program)*
  - *Steve Whitehead, Associate Provost*
  - Paul Hettler, Professor and Chair (Business & Economics Department)
  - Cassandra Kuba, Assistant Professor of Anthropology
  - Rebecca Maddas, Assistant Professor of Health Science
  - Jean Hale, Director of Community and Corporate Relations
  - Terry Wigle, Associate Dean (Student Affairs)
  - Ryan Barnhart, Director of Alumni Relations
  - Claire Pendergact, Student (President of the Commuter Council)
  - Caroline Jeffries, Student (VP of the Commuter Council)

- **Standard II: Ethics & Integrity**
  - *Sheri Boyle, Associate Professor and Chair (Social Work Department)*
  - *Lawrence Sebek, Associate VP for Student Affairs*
  - Thomas Wickham, Professor of Parks and Recreation
  - Craig Fox, Associate Professor of Philosophy
  - Justin Barroner, Associate Professor of Professional Golf Management
  - Gregory Davis, Assistant Professor of Music Technology
  - Dawn Moeller, Professor (Department of Student Services Counseling Center)
  - Barry Bilitski, Regional Recruiter (Admissions Office)
  - Raven Reeves, Student (President of the Black Student Association)
  - Morgan Patterson, Student (President of the Rainbow Alliance)

- **Standard III: Design, Delivery of the Student Experience**
  - *Sarah Downey, Associate Professor of English (Assessment Committee of General Education Program)*
  - *Douglas Hoover, Dean (Library Services) and undergraduate research*
  - Kaddour Boukaabar, Professor of Mathematics and Computer Sciences
  - Michele Pagen, Professor and Chair (Music and Theatre Department)
  - Diane Fine, Assistant Professor of Childhood Education
  - Barry McGlumphy, Associate Professor of Exercise Science and Sports Medicine
  - Diane Hasbrouck, Director of Community Service & Civic Engagement (Student Affairs)
  - Dori Eichelberger, Director of University-Wide Mentoring (Academic Success)
  - Lucas Exner, Student (Student Athletic Council – Soccer)
  - Tina Bellhy, Student (Student Athletic Council – Volleyball)

- **Standard IV: Support of the Student Experience**
  - *Nancy Pinardi, VP for Student Affairs*
  - *Daniel Engstrom, Associate Provost for Academic Success*

- *Ryan James, Associate Director of Admissions*
- Chadwick Hanna, Associate Professor of Biology
- Mathilda Spencer, Assistant Professor of Criminal Justice
- Laura Giachetti, Assistant Professor/Director of Student Support Services
- William Meloy, Associate Professor of Library Sciences
- Mario Majcen, Associate Professor of Meteorology & Atmospheric Science
- Nancy Skobel, Associate Dean (Student Affairs/Advocate)
- Julie Osekowski, Academic Counselor (Academic Success Center)
- Kaylie Russek, Student (Student Activities Board)
- Jessica Crosson, Student (Student Activities Board)

- **Standard V: Educational Effectiveness Assessment**
  - *Holiday Adair, Professor and Chair (Psychology Department)*
  - *Kevin Koury, Dean (College of Education and Human Services)*
  - Kimberly Woznack, Professor of Chemistry
  - Scott Lloyd, Associate Professor of Art and Printmaking
  - Elizabeth Gruber, Professor of Counselor Education
  - Matthew Price, Associate Professor of Chemistry (Chair, General Education Program)
  - James Pflugh, Associate Dean for Student Conduct (Student Affairs)
  - Debbi Grubb, Director of Education Field Experiences (College of Education & HS)
  - Susan Fancsali, Student (Graduate Office)
  - Jordan Lockhart, Student (Student Activates Inc., Graduate Representative)

- **Standard VI: Planning, Resources, Institution Improvement**
  - *Richard LaRosa, Associate Professor of Marketing*
  - *Robert Thorn, VP for Administration and Finance*
  - Edmund Matecki, Assistant Professor & Asst. Chair (Business & Economics Department)
  - James Bove, Assistant Professor of Art and Design
  - Marcia Hoover, Associate Professor of Secondary Education
  - Adam Gill, Senior Budget Analyst
  - Brian Kraus, Associate VP for Technology Services
  - Jamison Roth, Director of Recreational Services (Student Affairs)
  - Lindsay Pecosh, Associate Director (Recruitment & Registration)
  - Chantel Cannon, Student President (Inter Residence Hall Council)
  - Erika Miller, Student Vice President (Inter Residence Hall Council)

- **Standard VII: Governance, Leadership, and Administration**
  - *Jason Kight, Associate Professor & Chairperson (Department of Special Education)*
  - *Bruce Barnhart, Provost & VP for Academic Affairs*
  - Ghassan Salim, Assistant Professor of Computer Engineering Technology
  - Susan Jasko, Professor and Chair (Department of Communication, Design, and Culture)
  - Robert Mehalik, Assistant Professor of Counselor Education; President, Faculty Senate
  - Becky McMillen, Executive Director (University Conferencing Services)
  - Joshua Crockett, Director of Systems & Operations (University Technology Services)
  - Melissa Dunn, Director of Student Activities and Leadership (Student Affairs)
  - Sheleta Camarda-Webb, Director (Multi-Cultural Affairs/Diversity Education/Nontraditional Student Services)
  - Seth Shiely, student (President - Student Government Association)
  - Cindy Obiekezie, student (Vice President – Student Government Association)
  - Emily Moyer, student (Past President -Student Government Association)

6. General W*orking Group Charge*.   At the kick-off meeting of each Working Group, members will receive a general charge to:

a. Review the <u>first</u> MSCHE training video (Understanding the Standards & Requirements of Affiliation: A general overview) and then review specific working group training video at: [Middle States Training Videos.](#)
b. Develop a understanding of the history, mission, and 2015-2020 strategic plan of Cal U in the context of their MSCHE Standard;
c. Carefully review the Cal U MSCHE 2015 Periodic Review Report and the 2017 MSCHE Monitoring report to become aware of past successes and challenges in meeting accreditation Standards;
d. Analyze documents, processes and procedures related to the assigned Standard utilizing data listed in the Evidence Inventory;
e. Identify and describe examples (positive stories) in each standard area the facilitate: 1) student success, 2) quality customer service, and 3) institutional success;
f. Focus on results (e.g. processes used in offices, units, departments to meet goals); don't spend time providing justifications or explanations of why services/programs are provided;
g. Conduct interviews and/or focus groups where relevant;
h. Consider a writing approach that describes a series of positive success stories that address "Requirements of Affiliation", "Criteria for Accreditation" "Institutional Priorities", and "Intended Outcomes" of the self-study;
i. If evidence is not available to support achievement of a criterion, provide an explanation and identify opportunities (resources) and innovations required for periodic improvement to meet the criterion;
j. Make sure working group members know who to contact when they need information;
k. Hold periodic meetings to assess progress;
l. Use templates provided to facilitate the development of the evidence inventory;
m. Generate written drafts that clearly indicate each of the lines of inquiry developed and the methods and data used to answer each inquiry;
n. Include an analysis of the University's successes and challenges in meeting the assigned standard in the context of the institution mission and goals with reasonable conclusions;
o. Recommend opportunities and support systems for incrementally developing a culture of continuous institutional effectiveness (assessment) for each MSCHE Standard at Cal U; and
p. Submit a final report (prepared by the Co-Chairs of the Working Group) by November 2019 which Identifies institutional strengths, challenges, and opportunities for improvement, addressing appropriate "Requirements of Affiliation" and "Criteria for Accreditation" and noting connections to "institutional priorities" and "intended outcomes" of the self-study.

7. *Specific Charges* to Each Working Group.

- ***Standard I: Mission and Goals***
  o Understand how the mission of Cal U mission and goals are developed,
  o Examine where the mission and goals are appropriate,
  o Examine how the Cal U mission and goals are supported and implemented across the institution, and
  o Report how the University establishes and periodically assesses the mission and goals.

- **Standard II: Ethics and Integrity**
  o Understand how Cal U's priorities and core values are reflected in its mission,
  o Examine whether Cal U has an appropriate campus climate to support its mission,
  o Determine if Cal U is in compliance with the Higher Education Opportunity Act and our current student Right-To-Know webpage is accessible and accurate per federal regulations, and

- **Standard III: Design and Delivery of the Student Learning Experience**
  - Understand how the Cal U mission is reflected in the range of programs offered and
  - Examine how Cal U programs at all levels demonstrate the highest quality for student success.

- **Standard IV: Support of the Student Learning Experience**
  - Understand how the Cal U mission drives recruitment retention and admission to all programs and
  - Examine how Cal U's student support system and services contributes to learning and student success through effective customer service, policies and procedures.

- **Standard V: Education Effectiveness Assessment**
  - Understand how the Cal U mission is reflected in our expectations of student learning, and
  - Examine the effectiveness of educational assessment processes in developing a culture of assessment at Cal U.

- **Standard VI: Planning, Resources, and Institutional Improvement**
  - Understand how processes, resources and structures align to fulfill the mission of Cal U,
  - Examine how Cal U responds and adapts to change, and
  - Examine how Cal U engages in reflective practices that lead to ongoing improvement.

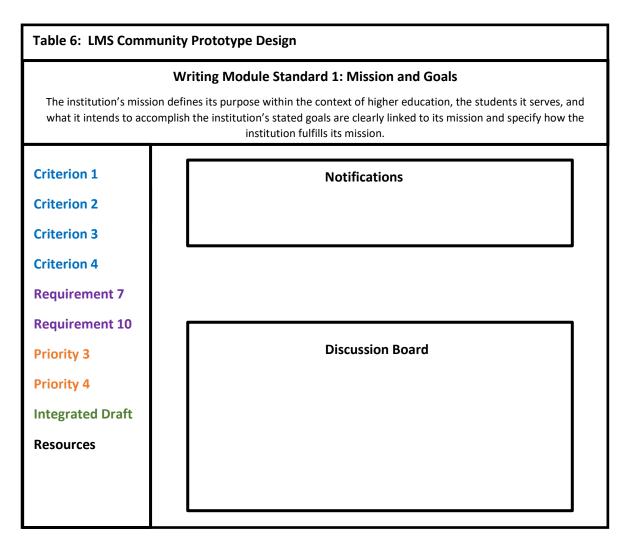- **Standard VII: Governance, Leadership, and Administration**
  - Understand how the Cal U mission is achieved through its governing and administrative structures and
  - Examine how Cal U prioritizes its academic purpose and functions with autonomy always.

VII. Guidelines for Reporting

The Self-Study Oversight Team will work with the Cal U Teaching and Learning Center to develop a password protected Middle States Self-Study *Writing Community Site* in the D2L campus Learning Management System. A Middle States *Writing Module* will be developed for each of the seven MSCHE Standards with embedded *Work Folders* for appropriate Criteria, Requirements, Institutional Priorities, and Working Group Resources illustrated in Table 6: LMS Community Prototype Design (on the next page).

Working group co-chairs will have access to *Microsoft Word file templates* in writing module Work Folders to produce documents for each **Criterion**, **Requirement** and **Institutional Priority** associated with the Standards. When completed, these documents will be shared (by co-chairs) with the other working group members for review and comment via *Discussion Boards* or other means at the discretion of the co-chairs.

Template documents for the criteria, requirements, and institutional priorities will be revised by working group co-chairs and integrated as one Word document for each Standard in an **Integrated Draft** F*older* in each Writing Module. The integrated working group draft will be reviewed by the Working Group members and revised by the co-chairs. The Co-chairs will provide progress updates to the Steering Committee at least every three weeks and when the Oversight Team and Steering Committee approve each final document, it will be forwarded to the self-study line-editors for review.

Table 6: LMS Community Prototype Design
Writing Module Standard 1: Mission and Goals   The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish the institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Criterion 1

Criterion 2

Criterion 3

Criterion 4

Requirement 7

Requirement 10

Priority 3

Priority 4

Integrated Draft

Resources

Notifications

Discussion Board

The preferred editorial style for integrated working group documents is provided below.

- The title page will include the complete standard name and number (as Roman numeral), the names of the Working Group co-chairs, the names of the Working Group members, and the date of the report's submission.
- No headers, footers or page numbers to be included; those will be added later.
- The body of the integrated Working Group report will provide documentation of evidence and examples using in-text citation (APA style).
- The report will end with a section on Opportunities for _Improvement and Innovation_.
- The integrated Working Group report will be accompanied by references in APA style.
- The report will feature 1" margins, will use Arial, 12 pt. type, and will be double-spaced (for ease of editing).
- In double-spaced format, the page limit for each Working Group report should not exceed a 16-20-page range.
- Current formatting styles require only a single space between sentences.
- If report sections include graphs or charts, each should be numbered and referred in the text by number. However, please do not insert any graph/chart. Instead, include them at the end of each document.

- Do not use bold, italic, or other formatted text unless called for in the sample formatting (for headings, subheadings, citations, etc.).
- Text should be aligned left (not justified or centered).

Once the line-editors complete their work and the working group documents have been approved by the Steering Committee, they will be forwarded to the copy editor to further refine and ensure that the entire self-study document reads as one collective voice.

- **Self-Study Editors**
  - Christine Kindl (Copy Editor), Associate VP, Public Relations & Communications
  - Melanie Blumberg (Line Editor), Professor of Political Science
  - Laura Tuennerman (Line Editor), Professor of History

VIII. Organization of the Final Self-Study Report

The organization of the self-study will follow the outline below.

<u>Executive Summary</u>

- A brief (1-5 page) description of the major findings, recommendations and opportunities for improvement of the self-study.

<u>Introduction</u>

- An introduction to the institution, including the mission, a brief summary of the history, type, size, and student population.
- A brief discussion of what led the institution to choose its instructional priorities.
- A description and rationale for the approach the institution has chosen for the self-study.
- A paragraph about how the remaining chapters are organized by standard and how the Evidence Inventory will be used.

<u>Chapters for Each Standard</u>

- Heading indicating the Standard under consideration and related institutional priorities to be addressed.
- A description of topics under review and analysis of the evidence considered, with appropriate reference to Institutional Priorities (Table 1), Criteria for Accreditation, and Requirements of Affiliation (Table 2) associated with teach Standard where applicable.
- Cross-references to relevant materials in other parts of the report and within the Evidence Inventory.
- Analysis of relevant strengths and challenges, with appropriate reference to appropriate reference to Institutional Priorities, Criteria for Accreditation, and Requirements for Affiliation, and
- Opportunities for institutional improvement.

<u>Conclusion</u>

- Summary of the major conclusions reached and the institution's opportunities for improvement.

- Initial plans for the institutional initiatives that will address identified opportunities.
- Concluding observations on how this process is being used to continuously improve student achievement and the institution's mission and goals.

IX. Verification of Compliance Strategy

A Compliance Committee has been established to develop the MSCHE Compliance Report for the Institution. The members of the Verification and Compliance Committee are:

- Ayanna Lyles, Faculty Co-Chair (Associate Professor of Athletic Training & Director - Frederick Douglass Institute)
- Leonard Colelli, Administrative Co-Chair (Associate Provost of Assessment and Accreditation)
- Heidi Williams, University Registrar
- John Burnett, Special Assistant to the President for Social Equity
- Wei Zhou, Director of Institutional Research
- Brenda Fredette, Dean (Eberly College of Science and Technology)
- Brian Cunningham, Environmental Health and Safety Director
- Dennis Carson, Manager (Enterprise Infrastructure)

The co-chairs of the Verification and Compliance Committee serve on the self-study Steering Committee to facilitate cross-communication of compliance information with the self-study Working Group co-chairs.

The Verification and Compliance Committee co-chairs will utilize the MSCHE "2017 Verification of Compliance Template" to initially perform a "***gap analysis***" during the summer of 2018 and during the spring and summer of 2019, provide detailed documentation of policies that are 1) in writing, 2) approved and administered through applicable instructional processes, and 3) published and accessible to those affected. The completed template will verify our compliance with the accreditation-relevant federal regulations developed by the U.S. Department of Education in the Higher Education Opportunity Act of 2008 and Title IV program responsibilities.

The "Template" is organized by the following compliance categories:
- Student Identity Verification in Distance and Correspondence Education
- Transfer of Credit Policies and Articulation Agreements
- Title IV Program Responsibilities
- Institutional Records of Student Complaints
- Required Information for Students and the Public
- Standing with State and Other Accrediting Agencies
- Contractual Relationships
- Assignment of Credit Hour

X. Initial Evidence Inventory

An Evidence Inventory Committee has been established to develop a secure location in our D2L campus Learning Management System to build and house our Evidence Inventory for the Self-Study. The format for the development of the Cal U Evidence Inventory will follow MSCHE "Evidence Inventory: Documents, Processes, and Procedures" template. The members of the Evidence Inventory Committee are:

- Loring Prest, Professor (Library Services)
- Ryan Sittler, Associate Professor (Library Services)
- Joseph Zisk, Professor of Education/Director (Teaching and Learning Center)
- CJ DeJuliis, Associate Director (Teaching and Learning Center)
- Jon Kallis, Instructional Designer/Administrator (D2L Learning Management System)

An initial Evidence Inventory is provided below in Table 7.

Table 7: Initial Evidence Inventory	
MSCHE Standards	**Documents, Processes, Procedures, and Results**
Standard I: Mission and Goals Mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. Goals are clearly linked to its mission and specifically how the institution fulfills its mission. Goals are expressed as outcomes to be evaluated via assessment 1. **Requirements 7 and 10:** Mission & goals with integrated planning. 2. **Criteria 1-4**: Clearly defined mission and goals that are realistic and appropriate, focused and supportive of the student learning experience, with periodic assessment of mission and goals.	• 2015-2020 Strategic Plan (1984-11-R) • Strategic Enrollment Plan (1991-02-R) • Documentation of last review of University Mission • University Fact Book • Trustee Minutes/Resolutions • Union Meet and Discuss Minutes • College Council Minutes • Department Meeting Minutes • Marketing Brochures • Program Accreditation Reports • Program Review Reports (for non-accredited programs) • Study Abroad Policies • State Authorization Approvals • Articulation Agreements • Institutional Effectiveness Assessments • President's Cabinet Minutes
Standard II: Ethics and Integrity The Commission expects all operations of the institution to be guided by ethics and integrity; sensible, indispensable, and defining benchmarks for all internal and external operations. 1. **Criteria** 1-3: Academic freedom, climate, grievance or complaint policies. 2. **Criteria 4-6**: Conflict of interests; fair and partial practices in hiring, evaluation, promotion, discipline, separation of employees; and honesty and truthfulness of adverting and public relations. 3. **Criteria 7-9**: Affordability and accessibility, compliance regulations and requirements, periodic assessment of ethics and integrity.	• Policy Review Process • Cal U Core Values • Cal U Student Rights and Responsibilities • Social Equity Handbook (1983-11) • Merit Principles (1983-01-A) • Law Enforcement (1983-12-R) • Affirmative Action (1988-02-R) • Criminal Background Checks (2009-01) • Conflict of Interest (2012-01) • Union Collective Bargaining Agreements • Handbooks (Faculty, Student, Employee) • Faculty Search/Hiring Guidelines • University "Right-To-Know Website" • Campus Enrollment Reports • ADA Compliance Information • Data about Academic Integrity Violation

Table 7: Initial Evidence Inventory	
MSCHE Standards	**Documents, Processes, Procedures, and Results**
	• Financial Aid Information • Institutional Review Board (IRB) Policy/Procedure
Standard III: Design/Delivery Student Learning Experience An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality; measured by the success of students during and after program completion. 1. **Requirements 8, 9, 10, & 15**: Systematic evaluation of all programs; rigor, coherence & assessment of student learning programs; institutional planning; and core of FT/PT faculty and/or other appropriate professions. 2. **Criterion 1**: All programs appropriated length to achieve objectives, foster coherence, and promote synthesis of learning. 3. **Criterion 2**: Professional educators rigorous & effective, well qualified, sufficient in number, active in professional development, and reviewed regularly and equitability. 4. **Criterion 3**: All programs accurately described in publications, so students can understand & follow requirements within expected time to completion. 5. **Criterion 4**: Institution provides sufficient learning opportunities & resources to support all programs & student progress. 6. **Criterion 5**: General Ed Programs are of sufficient scope and include at least oral & written com, scientific & quantitative reasoning, critical analysis, tech competency & Information literacy. 7. **Criterion 6**: Graduate and professional programs provide opportunities for research, scholarship & independent thinking; faculty hold appropriate credentials for grad-level study. 8. **Criterion 7**: Institution reviews and approves student learning opportunities designed, delivered, and/or assessed by 3rd party providers. 9. **Criterion 8**: Institution ensures periodic assessment of all student learning opportunities.	• Grad & Undergrad Catalog websites • General Education Committee Minutes • Handbooks (Faculty, Student, Employee) • Cal U Inventory of Academic Programs • Faculty Credential Policy • General Education Policy and Program (1993-01-A) • Academic Degree Policy (1990-06-A) • Academic Program Cohort Sheets • Academic Advising & Degree Audits • Academic Program Review Policy (1986-04-R) • Faculty Professional Dev. Center & Programs (1985-06-A) • Undergraduate/Graduate Admissions Policies • Academic Probation & Suspension Policies • Global Online Policies • Center for Teaching & Learning Services • NCAA Reports • NSSE Surveys • Faculty Awards (Teaching/Scholarship/Service) • Final Destination Survey (Career & PD Center) • Advertising and Recruitment Materials • Annual Department Reports • Program Advisory Committee Agenda/Minutes • Academic Department Minutes • College Council Minutes • Provost/Deans Council Minutes • Provost Council Minutes • Department Chair's Forum Minutes • Curriculum Development/Approval Processes • Academic Course Syllabi • Curriculum Committee Agendas/Minutes • Experiential Experience Reports • Sample Graduate/Undergraduate Program Reviews • Promotion & Tenure Policies and Procedures • Faculty CV's • Annual Program (including Gen Ed) Assessment Plans/Reports • College Budget Allocations for Professional Dev. • Social Equity Affirmative Action Plan • Policy for Awarding Academic Credit (Exam, Course Substitution, Advanced Placement, CLEP) • Policy for Evaluation of Transfer Credits
Standard IV: Support of the Student Experience Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its	• Assessment Dashboard/Status Reports • Annual Department Reports • Student Affairs Assessment Plans/Reports • Student Affairs Curriculum Mapping Institutional Goals/Outcomes

Table 7: Initial Evidence Inventory	
MSCHE Standards	**Documents, Processes, Procedures, and Results**
mission and educational offerings. The institution commits 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 environment, contributes to the educational experience, and fosters student success. 1. **Requirements 8 & 10**: Systematic evaluation of all programs and integrated planning 2. **Criteria 1-3**: Policies to admit, retain, and award credit, & facilitate student success. 3. **Criteria 4-6**: Student Life, Athletics, other extracurricular activities, student support services, institutional renewal & approval, periodic assessment of program effectiveness.	• New Student Orientation • Honors Program • Student Records Assessment • Student Health Center • Disability Services Office • International Student Office • Veteran's Affairs Office • Registrar's Office • Student Affairs Handbooks (1984-09-A) • Student Health Services (1983-06-A) • Student Conduct Process (1984-13-A) • Academic Success Centers/Services • Student Employment Policy (1983-10) • Graduate Assistant Stipend Policy (1983-09-A) • Career & Professional Development Services • Student Counseling Center Services • Reports from student services offices • IPEDS Reports • FERPA Policy • Enrollment management plans and enrollment trends • Third-Party Provider Agreements (e.g. Bookstore, Food & Conferencing Services) • Academic Affairs, Student Life, and Athletics Budgets • Technology Fee Policy/Budgets • Student Life Programming • Athletics policies • Annual Experiential Learning Reports (internships, service learning, etc.) • Title III Grant Reports • Counseling Reports
Standard V: Education Effectiveness Assessment Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their programs of study, degree level, the institution's mission, and appropriate expectations for higher education. 1. **Requirements 8, 9, & 10**: Rigor, coherence, and systematic assessment of all programs; Integrated planning. 2. **Criterion 1**: Clearly stated educational degree/program goals that are interrelated with one another and the mission/goals of the University. 3. **Criterion 2**: An organized, systematic and sustained assessment process designed to prepare students for future success. 4. **Criterion 3**: The use of assessment results on focused improvement on educational effectiveness, curriculum, and student leaning. 5. **Criterion 4**: Third party providers regularly assessed and improved.	• Institutional Effectiveness Plan • Assessment Dashboards/Status Reports • Institutional & Program Level Missions and Outcomes • Unit Assessment Committee Agenda/Minutes • Student Learning Outcomes Assessment Website • Academic Quality Dashboard • Assessment Handbooks • Office of Institutional Effectiveness Outcomes • Academic Affairs Assessment Plan • Student Affairs Assessment Plan • Assessment Schedule • Program Maps • Student Evaluation (of faculty) Instruments • Institutional Research Website • Annual First Destination Survey Reports • Annual General Education Assessment Reports • IR-Data Collecting and Reporting (1988-03-A) • IPEDS Reports

Table 7: Initial Evidence Inventory	
MSCHE Standards	**Documents, Processes, Procedures, and Results**
6. **Criterion 5**: Periodic assessment process that is meaningful, useful, efficient, cost-effective, and impactful.	• Assessment of Student Learning Policy (1997-01-R) • PASSHE Program Review Policy and reports (1986-04-R) • Program Mission Statements • Measurable Program Learning Outcomes • Program Assessment Reports • Evidence of Data-Based Program improvements (meeting minutes) • Program-level Accreditation Self-Studies and Evaluation Reports • Ratio of Academic Programs Accredited with those Eligible for Accreditation • Professional Program licensure rates • Student and Alumni Surveys • Student Surveys (NSSE, Final Destination) • Curriculum Maps • Gen Ed Learning Outcomes and Assessment plan • Archive of Course Syllabi • Program Web Pages
Standard VI: Planning, Resource, Institutional Improvement The institution's planning process, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, to respond effectively to opportunities and challenges. 1. **Requirements 8, 10, & 11**: Institutional planning, financial resources, and the systematic evaluation of those programs. 2. **Criteria 1-3**: Intended outcomes supporting mission, documenting and implementing the planning improvement process, and budgeting process aligned with mission and goals. 3. **Criteria 4-6**: Processes, resources and structures that support the achievement of institutional outcomes. 4. **Criteria 7-9**: Actual outcomes supporting the mission and what the institution achieves.	• Mission Statement (2015-2020 Strategic Plan) • Procurement Policy (1998-04-A) • Tuition Policy (1998-01-R, 1998-03-R,1999-02-A) • Budget Reporting & Review Process (1993-03) • Student Fees Policy (1983-03-A, 1989-05-A) • Fee Refunds Policy (1983-20-R) • Financial Accounting Policy (1989-04-R) • Facilities Resource Planning & Budgeting Policy (1990-01-R) • Audit Policy (1986-01-A) • Audited Financial Reports • Unit Satisfaction Surveys • Institutional & Unit Effectiveness Plans • University Master Plan • Council of Trustee Minutes • Organizational Charts • Position Descriptions • Strategic Enrollment Plan • 2018-2020 Financial Budgets
Standard VII: Governance, Leadership, & Administration This Standard speaks to the governance of the institution; both the governing board and the shared governance within the institution with all constituents (CEO, administration, faculty, staff, and students). The institution is governed and administrated in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students and the other constituencies it serves. The institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy. 1. **Requirements 12 & 13:** The institution fully discloses its governance structure including any related entities and communicates the Commission's expectation that the institution	• University Organizational Chart • Council of Trustees Bylaws • Council of Trustees Bios • Council of Trustees (and sub-committee) Minutes • Shared Governance Structure (Chart) • Shared Governance Evaluation of Effectiveness • Collective Bargaining Agreements • President's Cabinet Minutes • Curriculum Committee Minutes • Student Government Minutes • Staff Leadership Council Minutes • Faculty Union Executive Committee Minutes • Meet and Discuss Minutes • Administration Credentials • Dean's Council Minutes

Table 7: Initial Evidence Inventory	
MSCHE Standards	**Documents, Processes, Procedures, and Results**
and its governing board adheres to a conflict of interest policy that insures the academic and fiscal integrity of the institution. 2. **Criteria 1-3**: Focus on the governance structure, the institutional governing body, and overall administrative characteristics. 3. **Criteria 4 & 5**: Focus on periodic assessment of the effectiveness of governance, leadership and administration.	• Provost's Council Minutes • Chairs Forum Bylaws & Minutes • Performance Indicators (1999-03-R) • Student Affairs Handbooks (1984-09-A) • Conflict of Interest Policy & Endorsements • Curriculum Committee Bylaws

The initial development stage of the Evidence Inventory was performed by the Self-Study Oversight Team. This was followed by a campus input and review process by the Middle States Self-Study Steering Committee which included a member of the Council of Trustees, the Director of Institutional Effectiveness, and the seven Standard Working Group faculty and administrator co-chairs. Once the Working Groups begin their work on the Self-Study Standards, the Evidence Inventory will be located at a secure site in our learning management system with "view-only" access provided to the Working Groups.

All revisions from that point forward will be made by the Evidence Inventory Committee. They will be charged with adding new information produced by the working groups, removing any information not cited in the report and streamlining the inventory to remove duplicate entries across working groups. Finally, the Evidence Inventory Committee will embed web-links for each element of the inventory where cited in the final self-study report and provide access to the Inventory for the MSCHE Evaluation Team.

XI. Self-Study Timetable (Table 8)

Action Dates	Task
November 2017	Cal U Self-Study Leadership Team attend MSCHE Self-Study Institute
December 2017	Attend MSCHE Pre-Conference ALO Training and Annual Conference
January 2018	Steering Committee and 9 Working Groups Formed
February 2018	Self-Study Design Drafted
February 2018	Steering Committee meets to review their charge and discuss Self-Study Design
February 2018	Draft Self-Study Design revised
February 21, 2018	Revised draft of Self-Study Design Document sent to MSCHE Liaison
February 21 - March 6	Arrangements made for MSCHE Self-Study Preparation Visit
March 7, 2018	MSCHE Self-Study Preparation Visit (Dr. Ellie Fogarty - Liaison)
March 8, 2018	PR Communication update to campus community
March 8-16	Self-Study Design document revised with feedback from MSCHE Liaison
March 2018	MSCHE Liaison approves Design Document
April 2018	Self-Study Working Group Orientation Preparation
April – May 2018	Self-Study Working Group Orientations (including charges)
April 2018	Steering Committee educates campus community on the new standards
June 6, 2018	Progress update at the June Quarterly meeting of the Council of Trustees
June 7, 2018	PR Communication update to campus community

Action Dates	Task
June 2018	Steering Committee meets with Evidence Inventory Committee to begin populating the Evidence Inventory
June 2018	Convene Verification of Compliance Committee (**Begin Gap Analysis** – What are we missing?) Federal template could change!!
July 2018	PR Communication update to campus community
July 2018	Steering Committee meets with Verification and Compliance Committee for a progress update
August 2018-December 2018	Data Gathering and Analysis by Working Groups (Positive stories about accomplishments in each Standard and opportunities for improvement)
September 2018	Self-Study Town Hall Meetings to kick off self-study
September 19, 2018	Progress update at the September Quarterly meeting of the Council of Trustees
September 20, 2018	PR Communication update to campus community
September 2018 to December 2018	Working Group Co-chairs present updates to Steering Committee every three weeks during fall semester
October 2018	Working Groups solicit campus community for input
December 5, 2018	Progress update at the September Quarterly meeting of the Council of Trustees
December 6, 2018	PR Communication update to campus community
December 2018 to January 2019	Preliminary Self-Study group reports written by Co-Chairs (Sensitivity to finals and holiday calendar – Ask Co-Chairs when work can reasonably be accomplished Dec – Feb)
February 1, 2019	Preliminary reports due to Working Group members
February 2019	Preliminary report presented to Steering Committee and campus community and open meetings held with campus community groups to provide opportunities for discussion involving students, faculty, staff, trustees, etc.
Steering Committee Analysis Point	Did we get it right? Are we telling our study? What kind of feedback do we want?
March 2019	Steering Committee collaborates with Work Groups to revise reports
March 6, 2019	Progress update at the March Quarterly meeting of the Council of Trustees
March 7, 2019	PR Communication update to campus community
April 2019	Compilation of first Self-Study Draft Report
April 2019	MSCHE selects evaluation team chair for Cal U's approval; once approved, send a copy of Self-Study Design to Chair.
April – May 2019	Community review of Self-Study Draft Report
May through Fall 2019	Evaluation Team Chair/Institution select dates for Team visit and Chair's preliminary visit
May 2019	MSCHE selects evaluation team members and submits to Cal U
June 5, 2019	Progress update at the June Quarterly meeting of the Council of Trustees
June 6, 2019	PR Communication update to campus community
June – August 2019	Self-Study report submitted to Self-Study Editors to provide Final draft with "one voice" to our story
Late August – Early September 2019	Community Review of Edited Self Study Report
September 18, 2019	Final revision of Self-Study Report feedback from Council of Trustees then forwarded to Evaluation Team Chair

Action Dates	Task
September 19, 2019	PR Communication update to campus community
October 2019	Edits/Revisions to Self-Study based on feedback from Team Chair
	Tentative working session with the Board on Self-Study Report
Fall 2019	Visit by MSCHE Chair of the Evaluation Team (at least four months prior to visit)
December 1, 2019	Compliance Report Submitted to the Commission
December 4, 2019	Progress update at the December Quarterly meeting of the Council of Trustees
December 5, 2019	PR Communication update to campus community
January 2020	Final Self-Study Report mailed to Evaluation Team members and MSCHE
January – February 2020	Rallies, PR blasts, visits to classrooms, meetings, mailings, to appraise the entire campus community regarding pending evaluation team visit
TBA	Visit by MSCHE Evaluation Team
April 2020	Visiting Team Preliminary Report Received
May 2020	Institutional Response Submitted
May 2020	Visiting Team Report Shared with Cal U Community (Posted on Cal U Intranet Accreditation Site)
June 2020	Commission Action

XII. Communication Plan

Recognizing that every member of the University community is a potential contributor to the Middle States Self-Study, Cal U is committed to providing clear, accurate and timely information to all as we collectively engage in the self-study process.

1. Objectives

- To **energize** the university community by conveying the importance of the self-study and its relationship to Cal U's overall mission and 2015-2020 strategic plan.
- To **inform** the university community by providing regular updates regarding the progress of the self-study, with targeted outreach at key communication points.
- To **involve** the university community by encouraging reflection and fostering dialogue in the spirit of continuous improvement.

2. Audiences

- Primary audiences consist of:
  - University leadership (President, President's Cabinet, deans)
  - Faculty (tenured, tenure-track and adjunct)
  - Managers and staff
  - Students (including student leaders)
  - Council of Trustees

- Secondary audiences consist of:
  - Alumni (including Alumni Association Board members)
  - Community partners and friends of the University

3. Channels

- Primary communication channels include:
  - Campus-wide email (via Office of Communications & PR)
  - Dedicated email address (selfstudy@calu.edu)
  - Online information and data site (Desire2Learn LMS)
  - University [Accreditation Web Site](#) for information about the Middle States Commission on Higher Education accreditation and Cal U accreditation reports and responses
  - Campus news outlets: online news (calu.edu/news), online event calendar (calu.edu/calendar), daily announcements, digital signage, etc.

- Secondary communication options may include:
  - Alumni newsletter
  - University magazine and biweekly Journal
  - News releases, social media

4. Tactics and Timing

Tactics available to meet the objectives of this communication plan include, but are not limited to:

- Post information/data/draft documents online using Desire2Learn (D2L) …
  - Periodically, as data is collected and working groups draft and revise documents.
  - As the Evidence Inventory is populated.
  - At other key points throughout the self-study.

- Deliver presentations to leadership and key stakeholder groups …
  - At quarterly meetings of Council of Trustees.
  - Periodically, at scheduled faculty meetings (Provost's Council, Dean's Council, etc.).
  - Periodically, at scheduled meetings of Student Government, Alumni Board, etc.
  - As needed to reach other stakeholders at key points throughout the self-study.

- Email progress updates or solicitations to faculty, staff and students …
  - Following the quarterly meetings of the Council of Trustees.
  - When the steering committee is seeking feedback from the campus community.
  - When draft documents are available for review online.
  - At other key points throughout the self-study.

- Present summary updates/reminders at convocations for faculty/staff and students …
  - In fall and spring, during the President's regular State of the University address.

- Hold open discussions or town hall-style meetings open to the University community …
  - To kick off the self-study.
  - At other key points throughout the self-study.
  - To mark the self-study's conclusion.

- Contact alumni via email or the alumni newsletter …
  - When input/feedback from alumni is needed or desired.
  - To report results of the self-study.

5. Areas of Responsibility (Table 9)

Communication Responsibilities	University Departments	Implementers
Campus email (faculty/staff/students)	Communications/PR	Christine Kindl
Dedicated email address	Associate Provost	Len Colelli
Desige2Learn	Teaching & Learning Center	CJ DeJuliius
Online new, online calendar	Communications/PR	Christine Kindl
Daily Announcements	UTech Services	(submit via CWIS)
Alumni newsletter	Alumni Relations	Tony Mauro/Ryan Barnhart
Academic events	Academic Affairs	Jodie Bonidie

XIII. Evaluation Team Profile

1. Summary of notable characteristics or demographics of the institution that the Commission should consider when selecting a chairperson and members of the evaluation team.

   It would be desired to select a chairperson and evaluation team members from institutions with the following characteristics.

   - Public Control (four-year institution)
   - Rural or suburban Geographic Setting
   - Carnegie Classification: Master's Colleges & Universities – Larger Programs
   - Schools with an affiliation in a "Government-State System" (similar to the Pennsylvania State System of Higher Education)
   - One team member with significant experience in on-line education
   - Academic degree profile similar to ours: Post-secondary certificates, Associate's, Bachelor's, Post-baccalaureate Award/Cert/Diploma, Doctor's –Professional Practice
   - Student profile similar to ours (High Pell, High Commuter, large portion of undergraduate enrollment, about 25% non-traditional student population)
   - Mission-related focus in Science and Technology

2. Institutions that are considered comparable peers, preferably within the Middle States Region.

   Our 2017 IPEDS Data Feedback Report identified a 32-school comparison group based on admissions, student enrollment, awards, charges and net price, student financial aid, military benefits, retention comparison group, graduation rates, finance, staff, and libraries. After excluding schools from our own PA State System of Higher Education and schools outside of the Middle States Region, the following schools from the IPEDS report might be considered comparable peers.

   - The State University of New York at New Paltz (New Paltz, NY)
   - Stockton University (Galloway, NJ)

- SUNY Buffalo State (Buffalo, NY)
- SUNY College of Brockport (Brockport, NY)
- SUNY College at Oswego (Oswego, NY)
- The College of New Jersey (Ewing, NJ)
- William Patterson University of New Jersey (Wayne, NJ)

3. Institutions that are considered *aspirational peers* are the University of Wisconsin Stout (Menomonie, WI) and Cal Polytechnic State University (San Luis Obispo, CA). If preferred within the Middle States region please include the following.

- Rochester Institute of Technology
- Pennsylvania College of Technology (PSU)
- SUNY Alfred State College
- CUNY NYC College of Technology
- SUNY State University of NY at Delhi
- SUNY State University of NY at Cobleskill
- Towson University (MD)

4. Institutions whose representatives might present conflicts of interest should they serve on the self-study evaluation team.

- Other Pennsylvania State System of Higher Education universities
- Institutions within a 150-mile radius of Cal U
- Individuals who graduated or worked at Cal U

APPENDIX

MSCHE Standards Summaries for Working Group Kick-Off Meetings

Sources:

1. MSCHE Training Videos: https://www.msche.org/?Nav1=EVALUATORS&Nav2=TRAININGMATERIALS&Nav3=VIDEOS&strPageName=VIDEOS
2. MSCHE Standards for Accreditation and Requirements of Affiliation (Thirteenth Edition - 2015): https://www.msche.org/publications/RevisedStandardsFINAL.pdf
3. California University of Pennsylvania Strategic Plan: https://www.calu.edu/inside/faculty-staff/strategic_plan/
4. California University of Pennsylvania Self-Study Design Document (May 2018)

Standard I: Mission and Goals of the Institution

This standard speaks to the scope of the institution and the delineation of its character and individuality with clearly articulated mission and goals evaluated as part of an institutional assessment process.

MSCHE Definition: "The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission."

1. **Requirements of Affiliation to be addressed in the Standard I Chapter** (Could be separate headings or integrated throughout Chapter I of the Self-Study)

   - **Requirement 7** – The Institution has a mission statement and related goals, approved by its governing board that defines its purposes within the context of higher education.

     Mission Statement: The mission of California University of PA is to provide a high-quality, student-centered education that prepares an increasingly diverse community of lifelong learners to contribute responsibility and creatively to the regional, national and global society, while serving as a resource to advance the region's cultural, social and economic development.

     Goal 1: Enhance the academic excellence and experience of our students.

     Goal 2: Operate using sound and efficient fiscal and governance practices.

     Goal 3: Create a transformative learning and working environment that promotes diversity through a culture of civility and inclusiveness.

     Goal 4: Serve in the areas where we live and learn through the Commonwealth, the region, the nation and the world.

     Goal 5: Continue to enhance the quality of student life.

     Note: An accredited institution possesses and demonstrates a clearly defined mission and goals that are clearly communicated to institutional stakeholders. Within the report and during the Evaluation Team visit, we should be able to answer the following questions:

     Questions:
     - o Does the mission define purpose within the context of higher education, the students it serves, and what it intends to accomplish?
     - o Are the institution's stated goals clearly linked to its mission and specifically how the institution fulfills its mission?

   - **Requirement 10** – Institutional planning integrates goals for the academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

     Notes:
     - Evidence must be included in the Standard I self-study chapter and from questions by the Evaluation Team during the campus visit that:
       - o Goals are expressed as outcomes to be evaluated via assessment.
       - o Goals are widely known by the campus community.
       - o Processes and policies have been implemented to disseminate goals to faculty/staff/students/and governing bodies of the institution.
       - o Evidence is provided to determine how well goals are achieved via periodic evaluation of the mission and goals.

- It is important to remember that when an institution demonstrates that it meets Standard I, it must also demonstrate how it complies with these relevant Requirements of Affiliation. This may or may not require a separate analysis within the self-study document but a clear indicator addressing the appropriate Requirements of Affiliation will be necessary. While the Commission is not prescriptive in terms of how compliance is documented, institutions have to be mindful of the appropriate alignment of Requirements with the Standard and clearly indicate to the evaluation team where that has been satisfied in the self-study document.

2. **Institutional Priorities to be Addressed in the Standard I Chapter** (Could be a separate heading or integrated through Chapter I of the Self-Study)
   - Enhancing the academic excellence and experience of our students.
   - Operating with sound and efficient fiscal and governance practices.
   - Achieving optimal enrollment in these challenging times.
   - Creating a comprehensive system of institutional effectiveness.

3. **Criteria to be addressed in Standard I Chapter**

   Criterion 1: A clearly defined mission and goals that: 1) are developed through appropriate collaborative participation by all who facilitate and are otherwise responsible for institutional development and improvement; 2) address external and well as internal contexts and constituencies; 3) are approved and supported by the governing body; 4) guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of instructional and educational outcomes; 5) include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution; 6) are publicized and widely known by the institution's internal stakeholders; and 7) are periodically evaluated.

   Note: Clear mission statements and accompanying goals when used to guide planning processes allow an institution to continue to meet its purposes while supporting the opportunity for change and renewal. Within the report and during the Evaluation Team visit, we should be able to answer the following questions.

   Questions:
   - Have the institution's mission statement and goals been formally ratified and supported by its primary governing body?
   - Are processes and policies in place to periodically disseminate the mission and goals to faculty, staff, students and members of the governing body?
   - Are the mission and goals widely known across the institution by its constituents?
   - Where can one find this information?
   - Does the institution periodically evaluate its mission and goals?
   - How frequently does the institution evaluation its mission?
   - How do you know the institution is achieving its mission (dashboard with updates?)
   - Are the elements of the mission measured and how often?

   Criterion 2: Institutional Goals are realistic, appropriate to higher education, and consistent with the mission.
   Note: Goals provide a roadmap to help an institution achieve its mission and measure its progress. While an institution is expected to inspire for excellence, it is also expected to operate within realistic goals reflective of mission, financial, human, and physical resources. Within the report and during the Evaluation Team visit, we should be able to answer the following questions:

Questions:
- Are the goals aligned with the mission?
- Are they achievable?

Criterion 3: Goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission.

Note: Goals should be focused on the student learning experience and the full range of services offered by an institution to insure that the institution succeeds with educating its students. Within the report and during the Evaluation Team visit, we should be able to answer the following questions.

Questions:
- Are goals focused on the student achievement?
- Are goals focused on the full range of services offered by the institution to insure the institution succeeds in educating its students?
- Do the goals lead to institutional improvement?

Criterion 4: Periodic assessment of mission and goals to ensure they are relevant and achievable.

Note: Institutions are expected to demonstrate the effectiveness of their mission and goals through periodic assessment. This criterion requires institutions to not just do assessment, but to use assessment results for continuous improvement. Within the report and during the Evaluation Team visit, we should be able to answer the following questions.

Questions:
- Are goals expressed as outcomes to be evaluated via assessment?
- Is assessment designed as a periodic, systematic, ongoing process for improvement?
- Are the institution's mission and goals still relevant?
- What do assessment results tell us about the institution's ability to fulfill its mission?
- Is the institution fulfilling its mission and achieving its goals? **(Fundamental Question)**

Note: Effective Assessment is Systematic, Meaningful, Useful, Efficient and Cost Effective.

Systematic	Meaningful	Useful	Cost Effective/Efficient
Are all university cycles (e.g. strategic plan, governing board terms, PASSHE five-year program review, and annual program assessment) periodically addressed?	To that extent do stakeholders trust assessment results?	How engaged are institutional stakeholders in the process?	What has been the "value-added" of the assessment process?
Are _university systems_ well understood (mission alignment, measurable outcomes, data gathering and trend assessment, data-based decisions for ongoing improvement)?	How well are assessment results related to goals and objectives?	How collaborative has the assessment process been?	How discernible and sustainable is the current process?
Are systematically measured outcomes _realistic and achievable_?	To what extent do assessments have potential for revealing "the truth" no matter how uncomfortable?	To what degree has the assessment process impacted student learning?	To what extent has assessment become a natural rather than an imposed process?

4. **Possible examples of Evidence to support Standard I** (Proposed Evidence Inventory from Self-Study Design Document).

MSCHE Standards	Documents, Processes, Procedures, and Results
Standard I: Mission and Goals Mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. Goals are clearly linked to its mission and specifically how the institution fulfills its mission. Goals are expressed as outcomes to be evaluated via assessment 1. **Requirements 7 and 10:** Mission & goals with integrated planning. 2. **Criteria 1-4**: Clearly defined mission and goals that are realistic and appropriate, focused and supportive of the student learning experience, with periodic assessment of mission and goals.	• 2015-2020 Strategic Plan (1984-11-R) • Strategic Enrollment Plan (1991-02-R) • University Fact Book • Trustee Minutes/Resolutions • Union Meet and Discuss Minutes • College Council Minutes • Department Meeting Minutes • Marketing Brochures • Program Accreditation Reports • Program Review Reports (for non-accredited programs) • Study Abroad Policies • State Authorization Approvals • Articulation Agreements • Institutional Effectiveness Assessments • President's Cabinet Minutes

5. **Charge of the Standard I Working Group** (from Self-Study Design Document)**:**

   a. Review the first MSCHE training video (Understanding the Standards & Requirements of Affiliation: A general overview) and then review the Standard I working group training video at: Middle States Training Videos.
   b. Develop an understanding of the history, mission, and 2015-2020 strategic plan of Cal U in the context of their MSCHE Standard;
   c. Carefully review the Cal U MSCHE 2015 Periodic Review Report and the 2017 MSCHE Monitoring report to become aware of past successes and challenges in meeting accreditation Standards;
   d. Analyze documents, processes and procedures related to the assigned Standard utilizing data listed in the Evidence Inventory;
   e. Identify and describe examples (positive stories) in each standard area the facilitate: 1) student success, 2) quality customer service, and 3) institutional success;
   f. Focus on results (processes used in offices, units, departments to meet goals); don't spend time providing justifications or explanations of why services/programs are provided;
   g. Conduct interviews and/or focus groups where relevant to obtain needed information;
   h. Consider a writing approach that describes a series of positive success stories that address "Requirements of Affiliation", "Criteria for Accreditation" "Institutional Priorities", and "Intended Outcomes" of the self-study;
   i. If evidence is not available to support achievement of a criterion, provide an explanation and identify opportunities (resources) and innovations required for periodic improvement to meet the criterion;
   j. Make sure working group members know who to contact when they need information;
   k. Hold periodic meetings to assess progress;
   l. Use templates provided to facilitate the development of the evidence inventory;
   m. Generate written drafts that clearly indicate each of the lines of inquiry developed and the methods and data used to answer each inquiry;
   n. Examine how the Cal U mission and goals are supported and implemented across the institution;
   o. Report how the University establishes and periodically assesses the mission and goals;
   p. Recommend opportunities and support systems for incrementally developing a culture of continuous institutional effectiveness (assessment) for Standard I at Cal U; and
   q. Submit a preliminary Standard I working group report to Self-Study Oversight Team by February 1, 2019.

Standard II: Ethics and Integrity

This standard speaks to critical values of ethics and integrity that are expected to guide all operations of the institution.

MSCHE Definition: "Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully."

1. **Requirements of Affiliation**. There are no specific requirements of affiliation tied to Standard II. However, the Commission expects the institution to demonstrate compliance by operating with integrity and showing ethical attributes in all intuitional ventures and activities.

   Note: The Standard emphasizes the importance of the institution's faithfulness to its mission, the importance of a respectful campus climate, the need for fair and impartial practices, and the expectation of the institutions compliance with applicable federal, state and Commission policies.

2. **Institutional Priorities to be Addressed in the Standard II Chapter** (Could be a separate heading or integrated through Chapter II of the Self-Study)

   - Enhancing the academic excellence and experience of our students.
   - Operating with sound and efficient fiscal and governance practices.
   - Achieving optimal enrollment in these challenging times.
   - Creating a comprehensive system of institutional effectiveness.

3. **Criteria to be addressed in the Standard II Chapter.**

   Criterion 1:   A commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.

   > **Note**: It's important to discuss related policies and processes that might be unique to the institution.

   Criterion 2: A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.

   > **Note**: Middle States does not prescribe any specific approach to supporting campus climate. Some institutions have offices specifically designated to supporting this criterion. For example, an office of Multicultural Student Affairs or an office of Social Equity. Some have committees exploring and supporting institutional climate such as an LGBTQ taskforce. Some institutions have diversity plans and are utilizing data regarding the diversity of faculty and staff as well as students to measure within this criterion. Institutions may have diversity as a strategic priority or goal or a part of the mission statement with measures established to demonstrate how the institution is meeting those priorities. Still others may conduct culture or climate surveys or use existing surveys to extract those elements that measure and speak to diversity and respect. For example the National Survey of Student Engagement (NSSE) may have specific questions that could lend to an analysis of this criterion. Also relevant to this criterion, would be freedom of expression and academic freedom and respect among students and employees which ties to Criterion 1.

   Criterion 3: A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably.

Note: Besides being a federal requirement, Middle States member institutions must be able to show evidence that they have a fair and fair or impartial complaint process and policies and that complaints or grievances raised by students, faculty or staff will be addressed promptly, appropriately and equitably. There is no set single definition of what defines a grievance or complaint and whatever policy is in place should best fit the institution's mission, campus and community.

Criterion 4: The avoidance of <u>conflict of interest</u> or the appearance of such conflict in all activities and among all constituents.

Note: Institutions should provide evidence that the institution and its constituents (staff, faculty, administration or governing board) avoid conflict of interest or the appearance of conflict of interest in all activities including partnerships, business or real-estate acquisitions, and legal cases involving the institution. Institutions will typically provide evidence of policies and procedures on ethical conduct of employees including employee or faculty handbooks.

Criterion 5: <u>Fair and impartial practices</u> in the hiring, evaluation, promotion, discipline, and separation of employees.

Note: Institutions should show evidence of procedures and guidelines for hiring, evaluation, promotion, discipline and separation of employees. This criterion could include policies and guidelines on the selection, promotion and tenure of faculty as well as teaching evaluation including full and part-time faculty.

Criterion 6: <u>Honesty and truthfulness</u> in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.

Note: Institutions will show evidence of their clear policies and procedures supporting the honesty and truthfulness of their student admissions, recruiting practices, accessibility, and internal/external communications. Institutions should also show accurate and appropriate language in messaging and communication with key constituencies including prospective students and alumni.

Criterion 7: Per its mission and services, programs are in place to <u>promote</u> affordability and accessibility and enable students to <u>understand</u> funding sources (and options), value received for cost, and methods to make informed decisions about incurring debt.

Note: Institutions should make a reasonable effort to promote affordability and accessibility of their programs to their students as well as helping current and prospective students understand funding sources and options available to them and how to make informed decisions about financial aid and incurring debt. Institutions should also make students aware of the cost of the education at the institution and provide information on need-based financial aid including grants and scholarships as applicable to the mission of the institution. Information for students, parents and the public relating to the affordability and accessibility of the institution is also required as part of the Higher Education Opportunity Act and will be reported in part in the Report on Institution Compliance with federal regulations. Institutions are required to post this information on their HEOA or Student-Right-To-Know webpage.

Criterion 8: Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding the <u>full disclosure of information</u> on 1) institution-wide assessments; 2) the institution's compliance with the Commission's Requirements of Affiliation; 3) substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely fashion; and 4) the institution's compliance with the Commission's policies.

Note: Institutions are required to show evidence of compliance with all applicable federal and state reporting policies, regulations and requirements. While some of this information (graduation, retention,

certification and licensure or licensing board pass rates, and Requirements of Affiliation 1-7 and 14) will be covered or partially covered by the institution's report on compliance with accreditation relevant federal relations, the institution has an obligation to show continued compliance with other Commission policies such as substantive change, credit-hour, prior-learning, and articulation & transfer through their relationship with the Commission and planning operations. These and other policies can be found on the Commission's website.

Criterion 9: Periodic assessment of ethics and integrity.

Note: The Commission expects institutions to engage in sound assessment that lends to institutional improvement. Periodic evaluation of the role of ethics and integrity in politics, practices, and institutional leadership should be embedded within the many assessments and evaluations that are carried out throughout the campus.

Note: Effective Assessment is Systematic, Meaningful, Useful, Efficient and Cost Effective.

Systematic	Meaningful	Useful	Cost Effective/Efficient
Are all university cycles (e.g. strategic plan, governing board terms, PASSHE five-year program review, and annual program assessment) periodically addressed?	To that extent do stakeholders trust assessment results?	How engaged are institutional stakeholders in the process?	What has been the "value-added" of the assessment process?
Are _university systems_ well understood (mission alignment, measurable outcomes, data gathering and trend assessment, data-based decisions for ongoing improvement)?	How well are assessment results related to goals and objectives?	How collaborative has the assessment process been?	How discernible and sustainable is the current process?
Are systematically measured outcomes _realistic and achievable_?	To what extent do assessments have potential for revealing "the truth" no matter how uncomfortable?	To what degree has the assessment process impacted student learning?	To what extent has assessment become a natural rather than an imposed process?

4. **Possible examples of Evidence to support Standard II** (Proposed Evidence Inventory from Self-Study Design Document).

Standard II: Ethics and Integrity The Commission expects all operations of the institution to be guided by ethics and integrity; sensible, indispensable, and defining benchmarks for all internal and external operations. 1. **Criteria** 1-3: Academic freedom, climate, grievance or complaint policies. 2. **Criteria 4-6**: Conflict of interests; fair and partial practices in hiring, evaluation, promotion, discipline, separation of employees; and honesty and truthfulness of adverting and public relations.	• Cal U Core Values • Cal U Student Rights and Responsibilities • Social Equity Handbook (1983-11) • Merit Principles (1983-01-A) • Law Enforcement (1983-12-R) • Affirmative Action (1988-02-R) • Criminal Background Checks (2009-01) • Conflict of Interest (2012-01) • Union Collective Bargaining Agreements • Handbooks (Faculty, Student, Employee) • Faculty Search/Hiring Guidelines • University "Right-To-Know Website" • Campus Enrollment Reports

3.	**Criteria 7-9**: Affordability and accessibility, compliance regulations and requirements, periodic assessment of ethics and integrity.	• ADA Compliance Information • Data about Academic Integrity Violation • Financial Aid Information • Institutional Review Board (IRB) Policy/Procedure

5. **Charge of the Standard II Working Group** (from Self-Study Design Document)**:**

    a. Review the <u>first</u> MSCHE training video (Understanding the Standards & Requirements of Affiliation: A general overview) and then review the <u>Standard II</u> working group training video at: <u>Middle States Training Videos.</u>

    b. Develop an understanding of the history, mission, and 2015-2020 strategic plan of Cal U in the context of their MSCHE Standard;

    c. Carefully review the Cal U MSCHE 2015 Periodic Review Report and the 2017 MSCHE Monitoring report to become aware of past successes and challenges in meeting accreditation Standards;

    d. Analyze documents, processes and procedures related to the assigned Standard utilizing data listed in the Evidence Inventory;

    e. Identify and describe examples (positive stories) in each standard area the facilitate: 1) student success, 2) quality customer service, and 3) institutional success;

    f. Focus on results (processes used in offices, units, departments to meet goals); don't spend time providing justifications or explanations of why services/programs are provided;

    g. Conduct interviews and/or focus groups where relevant to obtain needed information;

    h. Consider a writing approach that describes a series of positive success stories that address "Requirements of Affiliation", "Criteria for Accreditation" "Institutional Priorities", and "Intended Outcomes" of the self-study;

    i. If evidence is not available to support achievement of a criterion, provide an explanation and identify opportunities (resources) and innovations required for periodic improvement to meet the criterion;

    j. Make sure working group members know who to contact when they need information;

    k. Hold periodic meetings to assess progress;

    l. Use templates provided to facilitate the development of the evidence inventory;

    m. Generate written drafts that clearly indicate each of the lines of inquiry developed and the methods and data used to answer each inquiry;

    n. Understand how Cal U's priorities and core values are reflected in its mission;

    o. Examine whether Cal U has an appropriate campus climate to support its mission;

    p. Determine if Cal U is in compliance with the Higher Education Opportunity Act and our current student Right-To-Know webpage is accessible and accurate per federal regulations.

    q. Report how the University establishes and periodically assesses the ethics and integrity;

    r. Recommend opportunities and support systems for incrementally developing a culture of continuous institutional effectiveness (assessment) for <u>Standard II</u> at Cal U; and

    s. Submit a <u>preliminary Standard II</u> working group report to Self-Study Oversight Team by February 1, 2019.

Standard III: Design and Delivery of the Student Learning Experience

This standard emphasizes the quality of the learning environment and student success through their life- cycle with the institution and beyond.

MSCHE Definition: "An institution provides student with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations."

Note: The student is the primary beneficiary of an institution's educational mission and the success of the institution and the success of an institution is best measured by the *success of its students* during and after their enrollment in the institution's programs.

1. **Requirements of Affiliation to be addressed in the Standard III Chapter** (Could be separate headings or integrated throughout Chapter III of the Self-Study)

    - **Requirement 8** – The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.

      Question: Do we evaluate all of our educational programs (majors, certificates, concentrations, general education, co-curricular, etc.) and delivery modes in a *systematic*, *meaningful*, *useful* and *effective* (efficient) manner to document student learning and share the results of our assessment with the campus community and beyond?

    - **Requirement 9** – The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.

      Question: How do we demonstrate that learning experiences at the institution are characterized by rigor and coherence and are consistent with higher education expectation?

    - **Requirement 10** – Institutional planning integrates goals for the academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

      Question: What evidence can we provide to demonstrate that institutional planning and budgeting at Cal U is tied to achievement of institutional goals and academic student learning outcomes through program and institution assessment processes?

    - **Requirement 15** – The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.

      Question: What criteria do we use to hire qualified faculty or other appropriate professionals to assure the continuity and coherence of our educational programs?

      Note: Institutions will need to include (within their self-study) how the *Requirements* of Affiliation and *Criteria* (below) within each standard are met. Institutions need to be mindful of the appropriate alignment of Requirements of Affiliation with the Standard and clearly indicate to the evaluation team where each has been satisfied within the self-study document.

2. **Institutional Priorities to be Addressed in the Standard III Chapter** (Could be a separate heading or integrated through Chapter III of the Self-Study)

- Enhancing the academic excellence and experience of our students.
- Creating a comprehensive system of institutional effectiveness.

3. **Criteria to be addressed in the Standard III Chapter.**

Criterion 1: Certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, are designed to foster a coherent student learning experience and to promote synthesis of learning.

> **Questions**: How do we,
> - Determine that program length is appropriate to the stated program objectives?
> - Know that programs are rigorous and coherent?
> - Know that programs promote the synthesis of learning?

Criterion 2: Student learning experiences are designed, delivered and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are: 1) rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies; 2) qualified for the positions they hold and the work they do; 3) sufficient in number; 4) provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation; and are 5) reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures.

> **Questions**:
> - How do we determine that the work students complete in their programs is rigorous and effective as appropriate to the mission, goals and policies of the institution?
> - How do we ensure that our professionals are well-qualified to support the design, delivery, and assessment of student learning experiences?
> - How does the institution promote professional development for our faculty?
> - What support does the institution provide for professional growth and innovation (e.g. financial resources or other resources such as a Center for Teaching and Learning)?
> - Does the institution have clear policies for the evaluation and review of our faculty?

Criterion 3: Academic programs of study are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion.

> **Questions**:
> - What evidence is available to verity that program information is accurately described and accessible to students and parents?
> - Are students able to understand and follow program requirements?
> - Are we able to demonstrate that students can complete or have the opportunity for necessary assistance to complete all program requirements within a reasonable time-frame?

Criterion 4: Sufficient learning opportunities and resources are provided to support both the institution's programs of study and students' academic progress.

Questions:
- Are we able to provide evidence of opportunities and resources available to students in support of their academic progress (e.g. academic support services, program cohort sheets, counseling, disability support services, advising as well as services for specific populations such as those who may be on academic probation)?
- Are we identifying and evaluating all of the support mechanisms and resources in place to support academic programs as well as students in their progress?
- How do we know if these services adequate and appropriately communicated to our students?

Criterion 5: In Institutions that offer _undergraduate education_, a general education program, free standing or integrated into academic disciplines: 1) provides a sufficient scope to draw students into new areas of intellectual experience; expanding their cultural and global awareness, and preparing them to make well-reasoned judgements outside as well as within their academic field; and 2) is designed so that students acquire and demonstrate _essential skills_ including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, information literacy and the study of values, ethics, and diverse perspectives.

Questions:
- Can we provide evidence that validates our General Education Program is of sufficient scope to expand the student learning experience and ensure that students can demonstrate skills in all required areas?
- Are students able to complete fundamental coursework with learning outcomes that address _essential skills_ in academic professional writing, oral communication, mathematics, analytical reasoning, critical thinking and ethical dimensions?

Criterion 6: In institutions that offer _graduate and professional education_, opportunities are provided for the development of research, scholarship, and independent thinking by faculty and/or other professionals with credentials appropriate to graduate-level curricula.

Question:
- Does the institution have policies, procedures, processes or documentation that show evidence of appropriately credentialed graduate faculty or other professionals with expertise in the above areas including related administrative operations?

Criterion 7: Adequate and appropriate institutional review and approval is provided for any student learning opportunities designed, delivered, or assessed by third-party providers.

Note: The institution must ensure that appropriate institution review, oversight, and approval occurs for student learning opportunities associated with _third-party providers_; organizations or groups that are contracted to conduct a significant portion of activities that become part of the student's educational experience such as tutoring, advising, counseling, admission services, recruiting or marketing, international student management including ESL support, program-level articulation agreements, and dining/conferencing services, generally engaged as part of an innovative effort to enhance the student experience.

Questions:
- Are appropriate and adequate institution review and approval processes in place to ensure that all activities performed by third-party providers are regularly reviewed and evaluated?
- Has a Substantive Change Application been approved by the Commission if 25% of one or more of one or more of our education programs is provided by a non-accredited third-party provider?

Criterion 8: Periodic assessment of the effectiveness of programs providing student learning opportunities.

Questions:
- How do we ensure that a systematic and meaningful process for the assessment of all student learning opportunities is in place regardless of the level of degree or credential, instruction modality, the program schedule or pace, or the instructional setting?
- Are the assessment activities systematic, meaningful, useful, and cost effective?

Note: Effective Assessment is Systematic, Meaningful, Useful, Efficient and Cost Effective.

Systematic	Meaningful	Useful	Cost Effective/Efficient
Are all university cycles (e.g. strategic plan, governing board terms, PASSHE five-year program review, and annual program assessment) periodically addressed?	To that extent do stakeholders trust assessment results?	How engaged are institutional stakeholders in the process?	What has been the "value-added" of the assessment process?
Are *university systems* well understood (mission alignment, measurable outcomes, data gathering and trend assessment, data-based decisions for ongoing improvement)?	How well are assessment results related to goals and objectives?	How collaborative has the assessment process been?	How discernible and sustainable is the current process?
Are systematically measured outcomes *realistic and achievable*?	To what extent do assessments have potential for revealing "the truth" no matter how uncomfortable?	To what degree has the assessment process impacted student learning?	To what extent has assessment become a natural rather than an imposed process?

4. **Possible examples of Evidence to support Standard III** (Proposed Evidence Inventory from Self-Study Design Document).

| **Standard III: Design/Delivery Student Learning Experience**

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality; measured by the success of students during and after program completion.

1. **Requirements 8, 9, 10, & 15**: Systematic evaluation of all programs; rigor, coherence & assessment of student learning programs; institutional planning; and core of FT/PT faculty and/or other appropriate professions.

2. **Criterion 1**: All programs appropriated length to achieve objectives, foster coherence, and promote synthesis of learning.

3. **Criterion** 2: Professional educators rigorous & effective, well qualified, sufficient in number, active in professional development, and reviewed regularly and equitability.

4. **Criterion 3**: All programs accurately described in publications, so students can understand & follow requirements within expected time to completion.

5. **Criterion 4**: Institution provides sufficient learning opportunities & resources to support all programs & student progress. | • Grad & Undergrad Catalog websites
• General Education Committee Minutes
• Handbooks (Faculty, Student, Employee)
• Cal U Inventory of Academic Programs
• Faculty Credential Policy
• General Education Policy and Program (1993-01-A)
• Academic Degree Policy (1990-06-A)
• Academic Program Cohort Sheets
• Academic Advising & Degree Audits
• Academic Program Review Policy (1986-04-R)
• Faculty Professional Dev. Center & Programs (1985-06-A)
• Undergraduate/Graduate Admissions Policies
• Academic Probation & Suspension Policies
• Global Online Policies
• Center for Teaching & Learning Services
• NCAA Reports
• NSSE Surveys
• Faculty Awards (Teaching/Scholarship/Service)
• Final Destination Survey (Career & PD Center)
• Advertising and Recruitment Materials
• Annual Department Reports |

6. **Criterion 5**: General Ed Programs are of sufficient scope and include at least oral & written com, scientific & quantitative reasoning, critical analysis, tech competency & Information literacy. 7. **Criterion 6**: Graduate and professional programs provide opportunities for research, scholarship & independent thinking; faculty hold appropriate credentials for grad-level study. 8. **Criterion 7**: Institution reviews and approves student learning opportunities designed, delivered, and/or assessed by 3rd party providers. 9. **Criterion 8**: Institution ensures periodic assessment of all student learning opportunities.	• Program Advisory Committee Agenda/Minutes • Academic Department Minutes • College Council Minutes • Provost/Deans Council Minutes • Provost Council Minutes • Department Chair's Forum Minutes • Curriculum Development/Approval Processes • Academic Course Syllabi • Curriculum Committee Agendas/Minutes • Experiential Experience Reports • Sample Graduate/Undergraduate Program Reviews • Promotion & Tenure Policies and Procedures • Faculty CV's • Annual Program (including Gen Ed) Assessment Plans/Reports • College Budget Allocations for Professional Dev. • Social Equity Affirmative Action Plan • Policy for Awarding Academic Credit (Exam, Course Substitution, Advanced Placement, CLEP) • Policy for Evaluation of Transfer Credits

5. **Charge of the Standard III Working Group** (from Self-Study Design Document)**:**

a. Review the first MSCHE training video (Understanding the Standards & Requirements of Affiliation: A general overview) and then review the Standard III working group training video at: Middle States Training Videos.

b. Develop an understanding of the history, mission, and 2015-2020 strategic plan of Cal U in the context of their MSCHE Standard;

c. Carefully review the Cal U MSCHE 2015 Periodic Review Report and the 2017 MSCHE Monitoring report to become aware of past successes and challenges in meeting accreditation Standards;

d. Analyze documents, processes and procedures related to the assigned Standard utilizing data listed in the Evidence Inventory;

e. Identify and describe examples (positive stories) in each standard area the facilitate: 1) student success, 2) quality customer service, and 3) institutional success;

f. Focus on results (processes used in offices, units, departments to meet goals); don't spend time providing justifications or explanations of why services/programs are provided;

g. Conduct interviews and/or focus groups where relevant to obtain needed information;

h. Consider a writing approach that describes a series of positive success stories that address "Requirements of Affiliation", "Criteria for Accreditation" "Institutional Priorities", and "Intended Outcomes" of the self-study;

i. If evidence is not available to support achievement of a criterion, provide an explanation and identify opportunities (resources) and innovations required for periodic improvement to meet the criterion;

j. Make sure working group members know who to contact when they need information;

k. Hold periodic meetings to assess progress;

l. Use templates provided to facilitate the development of the evidence inventory;

m. Generate written drafts that clearly indicate each of the lines of inquiry developed and the methods and data used to answer each inquiry;

n. Understand how the Cal U mission is reflected in the range of programs offered;

o. Examine how Cal U programs at all levels demonstrate the highest quality for student success;

p. Report how the University establishes and periodically assesses academic programs and other student learning experiences;

q. Recommend opportunities and support systems for incrementally developing a culture of continuous institutional effectiveness (assessment) for Standard III at Cal U; and

r. Submit a preliminary Standard III working group report to Self-Study Oversight Team by February 1, 2019.

Standard IV: Support of the Student Experience

This standard speaks to support systems that affect the quality of the student learning environment throughout their lifecycle at the institution.

MSCHE Definition: "Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits 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."

Note: The student is the primary beneficiary of an institution's mission and the success of an institution is best measured by the success of its students during and after their enrollment in an institution's program. Admission criteria and practices remain important elements in promoting student retention and access and analysis of relevant data should inform the review and assessment of admission policies, procedures and processes. The standard emphasizes:

- All settings and all modalities.
- All policies, procedures, processes, and programs.
- Students through their lifecycle with the institution.
- Institutional mission.
- The quality of the learning environment and student success.

1. **Requirements of Affiliation to be addressed in the Standard IV Chapter** (Could be separate headings or integrated throughout Chapter IV of the Self-Study)

    - **Requirement 8** – The institution systematically evaluates its educational and other programs and makes public how and in what ways it is accomplishing its purposes.

    - **Requirement 10** – Institutional planning integrates goals for the academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

        Note: Institutions will need to include (within their self-study) how the *Requirements* of Affiliation and *Criteria* (below) within each standard are met. Institutions need to be mindful of the appropriate alignment of Requirements of Affiliation with the Standard and clearly indicate to the evaluation team where each has been satisfied within the self-study document.

2. **Institutional Priorities to be Addressed in the Standard IV Chapter** (Could be a separate heading or integrated through Chapter IV of the Self-Study)

    - Enhancing the academic excellence and experience of our students.
    - Achieving optimal enrollment in these challenging times.
    - Creating a comprehensive system of institutional effectiveness.

3. **Criteria to be addressed in the Standard IV Chapter**

    Criterion 1: Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission including: 1) accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;

2) a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals; 3) orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience; and 4) processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement.

Notes:
- This criterion requires institutions to have clearly stated policies and processes for admission and retention as well as to facilitate student success and also speaks to institution goals relating to admissions, enrollment, retention, completion, transfer rates, or other goals of importance to the institution.
- Utilizing data and determining courses of action to improve in those areas the institution has identified as important, will be critical within this criterion.
- Demonstrating how the institution meets this Standard includes providing information about expenses and financial support that the university has available to perspective and current students. These must be clearly articulated and available to the students. Each institution must have consumer information *easily available* to students.
- Notice that there is a natural link back to Standard II (Ethics and Integrity Criterion 7) promoting affordability and accessibility and enabling students to understand funding sources and options, value received for costs, and methods to make informed decisions about incurring debt.
- Additionally, institutions can consider how successfully they are in providing financial assessment to students setting measures that are appropriate for internal analysis.
- For those students who are admitted but do not meet the standards for the level of study in their program, there must be a process to identify, place and support students in remediation as they work towards a program's required level of study.
- Policies and processes related to orientation, advisement and counseling programs are also relevant under this criterion.

Questions:
- What support does the institution provide to at-risk students and how effective are those mechanisms of support?
- What does the institution have in place to support the educational experience for students?
- What changes have occurred with regard to any of these programs and why?
- How do we know we are achieving the results intended through our orientation, advising, and counseling approaches?
- What other processes have been implemented to further success of our students?
- How have services for students expanded and integrated into relevant policies and processes?
- What has assessment revealed and what changes have been made to better promote student achievement of their educational goals?

Criterion 2: Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches.

Questions:
- What policies and procedures guide the awarding of academic credit at Cal U and how are those evaluated regularly?
- How are these policies made available and clear to our students?
- Are any improvements needed in these areas?

- With regard to experiential learning and other types of alternative approaches, how effectively does Cal U assure that credit granted is warranted, sensible, and consistently applied?

Notes:
- Cal U has transfer and credit policies publically disclosed, including a statement of criteria regarding transfer of credit earned at other institutions of higher education.
- As part of the Middle States Commission Compliance review, the Commission must confirm that policies and procedures are in place, public disclosures, and identification of the office responsible for the final determination of acceptance or denial of credit, and a *published and accessible list* of institutions with which we have established articulation agreements.
- In addition to the criteria included in this standard, highlights from the Middle States policy for Transfer Credit, Prior Learning, and Articulation include:
  - Transfer and experiential decisions are student-centered striving for appropriate balance among fairness, consistency, flexibility, good educational practice, and academic program integrity.
  - Institutional mission and goals guide policies and procedures for transfer and experiential learning.
  - The basic principles of the institution regarding credit for prior learning are clear.
  - Acceptance or denial of credits is not determined exclusively on the basis of accreditation status of the sending institution or mode of delivery, but rather, will consider course equivalencies including expected learning outcomes with those of the receiving institution's curricula and standards.
  - Faculty participate in the creation, review, and implementation of articulation and transfer procedures and they also advise both incoming and outgoing transfer and experiential learning students.
  - Evaluation of transcripts and experiential learning are conducted in a timely manner in order to be informative to academic advising and decision-making.
  - Appropriate counseling, including any impact on financial aid eligibility by well-informed faculty and others and other support services are available.

Criterion 3: Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.

Notes:
- This criterion relates to the protection of institutional information and records via the Family Education Rights and Privacy Act. As institutions examine this criterion, they should determine how effective, well understood, and consistently implemented are the procedures and policies relative to the privacy of student information.
- Institutions should consider how often policies and procedures are reviewed and what changes result from the assessment of FERPA policies and procedures. This can also extend beyond FERPA to other types of records that the institution requires from students and that they are entrusted to protect.

Criterion 4: Athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs.

Notes:
- The support of students towards their educational goals requires a well-organized program of student services. Within the scope of the institution mission, student services can reinforce and extend the universities' influence beyond the classroom to promote the comprehensive development of the student. The programs and activities become an integral part of the educational process and help to strengthen learning outcomes.
- Student programming and activities should be responsive to the full spectrum of students served. Consistent with the institutions' mission and goals and regulated by the same principles and procedures that govern all other programs offered at the university, institutions should assess these activities and make informed decisions and changes based on that assessment.

Criterion 5: If appropriate, adequate and appropriate institutional review and approval of student support services designed, delivered, and assessed by *third-party providers*.

Notes:
- Third-party providers who are contracted by an institution to conduct a significant proportion of activities that become part of the student's educational experience can be part of an institution's innovative efforts to enhance the students' experience. Accredited institutions are expected to conduct appropriate and adequate institution review and have approval processes in place to ensure that all activities performed in their stead, are regularly reviewed and evaluation. This would include any third-party provider activities that impact the student experience.
- Some contractual agreements with third-party providers require *substantive approval* by the Middle States Commission. These types of agreements (or contracts) are between an accredited institution within the Middle States membership and an unaccredited third-party to outsource a portion of institution's *educational programs*. The Commission's "Substantive Change Policy" is triggered with that provider is offering more than 25% of one or more of the institution's educational program leading to an academic or professional degree, certificate, or other recognized educational credential.
- For contractual agreements for *educational related services*, institutions will be expected to address those within this standard even if a substantive change request to the Commission is not triggered due to nature of the agreement. The member institution has not only the contractual obligation, but also the systematic processes to ensure its capacity to carry out its responsibility for the oversight of advertising and recruitment, admissions, appointment of faculty, content and rigor of courses or programs, evaluation of student work, awarding or credit and certificates, outcomes assessment, academic advising and support services.
- Even when Commission approval through a sustentative change procedures is not required for that agreement, the institution through self-study will have an opportunity to ensure adequate and appropriate institution review of third-party provider agreements and activities including but not limited to tutoring, advising, counseling, admission services, recruiting or marketing, international student management (including English as a second language support) or other types of student support services.
- Services that may generally not fall within the umbrella of educational services (e.g. food or dining services) should be assessed; for example, as part of retention efforts and may therefore lend to inclusion in the self-study.

Criterion 6: Periodic assessment of the effectiveness of programs supporting the student experience.

Notes:
- With periodic assessment included in every Standard, institutional assessment practices continue to be critical.
- The Commission expects institutions to engage in sound assessments that leads to institutional improvement.

Note: Effective Assessment is Systematic, Meaningful, Useful, Efficient and Cost Effective.

Systematic	Meaningful	Useful	Cost Effective/Efficient
Are all university cycles (e.g. strategic plan, governing board terms, PASSHE five-year program review, and annual program assessment) periodically addressed?	To that extent do stakeholders trust assessment results?	How engaged are institutional stakeholders in the process?	What has been the "value-added" of the assessment process?

Systematic	Meaningful	Useful	Cost Effective/Efficient
Are _university systems_ well understood (mission alignment, measurable outcomes, data gathering and trend assessment, data-based decisions for ongoing improvement)?	How well are assessment results related to goals and objectives?	How collaborative has the assessment process been?	How discernible and sustainable is the current process?
Are systematically measured outcomes _realistic and achievable_?	To what extent do assessments have potential for revealing "the truth" no matter how uncomfortable?	To what degree has the assessment process impacted student learning?	To what extent has assessment become a natural rather than an imposed process?

4. **Possible examples of Evidence to support Standard IV** (Proposed Evidence Inventory from Self-Study Design Document).

Standard IV: Support of the Student Experience	
Standard IV: Support of the Student Experience Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits 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 environment, contributes to the educational experience, and fosters student success. 1. **Requirements 8 & 10**: Systematic evaluation of all programs and integrated planning 2. **Criteria 1-3**: Policies to admit, retain, and award credit, & facilitate student success. 3. **Criteria 4-6**: Student Life, Athletics, other extracurricular activities, student support services, institutional renewal & approval, periodic assessment of program effectiveness.	• Assessment Dashboard/Status Reports • Annual Department Reports • Student Affairs Assessment Plans/Reports • Student Affairs Curriculum Mapping Institutional Goals/Outcomes • New Student Orientation • Honors Program • Student Records Assessment • Student Health Center • Disability Services Office • International Student Office • Veteran's Affairs Office • Registrar's Office • Student Affairs Handbooks (1984-09-A) • Student Health Services (1983-06-A) • Student Conduct Process (1984-13-A) • Academic Success Centers/Services • Student Employment Policy (1983-10) • Graduate Assistant Stipend Policy (1983-09-A) • Career & Professional Development Services • Student Counseling Center Services • Reports from student services offices • IPEDS Reports • FERPA Policy • Enrollment management plans and enrollment trends • Third-Party Provider Agreements (e.g. Bookstore, Food & Conferencing Services) • Academic Affairs, Student Life, and Athletics Budgets • Technology Fee Policy/Budgets • Student Life Programming • Athletics policies • Annual Experiential Learning Reports (internships, service learning, etc.) • Title III Grant Reports • Counseling Reports

5. **Charge of the Standard IV Working Group** (from Self-Study Design Document)**:**

a. Review the <u>first</u> MSCHE training video (Understanding the Standards & Requirements of Affiliation: A general overview) and then review the <u>Standard IV</u> working group training video at: Middle States Training Videos.
b. Develop an understanding of the history, mission, and 2015-2020 strategic plan of Cal U in the context of their MSCHE Standard;
c. Carefully review the Cal U MSCHE 2015 Periodic Review Report and the 2017 MSCHE Monitoring report to become aware of past successes and challenges in meeting accreditation Standards;
d. Analyze documents, processes and procedures related to the assigned Standard utilizing data listed in the Evidence Inventory;
e. Identify and describe examples (positive stories) in each standard area the facilitate: 1) student success, 2) quality customer service, and 3) institutional success;
f. Focus on results (processes used in offices, units, departments to meet goals); don't spend time providing justifications or explanations of why services/programs are provided;
g. Conduct interviews and/or focus groups where relevant to obtain needed information;
h. Consider a writing approach that describes a series of positive success stories that address "Requirements of Affiliation", "Criteria for Accreditation" "Institutional Priorities", and "Intended Outcomes" of the self-study;
i. If evidence is not available to support achievement of a criterion, provide an explanation and identify opportunities (resources) and innovations required for periodic improvement to meet the criterion;
j. Make sure working group members know who to contact when they need information;
k. Hold periodic meetings to assess progress;
l. Use templates provided to facilitate the development of the evidence inventory;
m. Generate written drafts that clearly indicate each of the lines of inquiry developed and the methods and data used to answer each inquiry;
n. Understand how the Cal U mission drives recruitment retention and admission to all programs;
o. Examine how Cal U's student support system and services contributes to learning and student success through effective customer service, policies and procedures;
p. Report how the University establishes and periodically assesses student support systems for the student experience;
q. Recommend opportunities for incrementally developing a culture of continuous institutional effectiveness (assessment) for <u>Standard IV</u> at Cal U; and
r. Submit a <u>preliminary Standard IV </u>working group report to Self-Study Oversight Team by February 1, 2019.

Standard V: Educational Effectiveness Assessment

This standard speaks to the assessment of institutional assessment processes for the improvement of educational effectiveness.

MSCHE Definition: "Assessment of student learning and achievement demonstrates 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."

> **Note**: This Standard articulates the goals, expectations and values the Commission feels are important aspects of education effectiveness assessment; namely a focus on student success consistent with an institution's program of study and degree level as well as a respect of institution mission.

1. <u>**Requirements of Affiliation** to be addressed in the Standard V Chapter</u> (Could be separate headings or integrated throughout Chapter V of the Self-Study)

   - **Requirement 8** – The institution systematically evaluates its educational and other programs and makes public how and in what ways it is accomplishing its purposes.

   - **Requirement 9** – The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.

   - **Requirement 10** – Institutional planning integrates goals for the academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

     - **Note**: It is important to remember that when an institution demonstrates that it meets Standard V, it must also demonstrate how it complies with these relevant Requirements of Affiliation. This may or may not require a separate analysis within the self-study document but a clear indicator addressing the appropriate Requirements of Affiliation will be necessary. While the Commission is not prescriptive in terms of how compliance is documented, institutions have to be mindful of the appropriate alignment of Requirements with the Standard and clearly indicate to the evaluation team where that has been satisfied in the self-study document.

2. <u>**Institutional Priorities** to be Addressed in the Standard V Chapter</u> (Could be a separate heading or integrated through Chapter V of the Self-Study)

   - Enhancing the academic excellence and experience of our students.
   - Creating a comprehensive system of institutional effectiveness.

3. <u>**Criteria** to be addressed in the Standard V Chapter</u>

   Criterion 1: Clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission.

   Notes:
   - This criterion is directly related to Standard III: Design and Delivery of the Student Experience which focuses in part on rigor and coherence of educational offerings. Clearly stated rigorous and coherent goals and objectives should lend themselves to appropriate and meaningful assessment.

- First, the institution clearly articulates its _goals_. Then the institution identifies _objectives_ that helps them achieve their goals. Finally, the institution identifies _assessments_ that enables them to identify _strengths_ and weaknesses (_opportunities for improvement_) associated with their journey toward achieving these goals and objectives.
- The Criteria that constitutes Standard V also reflects the Commission's continued recognition that students may achieve mastery of student learning goals and objectives in different ways, not only through traditional courses but also through field and clinical experiences, internships, externships and through innovative modalities such as non-credit hour direct assessment processes, competency-based education in general, and correspondence education.
- Institutions are expected to demonstrate how they provide students with the experiences they need through planned and organized processes regardless of modality levels; however, please also remember that Standard V focuses on assessment at _institution and degree program levels_ and **NOT** on individual courses and other educational experiences.
- An additional aspect of Standard V is that accredited institutions should be able to demonstrate how their educational offerings and other expected outcomes are relevant to mission and key institutional goals and objectives. This means that institutions should be able to explain how consideration of mission is related to the identification of key student learning goals and objectives either through appropriate documentation or description of curriculum processes demonstrating _linkages between learning goals and objectives and institutional mission_.

Criterion 2: Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should: 1) define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals; 2) articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals; and 3) support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders.

Notes:
- Institutions are expected to have implemented an organized and systematic assessment process that is periodically communicated.
- The assessment process should be conducted and administered by appropriate professionals including faculty and assessments used to assess educational goals at program and institutional levels should be of such quality that they meaningfully evaluate the extent of student achievement.
- Assessment processes should enable faculty and other qualified professionals to identify strengths and weaknesses (opportunities for improvement) with regard to the student learning goals and outcomes at _programmatic, unit, and institutional levels_.
- Assessments used should be defensible, meaning that they involve _direct observation of knowledge_, _skills_ of habits of mind or _values_ that students are expected to achieve consistent with mission and where applicable, assessments should also relate to student preparation for _successful careers after graduation, meaningful lives, and further education_.
- Institutions should be prepared to collect assessment information and share it with key constituents in addition to student learning outcomes assessment.
- Accredited institutions are expected to provide sufficient evidence demonstrating that there is ample support of the assessment process so that the _process is sustained over time_.
- In summary, the Commission expect that accredited institutions to demonstrate that an organized, systematic assessment has prompted _meaningful and useful discussions_ about the strength and weaknesses (opportunities for improvement) with regard to student learning outcomes of programs at both institutional, program and degree levels in substantial measure.

Criterion 3: Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following: 1) assisting students in improving their learning; 2) improving pedagogy and curriculum; 3) reviewing and revising academic programs and support services; 4) planning , conducting, and supporting a range of professional development activities, 5) planning and budgeting for the provision of academic programs and services; 6) informing appropriate constituents about the institution and its programs; 7) improving key indicators of student success such as retention, graduation, transfer, and placement tests; and 8) implementing other processes and procedures designed to improve educational programs and services.

Notes:
- This criterion stresses organized, systematic, and sustained efforts at both institutional and unit levels to discuss and use assessment results.
- The above criterion contains a list of typical instances where institutions and their units use the assessment process.
- The Commission continues to emphasize consideration and use because the assessment process, when properly employed, *should affect decisions* that key instructional personnel make at various levels such as in *courses*, in *instructional services to students*, and/or in decisions made more globally such as those regarding *curriculum*, *policy*, *budgeting*, *planning* and *resource allocation*.
- The language of Standard V is more explicit in that institutions are expected to demonstrate some combination of the use of assessment to *enhance programs*, *services*, and most importantly *student learning*.
- This means institutions must be able to demonstrate that assessment information is used to *impact the decisions* that multiple stakeholders make at multiple levels. It does not mean that each of the elements listed under this criterion should be treated as a simple checklist by institutions or their evaluators.
- Consideration and use of assessment can touch upon several processes already in existence; for example, *course approval processes* can be affected by learning through a periodic assessment process that students need to improve their writing skills. So a curriculum committee requires that approved courses include more writing assignments.
- Communication of and subsequent action by individual faculty can also affect their own decisions about *lesson planning*, *instructional methods* and decisions about what *textbooks* to use among other actions.
- These are the kinds of decisions that can be very much be affected by well-designed and implemented assessment process that utilizes defensible measures.
- All told, assessment efforts are intended to *impact student learning positively* as faculty and key stakeholders reflect on and consider assessment results that aligned with specifically worded program level goals and objectives.
- Overall, student learning is positively impacted as institutional professionals *adapt their own practices* to address strengths and weaknesses (opportunities for improvement) in student learning.

Criterion 4: If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers.

Notes:
- Third party providers, those who are contracted by an institution to conduct a significant proportion of activities that become part of the student's educational experience can be part of an institution's innovation efforts to enhance the overall student experience.
- Accredited institutions are expected to conduct appropriate and adequate institution review and have approval processes in place to ensure that all activities performed in their stead, are regularly reviewed and evaluated including any third-party activities that impact the student experience.

- Some contractual agreements with third-party providers require *substantive approval* by the Middle States Commission. These types of agreements (or contracts) are between an accredited institution within the Middle States membership and an unaccredited third-party to outsource a portion of institution's *educational programs*. The Commission's "Substantive Change Policy" is triggered with that provider is offering more than 25% of one or more of the institution's educational program leading to an academic or professional degree, certificate, or other recognized educational credential.
- For Standard V, third-party provider arrangements relate to those cases where the institution has contracted with a third-party to *design* assessment services, *deliver* assessment services, or to *assess* assessment services.
- The institution should be able to provide sufficient information to ensure that they have sufficient processes, procedures, and review mechanisms to ensure that the contractual arrangement ensures the third-party services provide appropriate information and ensure that overall institutional autonomy with regard to assessment is concerned.

Criterion 5: Periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.

Notes:
- Focuses on the *assessment of the assessment process* to ensure that it is appropriately utilized given the mission of the institution, its students, faculty, staff, and administrators.
- Applicant, candidate, and accredited institutions are expected to periodically evaluate their assessment processes and methods to ensure that they are *systematic, meaningful, useful, efficient, cost effective* and that the process is achieving its sought-after effect: to effect overall educational effectiveness and to manage student learning successfully.
- The Commission has long encouraged institutions to put in place processes that ensure meaningfulness, usefulness, effectiveness, and cost effectiveness of the assessment process itself and expects institutions to have such processes in place and to regularly assess the appropriateness process.

Note: Effective Assessment is Systematic, Meaningful, Useful, Efficient and Cost Effective.

Systematic	Meaningful	Useful	Cost Effective/Efficient
Are all university cycles (e.g. strategic plan, governing board terms, PASSHE five-year program review, and annual program assessment) periodically addressed?	To that extent do stakeholders trust assessment results?	How engaged are institutional stakeholders in the process?	What has been the "value-added" of the assessment process?
Are *university systems* well understood (mission alignment, measurable outcomes, data gathering and trend assessment, data-based decisions for ongoing improvement)?	How well are assessment results related to goals and objectives?	How collaborative has the assessment process been?	How discernible and sustainable is the current process?
Are systematically measured outcomes *realistic and achievable*?	To what extent do assessments have potential for revealing "the truth" no matter how uncomfortable?	To what degree has the assessment process impacted student learning?	To what extent has assessment become a natural rather than an imposed process?

4. **Possible examples of Evidence to support Standard V** (Proposed Evidence Inventory from Self-Study Design Document).

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Standard V: Education Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their programs of study, degree level, the institution's mission, and appropriate expectations for higher education.

1. **Requirements 8, 9, & 10**: Rigor, coherence, and systematic assessment of all programs; Integrated planning.

2. **Criterion 1**: Clearly stated educational degree/program goals that are interrelated with one another and the mission/goals of the University.

3. **Criterion 2**: An organized, systematic and sustained assessment process designed to prepare students for future success.

4. **Criterion 3**: The use of assessment results on focused improvement on educational effectiveness, curriculum, and student leaning.

5. **Criterion 4**: Third party providers regularly assessed and improved.

6. **Criterion 5**: Periodic assessment process that is meaningful, useful, efficient, cost-effective, and impactful.
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- Institutional Effectiveness Plan
- Assessment Dashboards/Status Reports
- Institutional & Program Level Missions and Outcomes
- Unit Assessment Committee Agenda/Minutes
- Student Learning Outcomes Assessment Website
- Academic Quality Dashboard
- Assessment Handbooks
- Office of Institutional Effectiveness Outcomes
- Academic Affairs Assessment Plan
- Student Affairs Assessment Plan
- Assessment Schedule
- Program Maps
- Student Evaluation (of faculty) Instruments
- Institutional Research Website
- Annual First Destination Survey Reports
- Annual General Education Assessment Reports
- IR-Data Collecting and Reporting (1988-03-A)
- IPEDS Reports
- Assessment of Student Learning Policy (1997-01-R)
- PASSHE Program Review Policy and reports (1986-04-R)
- Program Mission Statements
- Measurable Program Learning Outcomes
- Program Assessment Reports
- Evidence of Data-Based Program improvements (meeting minutes)
- Program-level Accreditation Self-Studies and Evaluation Reports
- Ratio of Academic Programs Accredited with those Eligible for Accreditation
- Professional Program licensure rates
- Student and Alumni Surveys
- Student Surveys (NSSE, Final Destination)
- Curriculum Maps
- Gen Ed Learning Outcomes and Assessment plan
- Archive of Course Syllabi
- Program Web Pages
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5. **Charge of the Standard V Working Group** (from Self-Study Design Document)**:**

   a. Review the <u>first</u> MSCHE training video (Understanding the Standards & Requirements of Affiliation: A general overview) and then review the <u>Standard V</u> working group training video at: Middle States Training Videos.

   b. Develop an understanding of the history, mission, and 2015-2020 strategic plan of Cal U in the context of their MSCHE Standard;

   c. Carefully review the Cal U MSCHE 2015 Periodic Review Report (PRR) and the 2017 MSCHE Monitoring report to become aware of past successes and challenges in meeting accreditation Standards;

   d. Analyze documents, processes and procedures related to the assigned Standard utilizing data listed in the Evidence Inventory;

   e. Identify and describe examples (positive stories) in each standard area the facilitate: 1) student success, 2) quality customer service, and 3) institutional success;

f. Focus on results (processes used in offices, units, departments to meet goals); don't spend time providing justifications or explanations of why services/programs are provided;

g. Conduct interviews and/or focus groups where relevant to obtain needed information;

h. Consider a writing approach that describes a series of positive success stories that address "Requirements of Affiliation", "Criteria for Accreditation" "Institutional Priorities", and "Intended Outcomes" of the self-study;

i. If evidence is not available to support achievement of a criterion, provide an explanation and identify opportunities (resources) and innovations required for periodic improvement to meet the criterion;

j. Make sure working group members know who to contact when they need information;

k. Hold periodic meetings to assess progress;

l. Use templates provided to facilitate the development of the evidence inventory;

m. Generate written drafts that clearly indicate each of the lines of inquiry developed and the methods and data used to answer each inquiry;

n. Understand how the Cal U mission is reflected in our expectations of student learning;

o. Examine the effectiveness of educational assessment processes in developing a culture of assessment at Cal U;

p. Recommend opportunities for incrementally developing a culture of continuous institutional effectiveness (assessment) for Standard V at Cal U; and

q. Submit a preliminary Standard V working group report to Self-Study Oversight Team by February 1, 2019.

Standard VI: Planning Resources, and Institutional Improvement

This standard speaks to planning, resource allocation and the continued assessment of programs and services aligned with the institution strategic plan and changing opportunities/challenges in higher education.

MSCHE Definition: "The institution's planning processes, resources, and structures are aligned with each other and 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."

> **Note**: Ultimately, the commitment to mission is evident throughout this Standard. The Commission expects institutions to show evidence of aligned planning processes and resources that are sufficient to and in support of the institution's strategic and operational goals, objectives and strategies while allowing the institution to respond effectively to opportunities and challenges. For example, if improving advising is a priority to an institution, what data would speak to that and how would the institution's planning, resources and structures begin to prioritize this improvement?

1. <u>**Requirements of Affiliation**</u> **to be addressed in the Standard VI Chapter** (Could be separate headings or integrated throughout Chapter V of the Self-Study)

   - **Requirement 8** – The institution systematically evaluates its educational and other programs and makes public how and in what ways it is accomplishing its purposes.

   - **Requirement 10** – Institutional planning integrates goals for the academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

   - **Requirement 11** – The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.

     Note: Institutions will need to include (within their self-study) how the *Requirements* of Affiliation and *Criteria* (below) within each standard are met. Institutions need to be mindful of the appropriate alignment of Requirements of Affiliation with the Standard and clearly indicate to the evaluation team where each has been satisfied within the self-study document.

2. <u>**Institutional Priorities**</u> **to be Addressed in the Standard VI Chapter** (Could be a separate heading or integrated through Chapter VI of the Self-Study)

   - Operating with sound and efficient fiscal and governance practices.
   - Creating a comprehensive system of institutional effectiveness.

3. <u>**Criteria**</u> **to be addressed in the Standard VI Chapter**

   Criterion 1: Requires institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for panning and resource allocation.

   Notes:
   - While the Standard uses the term "objectives", institutions may use some other reference which is perfectly acceptable.
   - These objectives should be linked to the mission and goals and should be clear and widely known.

- Assessment of both institutional and unit level objectives *should be intentional* so that institutions are able to demonstrate that resource allocation is aligned with assessment results as well as the mission, goals, and objectives of the institution (e.g. Strategic Plan).

Criterion 2: Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results.

Notes:
- Emphasizes that planning and resource allocation should **NOT** be ad hoc activities undertaken by a few individuals.
- Criterion 2 is explicit in the need for institutions to *include the campus community* in larger planning processes.
- Documentation in this regard will be important to demonstrate how the institution provides for constituent participation and accounts for assessment results.

Criterion 3: A financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' 2015-2020 strategic plans/objectives.

Notes:
- Having a clear mission accompanied by institutional goals is critical and supporting the attainment and those will be evident by appropriate financial planning and budgeting processes.
- Institutional and unit level objectives and plans need to be in *close alignment* and any planning process that is used at the institution will need to align with financial planning and budgeting processes.

Criterion 4: Fiscal and human resources as well as the physical and technical infrastructure is adequate to support its operations wherever and however programs are delivered.

Notes/Questions:
- This Criterion focuses on the institution's ability to adequately allocate their human and financial resources to successfully support the institution's operations.
- It is important for the institution to consider *all modalities of instruction* as well as *all locations* wherever offered and however delivered.
- For institutions with branch campuses and other locations or instructional sites, what evidence will be used to demonstrate sufficient resources to support these locations?
- For institutions with distance education, what evidence will be used to demonstrate a technical infrastructure that supports that modality?
- Are the institution's programs adequately supported with fiscal, human, and technological resources to evidence achievement of clearly described outcomes?
- Assessment practices should assist institutions with evaluating how adequately institution operations are supported.

Criterion 5: Well-defined decision-making processes and clear assignment of responsibility and accountability.

Notes:
- In order to best support planning processes, it's critical to have well-defined decision-making responsibilities and clarity of responsibility and accountability so institution plans can be achieved.
- Further, it's important for constituents to understand who is responsible for making decisions relating to those plans and who has the responsibility or authority to do so.

Criterion 6: Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning process.

Notes:
- Much like Criterion 4, this Criterion reminds institutions about the appropriate allocation of resources.
- Comprehensive planning is a critical component of Standard VI and it will be important for institutions to engage in planning that supports the achievement of mission and the attainment of goals.
- Strategic planning and financial planning should **NOT** happen in isolation and any and all planning that the institution utilizes *must be aligned*.

Criterion 7: An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter.

Notes:
- This Criterion reiterates the importance of financial viability for member institutions.
- Documentation that financial resources, funding base, and plans for financial development are adequate to support its educational purpose and programs as reflected in the Commission's Requirement for Affiliation 11 is expected.
- Thus, when demonstrating compliance with this Criterion, institutions are expected to demonstrate a record of responsible fiscal management, which includes an external independent financial audit on an annual basis with appropriate follow-up.

Criterion 8: Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals.

Notes/Question:
- Several Criteria in this Standard direct institutions to their assessment results.
- This Criterion will warrant *evidence* around how the institution is measuring and assessing the utilization of resources.
- How do institution representatives know that resources are being used effectively in support of the mission and goals?
- Most institutions will be engaged in several activities enabling them to *assess the effectiveness of resource allocation* with respect to their core mission and strategic goals.

Criterion 9: Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.

Notes:
- Assessment or the ability to show the degree to which intended outcomes are met, is core to self-study and institutional improvement.
- When viewed through the lens of institutional mission, finished products while necessary, are not in and of themselves outcomes; they are outputs or things enabling the achievement of mission related strategic outcomes.
- Institutions should conduct *continuous assessment* to ensure that resources are efficiently utilized to support the institution's mission and goals.
- For example, a college may undergo assessment and discover that it should be providing additional services to the *campus and community* and as a result, may be able to work together to create new entrepreneurial efforts and focus on improving revenue such as replacing the

college's bookstore with a company that provides students with the opportunity to buy books on line at a significant savings.
- With periodic assessment is included in every Standard, institutional assessment practices continue to be critical.
- The Commission expects institutions to engage in *systematic, meaningful, useful, and cost-effective* (efficient) assessments that lends to institutional improvement.

Note: Effective Assessment is Systematic, Meaningful, Useful, Efficient and Cost Effective.

Systematic	Meaningful	Useful	Cost Effective/Efficient
Are all university cycles (e.g. strategic plan, governing board terms, PASSHE five-year program review, and annual program assessment) periodically addressed?	To that extent do stakeholders trust assessment results?	How engaged are institutional stakeholders in the process?	What has been the "value-added" of the assessment process?
Are *university systems* well understood (mission alignment, measurable outcomes, data gathering and trend assessment, data-based decisions for ongoing improvement)?	How well are assessment results related to goals and objectives?	How collaborative has the assessment process been?	How discernible and sustainable is the current process?
Are systematically measured outcomes *realistic and achievable*?	To what extent do assessments have potential for revealing "the truth" no matter how uncomfortable?	To what degree has the assessment process impacted student learning?	To what extent has assessment become a natural rather than an imposed process?

4. **Possible examples of Evidence to support Standard VI** (Proposed Evidence Inventory from Self-Study Design Document).

Standard VI: Planning, Resource, Institutional Improvement The institution's planning process, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, to respond effectively to opportunities and challenges. 5. **Requirements 8, 10, & 11**: Institutional planning, financial resources, and the systematic evaluation of those programs. 6. **Criteria 1-3**: Intended outcomes supporting mission, documenting and implementing the planning improvement process, and budgeting process aligned with mission and goals. 7. **Criteria 4-6**: Processes, resources and structures that support the achievement of institutional outcomes. 8. **Criteria 7-9**: Actual outcomes supporting the mission and what the institution achieves.	• Mission Statement (2015-2020 Strategic Plan) • Procurement Policy (1998-04-A) • Tuition Policy (1998-01-R, 1998-03-R,1999-02-A) • Budget Reporting & Review Process (1993-03) • Student Fees Policy (1983-03-A, 1989-05-A) • Fee Refunds Policy (1983-20-R) • Financial Accounting Policy (1989-04-R) • Facilities Resource Planning & Budgeting Policy (1990-01-R) • Audit Policy (1986-01-A) • Audited Financial Reports • Unit Satisfaction Surveys • Institutional & Unit Effectiveness Plans • University Master Plan • Council of Trustee Minutes • Organizational Charts • Position Descriptions • Strategic Enrollment Plan • 2018-2020 Financial Budgets

5. **Charge of the Standard VI Working Group** (from Self-Study Design Document)**:**

a. Review the <u>first</u> MSCHE training video (Understanding the Standards & Requirements of Affiliation: A general overview) and then review the <u>Standard VI</u> working group training video at: [Middle States Training Videos.](#)
b. Develop an understanding of the history, mission, and 2015-2020 strategic plan of Cal U in the context of their MSCHE Standard;
c. Carefully review the Cal U MSCHE 2015 Periodic Review Report (PRR) and the 2017 MSCHE Monitoring report to become aware of past successes and challenges in meeting accreditation Standards;
d. Analyze documents, processes and procedures related to the assigned Standard utilizing data listed in the Evidence Inventory;
e. Identify and describe examples (positive stories) in each standard area the facilitate: 1) student success, 2) quality customer service, and 3) institutional success;
f. Focus on results (processes used in offices, units, departments to meet goals); don't spend time providing justifications or explanations of why services/programs are provided;
g. Conduct interviews and/or focus groups where relevant to obtain needed information;
h. Consider a writing approach that describes a series of positive success stories that address "Requirements of Affiliation", "Criteria for Accreditation" "Institutional Priorities", and "Intended Outcomes" of the self-study;
i. If evidence is not available to support achievement of a criterion, provide an explanation and identify opportunities (resources) and innovations required for periodic improvement to meet the criterion;
j. Make sure working group members know who to contact when they need information;
k. Hold periodic meetings to assess progress;
l. Use templates provided to facilitate the development of the evidence inventory;
m. Generate written drafts that clearly indicate each of the lines of inquiry developed and the methods and data used to answer each inquiry;
n. Understand how processes, resources and structures align to fulfill the mission of Cal U;
o. Examine how Cal U responds and adapts to change;
p. Examine how Cal U engages in reflective practices that lead to ongoing improvement;
q. Recommend opportunities for incrementally developing a culture of continuous institutional effectiveness (assessment) for <u>Standard VI</u> at Cal U; and
r. Submit a <u>preliminary Standard VI</u> working group report to Self-Study Oversight Team by February 1, 2019.

Standard VII: Governance, Leadership and Administration

This standard speaks to the governance of the institution; both the governing body (Board of Trustees) and shared governance within the institution.

MSCHE Definition: "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 the other constituencies it serves. The institution has education as its primary purpose and it operates as an academic institution with appropriate autonomy."

1. **Requirements of Affiliation to be addressed in the Standard VII Chapter** (Could be separate headings or integrated throughout Chapter VII of the Self-Study)

   - **Requirement 12** – Institution fully discloses its legally constituted governance structure(s) including any related entities. The institution's governing body is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being carried out.

   - **Requirement 13** – A majority of the institution's governing body's members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution's system or Chief Executive Officer shall **not** serve as chair of the governing body.

   Note: Institutions will need to include (within their self-study) how the *Requirements* of Affiliation and *Criteria* (below) within each standard are met. Institutions need to be mindful of the appropriate alignment of Requirements of Affiliation with the Standard and clearly indicate to the evaluation team where each has been satisfied within the self-study document.

2. **Institutional Priorities to be Addressed in the Standard VII Chapter** (Could be a separate heading or integrated through Chapter VII of the Self-Study)

   - Operating with sound and efficient fiscal and governance practices.
   - Achieving optimal enrollment in these challenging times.
   - Creating a comprehensive system of institutional effectiveness.

3. **Criteria to be addressed in Standard VII Chapter**

   Criterion 1: A clearly articulated and transparent governance structure that outlines roles, responsibilities and accountability for decision-making by each constituency, including governing body administration, faculty, staff, and students.

   Note: An accredited institution possesses and demonstrates a transparent governance structure that is clearly communicated to institutional stakeholders. Within the report and during the Evaluation Team visit, we should be able to answer the following questions:

   - What is the institution's governance structure?
   - What roles are included in this structure?
   - What are the responsibilities of various constituents?
   - Are written policies and procedures available that outline various responsibilities for constituents?
   - Are these readily available to the campus community?

- Do written governing documents such as a constitution, by-laws, enabling legislation, charter or other similar documents delineate the governance structure and the structures composition, duties, and responsibilities?
- Do the written governing documents assign authority and accountability for policy development and decision-making including a process for involvement of appropriate campus constituencies in policy and decision-making?
- Do the written governance documents provide an appropriate opportunity for student input to decisions that affect them?

Criterion 2: A legally constituted governing body that:
- Serves the public interest, insures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution.
- Has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with the governing responsibilities.
- Ensures that neither the governing body nor its individual members interferes in the day-to-day operations of the institution.
- Oversees _at the policy level_ the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management.
- Plays a _basic policy-making role_ in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution.
- Appoints and _regularly evaluates_ the performance of the Chief Executive Officer.
- Is informed in all its operations by principles of good practice in board governance.
- Establishes and complies with a _written conflict of interest policy_ designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest.
- Supports the Chief Executive Officer in maintaining the autonomy of the institution.

Criterion 3: A chief Executive Officer who:
- Is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body.
- Has appropriate credentials and professional experience consistent with the mission of the organization.
- Has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institution plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission.
- Has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for assessing the organization's efficiency and effectiveness.

Criterion 4: An administration possessing or demonstrating:
- An organizational structure that is clearly documented and that clearly defines reporting relationships.
- An Appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities.
- Members with credentials and professional experience consistent with the mission and the organization and their functional roles.

- Skills, time, assistance, technology, and information systems expertise required to perform their duties.
- Regular engagement with faculty and students in advancing the institution's goals and objectives.
- Systematic procedures for evaluating administrative units and for using assessment data to enhance operations.

Criterion 5: Periodic Assessment of the effectiveness of governance, leadership and administration.

Note: Institutions are expected to demonstrate that the assessment of the effectiveness of the governance structure (including the Trustees), as well as the committee structure in place at the institution is designed to promote shared governance.

Questions:
- How does the institution assess the effectiveness of governance, leadership and administration?
- Is assessment designed as a periodic, systematic, ongoing process for improvement?
- What data is already available?
- What are the gaps in the assessment of governance, leadership and administration of the institution?
- Are governing documents updated and readily available?
- Were the current structures and documents developed through a collaborative process?
- How effectively does the governing body fulfill their roles and responsibilities?
- How often and in what way does the governance body assess its own performance?
- What changes have been made over time as a result of these evaluations?

Note: All governing boards must be engaged in periodic assessment to determine their effectiveness.

Questions:
- How often and in what way does the governing board evaluate the Chief Executive Officer?
- What process is used to evaluate the CEO?
- How often is the CEO evaluated?
- How are the results of the CEO evaluation used?
- How regularly is the administration evaluated?
- How are administrative evaluation results used?
- How have operations been enhanced as a result of those evaluations?

Note: Effective Assessment is Systematic, Meaningful, Useful, Efficient and Cost Effective.

Systematic	Meaningful	Useful	Cost Effective/Efficient
Are all university cycles (e.g. strategic plan, governing board terms, PASSHE five-year program review, and annual program assessment) periodically addressed?	To that extent do stakeholders trust assessment results?	How engaged are institutional stakeholders in the process?	What has been the "value-added" of the assessment process?
Are _university systems_ well understood (mission alignment, measurable outcomes, data gathering and trend assessment, data-based decisions for ongoing improvement)?	How well are assessment results related to goals and objectives?	How collaborative has the assessment process been?	How discernible and sustainable is the current process?
Are systematically measured outcomes _realistic and achievable_?	To what extent do assessments have potential for revealing "the truth" no matter how uncomfortable?	To what degree has the assessment process impacted student learning?	To what extent has assessment become a natural rather than an imposed process?

4. **Possible examples of Evidence to support Standard VII** (Proposed Evidence Inventory from Self-Study Design Document).

Standard VII: Governance, Leadership, & Administration	
This Standard speaks to the governance of the institution; both the governing board and the shared governance within the institution with all constituents (CEO, administration, faculty, staff, and students). The institution is governed and administrated in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students and the other constituencies it serves. The institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy. 1. **Requirements 12 & 13:** The institution fully discloses its governance structure including any related entities and communicates the Commission's expectation that the institution and its governing board adheres to a conflict of interest policy that insures the academic and fiscal integrity of the institution. 2. **Criteria 1-3**: Focus on the governance structure, the institutional governing body, and overall administrative characteristics. 3. **Criteria 4 & 5**: Focus on periodic assessment of the effectiveness of governance, leadership and administration.	• University Organizational Chart • Council of Trustees Bylaws • Council of Trustees Bios • Council of Trustees (and sub-committee) Minutes • Shared Governance Structure (Chart) • Shared Governance Evaluation of Effectiveness • Collective Bargaining Agreements • President's Cabinet Minutes • Curriculum Committee Minutes • Student Government Minutes • Staff Leadership Council Minutes • Faculty Union Executive Committee Minutes • Meet and Discuss Minutes • Administration Credentials • Dean's Council Minutes • Provost's Council Minutes • Chairs Forum Bylaws & Minutes • Performance Indicators (1999-03-R) • Student Affairs Handbooks (1984-09-A) • Conflict of Interest Policy & Endorsements • Curriculum Committee Bylaws

5. **Charge of the Standard VII Working Group** (from Self-Study Design Document)**:**

a. Review the <u>first</u> MSCHE training video (Understanding the Standards & Requirements of Affiliation: A general overview) and then review the <u>Standard VII</u> working group training video at: Middle States Training Videos.

b. Develop an understanding of the history, mission, and 2015-2020 strategic plan of Cal U in the context of their MSCHE Standard;

c. Carefully review the Cal U MSCHE 2015 Periodic Review Report and the 2017 MSCHE Monitoring report to become aware of past successes and challenges in meeting accreditation Standards;

d. Analyze documents, processes and procedures related to the assigned Standard utilizing data listed in the Evidence Inventory;

e. Identify and describe examples (positive stories) in each standard area the facilitate: 1) student success, 2) quality customer service, and 3) institutional success;

f. Focus on results (processes used in offices, units, departments to meet goals); don't spend time providing justifications or explanations of why services/programs are provided;

g. Conduct interviews and/or focus groups where relevant to obtain needed information;

h. Consider a writing approach that describes a series of positive success stories that address "Requirements of Affiliation", "Criteria for Accreditation" "Institutional Priorities", and "Intended Outcomes" of the self-study;

i. If evidence is not available to support achievement of a criterion, provide an explanation and identify opportunities (resources) and innovations required for periodic improvement to meet the criterion;

j. Make sure working group members know who to contact when they need information;

k. Hold periodic meetings to assess progress;

l. Use templates provided to facilitate the development of the evidence inventory;

m. Generate written drafts that clearly indicate each of the lines of inquiry developed and the methods and data used to answer each inquiry;

n. Recommend opportunities and support systems for incrementally developing a culture of continuous institutional effectiveness (assessment) for <u>Standard VII</u> at Cal U; and

o. Submit a <u>preliminary Standard VII</u> working group report to Self-Study Oversight Team by February 1, 2019.