

Bloomsburg | Lock Haven | Mansfield

COMMONWEALTH UNIVERSITY OF PA



COMMONWEALTH UNIVERSITY SELF-STUDY DESIGN DOCUMENT

Draft as of March 23, 2023

Submitted to the
**MIDDLE STATES COMMISSION
ON HIGHER EDUCATION**

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I. Institutional Overview

Introduction

Pennsylvania’s State System of Higher Education (“the State System”) was established in 1983 through enabling legislation, Act 188, bringing fourteen public universities under its umbrella. Since then, the State System’s overarching structure largely remained unchanged until the 2017-18 System Redesign launch followed by Act 50 of 2020, which authorized the Board of Governors (BOG) to restructure the State System’s institutions through a consultative and transparent process. The proposed integration of three universities in the west and three universities in the northeast marked one of the biggest changes to the State System in decades. As a result of this reconfiguration, on July 1, 2022, the northeastern institutions of Bloomsburg (BL), Lock Haven (LH), and Mansfield (MA) universities integrated to form Commonwealth University of Pennsylvania (CU) with the goal of expanding students’ educational opportunities while maintaining financial sustainability. By uniting as CU, these institutions embrace the “power of three” to address the greatest challenges facing higher education today—accessibility, affordability, quality, and relevance—through the combined strengths of their storied institutions. This introduction provides a brief history of each campus as well as a high-level description of CU.

History of the Campuses

Since their inception, BL, LH, and MA universities have focused on preparing students for professional and personal success and serving as economic engines in their respective regions. The three schools share a common history rooted in teacher education, serving as state normal schools in the nineteenth century and then state teachers colleges in the mid-twentieth century. In 1960, the institutions became regional comprehensives, operating as state colleges, until the formation of the State System redefined the institutions as universities in 1983.

Since then, the primary enrollment drivers for each school have typically been in the fields of health professions, business, and education, broadly defined. While the schools share historical commonalities, they also feature niche areas and signature programs that distinguish their presence in the region.

Bloomsburg University

As the university on the hill, BL University overlooks the town of Bloomsburg and is situated just a few hundred yards from the community’s business district. Ranked among the nation’s top northeast universities, BL offers a wide variety of undergraduate and graduate programs responsive to workforce needs, each preparing students for personal and professional success through experiential learning opportunities that complement classroom instruction. For example, BL’s CCNE-accredited nursing program offers credential pathways at the BSN, MSN, and DNP levels, while the Zeigler College of Business offers an array of AACSB-accredited business and accounting programs with undergraduate and graduate credential options. BL’s CAEP-accredited teacher education programs recently received the Frank Murray Leadership Recognition for Continuous Improvement, and programs in Deaf and Hard of Hearing Education and American Sign Language/English Interpreting have also earned national accreditation. Notably, BL’s undergraduate program in digital forensics and cybersecurity is the only such bachelor’s degree in the State System and serves as Pennsylvania’s Center for Digital Forensics. In addition, the University was awarded the Carnegie Elective Classification for Community Engagement for actively supporting an atmosphere of civic engagement and encouraging student involvement in political and volunteer activities.

Lock Haven University

Nestled between two beautiful mountain ranges along the West Branch of the Susquehanna River, LH’s campus fosters close personal interactions among students and dedicated faculty who are passionate about teaching. Undergraduate programs in biology, criminal justice, education, health sciences, psychology, and social work represent those with strongest student demand and employer need. LH’s high-demand

graduate offerings feature the nationally ranked physician assistant program (the first such program in the Commonwealth), the clinical mental health counseling program, and the sports studies program. In 1989, LH established the Clearfield (CL) campus, which focuses on professional programs at the associate, bachelor's, and master's levels that serve both traditional students and adult learners. The campuses have traditionally valued experiential learning with all graduates engaging in internships, externships, apprenticeships, research, and/or study abroad.

Mansfield University

Throughout its history, MA has always offered students a welcoming learning environment in a small campus setting, enabling students to develop close working relationships with faculty, staff, and administrators. As one of the first Pennsylvania institutions to focus on music instruction, MA has long been recognized for the excellence of its music programs, particularly music education and choral activities. Among its many other high-quality offerings, MA offers accredited programs in the health professions through its partnership with Guthrie Robert Packer Hospital in Sayre, PA, including programs in nursing, radiologic technology, and respiratory care. In addition, drawing on the expertise of natural sciences faculty, MA's undergraduate students have exceptional opportunities for lab-based research into pancreatic cancer, cardiomyopathy, and microplastics. Finally, MA's Public Safety Training Institute, including its Act 120 Municipal Police Academy, provides significant resources and training programs for law enforcement, first responders, and public safety professionals in collaboration with both public and private sector partners.

Commonwealth University

Together, the BL, CL, LH, and MA campuses have delivered on the State System's commitment to educational access and will continue to do so as CU, utilizing the combined strengths of our campuses (the "power of three") to better serve our students. Through CU, the academic program array and its delivery modalities will continue to evolve sustainably to meet the needs of the region's learners and ensure access to an affordable, high-quality education.

CU's mission and vision statements identify student success as central to the purpose of our multi-campus institution. The mission and vision (Figures 1.1 and 1.2) highlight key factors related to student success, such as the collaborative strength of our campuses, the accessibility and affordability of our institution, the relevance of high-impact practices and career-related experiences, and the importance of providing a welcoming, inclusive learning community.

Figure 1.1: Commonwealth University Mission

Our hard-working and determined students are at the heart of everything we do. Commonwealth University leverages the power of Bloomsburg, Lock Haven, and Mansfield to provide affordable, high-quality education emphasizing high-impact practices, personal and career connections, and inclusivity supporting all learners to succeed in our region and beyond.

Figure 1.2: Commonwealth University Vision

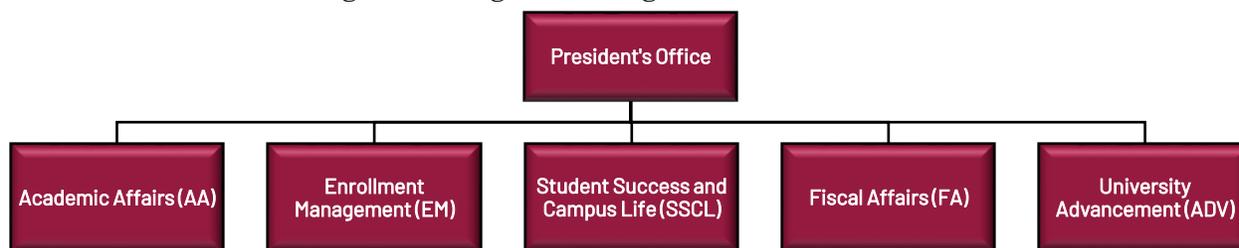
Commonwealth University will be a premier regional public institution that supports and prepares all students for success in the global workforce by providing an accessible and transformative educational experience.

As CU completes its inaugural strategic planning process, the institution will use the priority areas defined through the extensive studies conducted for integration and documented in the Northeast Integration Plan (NEIP) as its framework during the interim period. The NEIP priority areas include enrollment growth; academic excellence and innovation; student success; career readiness; diversity,

equity, and inclusion; affordability and efficiency; and financial sustainability. Those priority areas were expected, as they did, to emerge in some form in the strategic planning and self- study priorities and themes. Still in draft, the four strategic planning priorities that originated from the consultative process are (1) Academic Excellence and Innovation, (2) Student Success, (3) University Success, and (4) Welcoming and Inclusive Community.

CU has established structures, processes, and resources to fulfill the newly defined mission and priorities. The organizational structure includes the President’s Office and five divisions organized around key functional areas in higher education. Figure 1.3 shows the high-level structure with each functional division led by a vice president.

Figure 1.3: High-Level Organizational Structure



Within this basic structure, the President’s Office encompasses the functions of the chief of staff and university affairs; facilities management; diversity, equity, and inclusion; labor relations and human resources; information technology; marketing and communications; government and external relations; and institutional effectiveness. Leadership within the President’s Office and divisional vice presidents, a collective known as the President’s Cabinet, remain accountable for planning, assessment, process improvement, and resource allocation for the implementation of institutional, divisional, and unit action plans.

Academic Programs

As we transition through the integration process, support for priorities like academic excellence and innovation and student success will continue through the delivery of the existing academic program array at each campus during 2022-23, as current students will be taught out of those programs. With the launch of the newly integrated curriculum beginning in Fall 2023, the majority of degree programs will be accessible across the BL, LH, and MA campuses. In addition, a robust set of certificates, certifications, minors, and other credentialing opportunities will complement the degree program offerings. Our cross-campus integration and collaboration enhance opportunities for students in a variety of ways, from program availability to alumni and professional engagement experiences to other high-impact practices (HIPs). Organizationally, our academic degree programs broadly focus on liberal arts and professional programs in business, education, health professions, and science and technology, and are housed in five academic colleges across our multi-campus institution:

- College of Arts, Social Sciences, and Humanities
- College of Education and Human Studies
- College of Health Professions
- College of Science and Technology
- Zeigler College of Business

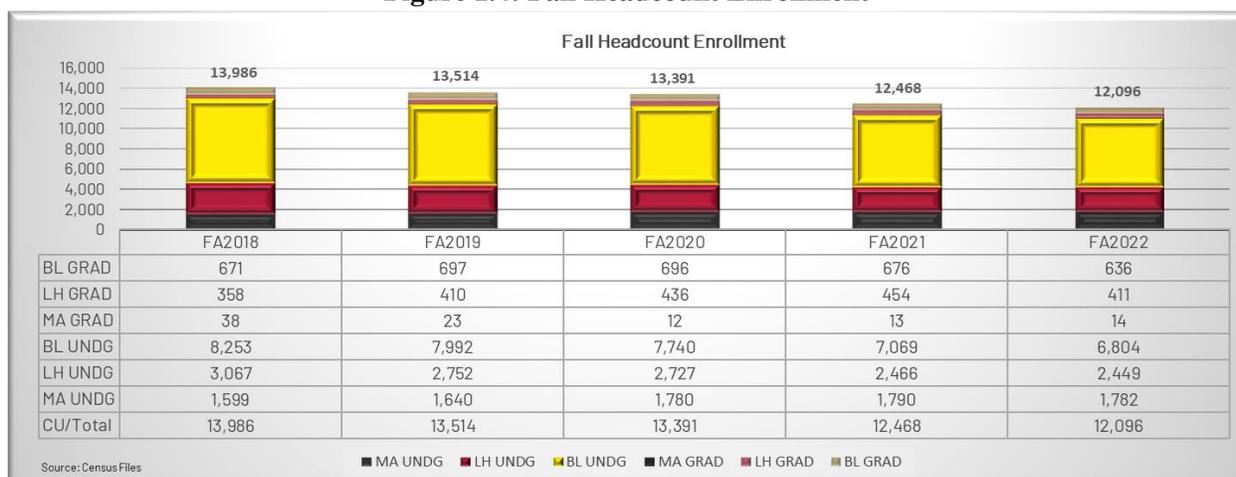
Housed within academic affairs, the honors college, workforce development, graduate studies, and library services support academic programs and educational experiences.

Enrollment and Sustainability

Many higher education institutions across Pennsylvania and the nation experienced record high enrollments in the late 2000s followed by a decade of slow decline that has not bounced back post-COVID-19. The enrollments for CU and at each campus have mirrored this trend with enrollment declines tracking with or somewhat greater than the decline in traditional-age students. Declining student demographics and diminished state support resulted in financial challenges among many higher education institutions—including State System universities—prompting the State System to implement the System Redesign process to address enrollment challenges, expand learning opportunities, support student success, and ensure financial sustainability.

CU’s enrollment trends overall and by campus are shown in Figure 1.4. Fall 2022 headcount enrollment was 12,096 in aggregate.

Figure 1.4: Fall Headcount Enrollment



The Institutional Research (IR) enrollment dashboards provide charts and tables that depict CU’s enrollment demographics. Overall, enrollment is predominantly in-state, undergraduate with modest growth in the graduate students over the last five years. For Fall 2022, all campuses enrolled a greater percentage of female (62-63%) and Caucasian (79-86%) students, with BL and MA being equally as diverse (around 21% of students from diverse populations). Pell-eligible students represent a greater percent of the MA (46%) population than students enrolled at BL (30%) and LH (36%) based on 2021 data. First-generation students (denoted by their parents’ education level for 2021-22 FAFSA filers) represent 25% of CU students across the campuses. MA’s campus is more residential (41% on-campus students), than LH (24%) and BL (36%).

Moving forward, goals to increase enrollment will be met by offering an expanded program array; increasing credentialing options and career pathways through new workforce development strategies; targeting a wider audience of prospective first-time first year students, transfer students, and first-time graduate students; and increasing retention rates through a holistic student success model. Recruitment will be enhanced by a comprehensive net price and merit aid strategy designed to increase affordability while enhanced marketing efforts of the expanded academic program array to broader regions in Pennsylvania and neighboring states will draw a more diverse population.

Diversity, Equity, and Inclusion

CU has elevated diversity, equity, and inclusion (DEI) as a priority area that involves institution-wide commitment. CU has embraced several initiatives to pursue studying and creating data-informed strategies and making decisions to address DEI. Most recently data from the campus climate survey

results, the AASCU Student Success Equity Intensive initiative, and institutional dashboards informed DEI goals and initiatives to offer mentorship and advising, implement engagement opportunities, seek a supportive campus environment, and incorporate DEI perspectives in the learning and living environments. CU strives to address gaps in enrollment, participation, and achievement for URM and to provide DEI educational programming to faculty, staff, and students to better support an inclusive learning and community environment in the regions where the campuses are located.

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

On October 25, 2022, Self-Study Co-Chair Dr. Cori Myers made a presentation on Preparing for the Middle States Commission on Higher Education (MSCHE) Self-Study to staff and faculty at the virtual Town Hall Meeting. A second Town Hall Meeting for students was held and recorded on November 15. At both forums, Dr. Myers explained the importance of identifying Institutional Priorities that are broad and meaningful; they link both to the Standards for Accreditation/Requirements of Affiliation and to the inaugural CU Strategic Plan currently underway. The priorities should be forward looking and focus on strategic areas for improvement. The sessions also described the value of setting Intended Outcomes, both to guide a meaningful and useful process and, at the end, to assess the effectiveness of the Self-Study process. The Town Hall Meetings were followed up with a broadly consultative process that concluded with the adoption of four Institutional Priorities and four Intended Outcomes (see Table 1).

Table 1: Input on Institutional Priorities and Intended Outcomes	
Date	Process to solicit input on Institutional Priorities and Intended Outcomes
October 25, 2022	Faculty and Staff Town Hall was held to announce the Self-Study, describe the purpose of Institutional Priorities and Intended Outcomes, and request participation in the forthcoming process.
November 15, 2022	Student Town Hall was held to announce the Self-Study, describe the purpose of Institutional Priorities and Intended Outcomes, and request participation in the forthcoming process.
November 28, 2022	Faculty, staff, and students were surveyed regarding input on Institutional Priorities and Intended Outcomes for both the strategic planning process and MSCHE Self-Study.
December 5, 2022	President’s Cabinet met with Blue Beyond to discuss findings to date on the strategic planning framework and draft priorities.
December 6, 2022	Email from Co-Chairs was sent to faculty and staff about (1) appointment of the MSCHE Steering Committee; (2) the Self-Study Web Site launch with a suggestion box for Institutional Priorities and Intended Outcomes; (3) the survey administration reminder to collect among other information, suggestions about priorities and outcomes; (4) opportunities to review drafts and provide additional input.
December 14, 2022	Co-Chairs reviewed Blue Beyond findings from all data collection to date (which includes survey results and comments box) and drafted four Institutional Priorities and four Intended Outcomes, which map to the Standards and Criteria.
January 9, 2023	Co-Chairs shared the draft Institutional Priorities and Intended Outcomes with President’s Cabinet, received feedback, and made revisions.
January 17, 2023	President’s Cabinet, the Strategic Planning Committee, and the MSCHE Co-Chairs participated in a strategic planning kick-off to further discuss strategic planning priorities that guide the MSCHE Institutional Priorities and Intended Outcomes.
January 30, 2023	The MSCHE Steering Committee convened, reviewed the draft SSD including the Institutional Priorities and Intended Outcomes, and made suggestions.

Table 1: Input on Institutional Priorities and Intended Outcomes	
Date	Process to solicit input on Institutional Priorities and Intended Outcomes
February 7, 2023	Co-Chairs emailed the campus community the draft SSD and solicited feedback, due March 3, 2023, on the document, including Institutional Priorities and Intended Outcomes.
February 28, 2023	Co-Chair, Dr. Amy Way, presented a Self-Study update at the Faculty /Staff and Student Town Hall Meetings, including progress to date, developing the draft SSD, and next steps. She reminds individuals that feedback can be given by March 3.
March 20, 2023	The MSCHE Steering Committee reviewed and endorsed the final draft of the SSD, including the Institutional Priorities and Intended Outcomes.
March 23, 2023	The MSCHE Co-Chairs shared the SSD as approved by the Self-Study Steering Committee to President’s Cabinet, and the plan was endorsed.

The Institutional Priorities (see Table 2) that emerged from the process are consistent with priority areas that arose through the strategic planning findings, the climate study conducted in spring 2022, recent/past administrations of the National Survey of Student Engagement (NSSE), and key institutional data. They address issues of interest and concern across constituencies about program array and credentialing; enrollment; diversity, equity, and inclusion; assessment; and integrated policies and processes. The University community has discussed these priorities at length during the integration and MSCHE Complex Substantive Change processes because they are understood to be central to achieving mission, vision, and values.

Table 2: Institutional Priorities Linked to MSCHE Standards / ROA and CU Priority Areas		
Institutional Priority	Link to Standards for Accreditation and Requirements of Affiliation	Link to Draft CU Strategic Plan Priority Areas
1. Support and assess the implementation of a relevant program array, credentialing models, and high-impact practices supported by holistic student programming and services that facilitate enrollment, retention, graduation and post-graduation outcomes	Standards I, II, III, IV, V Requirements 7, 8, 9, 10, 14, 15	Academic Excellence and Innovation Student Success University Success Welcoming and Inclusive Community
2. Use survey results, studies, and data to inform institution-wide DEI initiatives to develop welcoming and inclusive experiences, engage learners and employees from diverse populations, and improve student success, especially closing URM student achievement gaps	Standards I, II, III, IV, V, VI, VII Requirements 5, 6, 8, 9, 10, 11, 14, 15	Academic Excellence and Innovation Student Success University Success Welcoming and Inclusive Community
3. Collaborate with internal and external constituencies to unify the integrated institution, engage community partners, and offer development opportunities that meet workforce needs	Standards I, II, III, IV, V, VI, VII Requirements 8, 9, 10, 11, 13, 14, 15	Academic Excellence and Innovation Student Success University Success Welcoming and Inclusive Community
4. Implement sustainable institutional and academic planning and assessment structures, policies, and processes for the integrated University that align mission, priorities, and goals, and drive institutional improvement and effectiveness	Standards I, II, III, IV, V, VI, VII Requirements 7, 9, 10, 11, 14, 15	Academic Excellence and Innovation Student Success University Success Welcoming and Inclusive Community

III. Intended Outcomes of the Self-Study

MSCHE prescribed Intended Outcomes 1-3 listed in Table 3; however, through the same process described in Section II, CU sought feedback on what, if any, additional outcomes should be defined. CU chose Outcome 4 to develop and implement sustainable policies, procedures, and processes.

Table 3: Intended Outcomes Linked to MSCHE Standards / ROA and CU Priority Areas		
Intended Outcome	Link to Standards for Accreditation and Requirements of Affiliation	Link to Draft Strategic Plan Priority Areas
1. Demonstrate how the institution meets the Commission's Standards for Accreditation and Requirements of Affiliation	Standards I, II, III, IV, V, VI, VII Requirements 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15	Academic Excellence and Innovation Student Success University Success Welcoming and Inclusive Community
2. Focus on continuous improvement in the attainment of the institution's mission and its institutional priorities	Standards I, II, III, IV, V, VI, VII Requirements 7, 8, 9, 10, 11, 12, 13, 14, 15	Academic Excellence and Innovation Student Success University Success Welcoming and Inclusive Community
3. Engage the institutional community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community	Standards I, II, III, IV, V, VI, VII Requirements 5, 6, 8, 9, 10, 11, 12, 13, 14, 15	Academic Excellence and Innovation Student Success University Success Welcoming and Inclusive Community
4. Use insights and data to evaluate, streamline, and build sustainable policies, procedures, and processes across the integrated institution	Standards I, II, III, IV, V, VI, VII Requirements 5, 6, 8, 9, 10, 11, 12, 13, 14, 15	Academic Excellence and Innovation Student Success University Success Welcoming and Inclusive Community

IV. Self-Study Approach

- Standards-Based Approach
- Priorities-Based Approach

The University has chosen to take a Standards-Based Approach to the Self-Study on the view that it will facilitate organized lines of inquiry, comprehensive coverage of the Standards and Criteria and Requirements of Affiliation, and achievement of our Intended Outcomes. As a newly integrated institution, the standards-based approach will yield a thoughtful review and anchor the study in the Standards and Criteria to ensure a consistent foundation for each chapter and, by extension, a coherent final report.

V. Organizational Structure of the Steering Committee and Working Groups

A. Steering Committee Membership

The Steering Committee membership includes broad representation from University constituencies. The President appointed Co-Chairs, Dr. Amy Way, Professor of Health Science, and Dr. Cori Myers, Associate Vice President for Institutional Effectiveness, who attended the MSCHE Self-Study Institute along with Provost Diana Rogers-Adkinson and six additional institutional representatives. Following the Institute, the Co-Chairs invited qualified faculty and staff, with the President’s endorsement, to co-chair Working Groups and serve on the Steering Committee. Co-Chairs also solicited expressions of interest from the campus community to serve on Working Groups. The Working Groups are composed of individuals who expressed interest and other appointees to assure that each Working Group is both representative and knowledgeable about the Standard. The Steering Committee in Table 4 includes the Co-Chairs, Working Group Chairs, a student (to be invited in Fall 2023), and administrative support.

Table 4: MSCHE Self-Study Steering Committee		
Steering Committee Members	Position	Role
Dr. Amy Way	Professor of Health Science	Co-Chair Steering Committee
Dr. Cori Myers	Associate Vice President of Institutional Effectiveness	Co-Chair Steering Committee
Dr. Sherry Griggs	Director of Compliance and Certification	At-large Member, former ALO at Mansfield
Dr. John Ulrich	Special Assistant to the President	At-large Member, co-author of the Self-Study
Ms. Amy Osborne	Assistant Provost	Working Group 1 Co-Chairs Standard I: Mission and Goals
Ms. Amy DeLozier	Director of Student Recreation Center and Coordinator of Fraternity & Sorority Life	
Mr. Kenny Hall	Director of Diversity, Equity, and Inclusion – LH Campus	Working Group 2 Co-Chairs Standard II: Ethics and Integrity
Ms. Suzanne Williamson	Chief of Staff, Vice President for University Affairs	
Dr. Kara Shultz	Vice Provost and Dean of Undergraduate Education	Working Group 3 Co-Chairs Standard III: Design and Delivery of the Student Learning Experience
Dr. Heather Feldhaus	Associate Provost and Dean of Graduate Education	
Ms. Jessica Heid	Early Alert Technology System Manager	Working Group 4 Co-Chairs Standard IV: Support of the Student Experience
Mr. George Rusczyk	Dean of Students	
Dr. Ed Bowman	Professor, Criminal Justice	Working Group 5 Co-Chairs Standard V: Educational Effectiveness Assessment
Dr. Amy Eitzen	Associate Dean of Education and Human Studies	
Dr. John Bodenman	Professor, Environmental, Geographical, and Geological Sciences	Working Group 6 Co-Chairs Standard VI: Planning, Resources, and Institutional Improvement
Ms. Amy Dicello	Associate Vice President for Finance	

Table 4: MSCHE Self-Study Steering Committee		
Steering Committee Members	Position	Role
Dr. Mark Decker	Professor and Department Chair, English	Working Group 7 Co-Chairs Standard VII: Governance, Leadership, and Administration
Dr. Brad Lint	Associate Professor, English	
Ms. Andrea Swain	Statistician 3	Working Group 8 Co-Chairs Evidence Inventory and Verification of Compliance
Dr. Amy Downes	Associate Vice President of Student Success and Campus Life	
Mr. Mike Abplanalp	Director of Institutional Research	Administrative support, data collection and analysis
Ms. Rachel Shaffer	Success Specialist/SCUPA	At-large Member
Mr. Shane Jones	Applications Developer	Administrative support, information technology
Ms. Jessica Thomas	Management Technician	Administrative support
TBD*	TBD	Student Representative

**Student representatives will be invited to participate as Steering Committee and Working Group members beginning Fall 2023*

B. Steering Committee Charge

The Steering Committee, in consultation with the President’s Cabinet, will lead the Self-Study process and Working Groups with specific responsibilities for completing the Self-Study Design, approving the Self-Study timeline, compiling the Evidence Inventory and Verification of Compliance, writing the Self-Study document, coordinating communication with the CU community, and organizing and hosting the Self-Study site visit. The Steering Committee will do the following:

1. Develop and facilitate the Self-Study process by determining an appropriate timeline, key issues to be examined, Working Group charges, and deliverables.
2. Develop a coherent Self-Study Design that ensures understanding and critical analysis of CU’s compliance with the MSCHE Standards, Requirements of Affiliation, and Accreditation-relevant federal regulations for Verification of Compliance.
3. Gather a robust Evidence Inventory, conduct a gap analysis, address areas marked for improvement, and develop recommendations that advance the University.
4. Facilitate an inclusive Self-Study process for developing and refining the Institutional Priorities and Intended Outcomes that will enhance the strategic planning process.
5. Determine narrative and evidence needed to demonstrate that the Mission, Institutional Priorities, Intended Outcomes, Standards, Requirements, and prior MSCHE Self-Study Recommendations are integrated in the Self-Study document and across all Standards as appropriate.
6. Use Steering Committee meetings to help identify and discuss areas where collaboration within and between groups will enhance the Self-Study process, streamline efforts, and effectively use time and resources.
7. Recommend a communication plan that informs key constituencies about the importance of the process, garners support for the process, and solicits input regarding the Self-Study draft documents.
8. Support Working Groups by providing information and guidance for identifying critical issues, gathering appropriate evidence, collaborating across Working Groups as needed, preparing and implementing recommendations on draft Self-Study documents, and maintaining accountability for deliverables.
9. Facilitate and coordinate all aspects of the Self-Study site team visit.

C. General Working Group Charge

Each Working Group will do the following:

1. Develop an understanding of the MSCHE Standards, Requirements of Affiliation, and Accreditation-relevant federal regulations for Verification of Compliance as they relate to the assigned Working Group.
2. Develop strategies and use templates for identifying and analyzing information, policies, processes, and procedures and collecting relevant data.
3. Hold regular meetings to identify, collect, and analyze evidence and to draft reports for the Steering Committee in accordance with the established timetables.
4. Identify, collect, and analyze all relevant evidence, including documents, policies, processes, and procedures, assuring that all key issues are examined for the Standard and each Criterion using the Compliance and Gap Analysis Template. Submit all current evidence (e.g., documentation and permanent links) to the appropriate SharePoint folder for the Standard and Criteria and list in the evidence inventory table on the SharePoint site.
5. Identify gaps in the evidence or in processes and procedures to meet the Standard and relevant Requirements, develop strategies to address the gap, and implement where feasible. Identify the gaps and your recommendations using the Compliance and Gap Analysis Template and report to the Steering Committee as per the timeline.
6. Based on the evidence collected and analyzed, assess institutional strengths and weaknesses in relation to the Standard, opportunities for improvement, and institutional renewal – linking these opportunities to the Institutional Priorities aligned with your Standard and assigned to your Working Group.
7. Prepare draft reports deliverable to the Steering Committee on the timeline assigned; use and cite the evidence collected to indicate clearly how the Standard, its Criteria, related Requirements of Affiliation, Accreditation-relevant federal regulations, Intended Outcomes, Institutional Priorities, and/or prior MSCHE Self-Study recommendations are met or addressed.
8. Integrate Steering Committee feedback and deliver a timely final report analyzing CU's successes, challenges, and opportunities (linked to the priorities) in meeting the assigned Standard in the context of the University mission and goals, and draw reasonable and data-driven inferences and conclusions.

D. Working Group 1

Table 5: Working Group 1 Linkage and Membership	
Linkages	
Standard	STANDARD I: 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” (MSCHE, 2015).
Requirements of Affiliation	7. Mission and Goals, 10. Institutional Planning
Institutional Priorities	1. Academic Programs and Services, 2. Diversity, Equity, and Inclusion, 3. Collaboration, 4. Planning and Assessment
Intended Outcomes of Self-Study	1. Meet Standards/ROA, 2. Attain Mission/Priorities, 3. Inclusive & Transparent Self-Appraisal, 4. Policies, Procedures, Processes
Membership	
WG 1 Members	Position
Ms. Amy Osborne	Assistant Provost (WG 1 Co-Chair)
Ms. Amy DeLozier	Director of Student Recreation Center and Coordinator of Fraternity & Sorority Life (WG 1 Co-Chair)
Ms. Hope Lineman	Executive Director of Workforce Development
Dr. Angela Hess	Professor, Biology
Dr. Suzanne Swartz	Assistant Professor, Pre-K Grade 8 and Professional Studies
Ms. Catherine Workman	Clerical Assistant II, Admissions
TBD in Fall 2023	Student Representative

Working Group 1 Charge

This group is responsible for fulfilling all aspects of the general Working Group charge with respect to **STANDARD I: Mission and Goals** and will do the following:

1. Determine to what extent CU meets Standard I and its Criteria, Requirements of Affiliation #7 and #10, and Accreditation-relevant federal regulations for Verification of Compliance.
2. Consider how Institutional Priorities #1, #2, #3, and #4, and Intended Outcomes #1, #2, #3, and #4 are addressed in Standard I.
3. Collect and examine relevant data, policies, processes, and procedures for Standard I.
4. Identify the University’s strengths, challenges, and opportunities for improvement for Standard I, recommend strategies for improvement, and implement strategies where feasible.
5. Develop draft reports and incorporate feedback into a final report for Standard I according to established timelines.

Specific Lines of Inquiry:

1. Does CU have clearly defined Mission and Goals?
2. How did the process for developing the Mission and Goals include collaboration among key stakeholders and receive appropriate governing body approval?
3. How do the Mission and Goals guide decision making for planning, resource allocation, program and curricular development, and related institutional and educational outcomes?
4. How are the Mission and Goals communicated broadly and periodically evaluated?
5. Are the goals realistic and supported by administration, educational, and student support programs?

Assessment data, processes, documents, and procedures to support the Self-Study report: *e.g.*, Mission and Goals, Strategic Plan, Institutional Action Plan, Divisional and Unit Plans, Key Performance Indicators and Dashboard, Academic Planning Process, Catalogs, Student Learning Outcomes (aligned with mission), Management Performance, Appraisal and Development Documents, Council of Trustees Meeting Notes with approval of Mission, Vision, and Goals, Comprehensive Planning Process (CPP) Narrative and Workbook

Anticipated Collaborations:

Working Groups 2-8, President’s Office, Provost’s Office, Institutional Effectiveness, Registrar’s Office, Human Resources, Fiscal Affairs, and the CU Community at every level

E. Working Group 2

Table 6: Working Group 2 Linkage and Membership	
Linkages	
Standard	STANDARD II: Ethics and Integrity “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” (MSCHE, 2015).
Requirements of Affiliation	5. Compliance with Government Laws, 6. Compliance with Commission Policies, 12. Governance Structures, 13. Governing Body, 14. Accurate Information
Institutional Priorities	1. Academic Programs and Services, 2. Diversity, Equity, and Inclusion, 3. Collaboration, 4. Planning and Assessment
Intended Outcomes of Self-Study	1. Meet Standards/ROA, 2. Attain Mission/Priorities, 3. Inclusive & Transparent Self-Appraisal, 4. Policies, Procedures, Processes
Membership	
WG 2 Members	Position
Mr. Kenny Hall	Director of Diversity, Equity, and Inclusion – LH Campus (WG2 Co-Chair)
Ms. Suzanne Williamson	Chief of Staff, Vice President for University Affairs
Dr. Katie Ely	Professor, Criminal Justice
Ms. Pam Kathcart	Director, Financial Aid
Ms. Sherry Moore	Associate Director of Human Resources/Deputy Title IX Coordinator
Dr. Tulare Park	Assistant Professor, Social Work
TBD in Fall 2023	Student Representative

Working Group 2 Charge

This group is responsible for fulfilling all aspects of the general Working Group charge with respect to **STANDARD II: Ethics and Integrity** and will do the following:

1. Determine to what extent CU meets Standard II and its Criteria, Requirements of Affiliation #5, #6, #12, #13, and #14, and Accreditation-relevant federal regulations for Verification of Compliance.
2. Consider how Institutional Priorities #1, #2, #3, and #4, and Intended Outcomes #1, #2, #3, and #4 are addressed in Standard II.
3. Collect and examine relevant data, policies, processes, and procedures for Standard II.

4. Identify the University's strengths, challenges, and opportunities for improvement for Standard II, recommend strategies for improvement, and implement strategies where feasible.
5. Develop draft reports and incorporate feedback into a final report for Standard II according to established timelines.

Specific Lines of Inquiry:

1. How does the University demonstrate a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights?
2. How does the University establish a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives?
3. What University policies, procedures, and practices are in place to assure fair and impartial treatment of constituencies in all aspects of operations, to address complaints and grievances, to avoid conflicts of interest, and to communicate with honesty and integrity with all constituencies?
4. What evidence shows that the University complies with all applicable federal, state, and Commission reporting policies, regulations, and requirements including those items in the Verification of Compliance?
5. How does the University review, approve, and oversee its contracts and agreements (e.g., transfer agreements, articulation agreements, and other contractual arrangements) to assure that all obligations and responsibilities are fulfilled?
6. How does the University periodically assess ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented?

Assessment data, processes, documents, and procedures to support the Self-Study report: *e.g.*, Student Handbook, Employee Handbook, Code of Conduct, Systematic Review of Board Policies, Financial Aid Information, Conflict of Interest Policy, Collective Bargaining Agreements, Climate Survey, NSSE Survey, Institutional Effectiveness Web Site, Marketing and Communications Web Site, Consumer Information Web Page, Shared Governance Constitution (for policy development/revision)

Anticipated Collaborations:

Working Groups 1, 7, & 8, President's Office, Provost's Office, Institutional Effectiveness, Human Resources, Marketing and Communications, Diversity, Equity, and Inclusion Office, Enrollment Management, Student Success and Campus Life, Registrar's Office, Financial Aid

F. Working Group 3

Table 7: Working Group 3 Linkage and Membership	
Linkages	
Standard	STANDARD III: Design and Delivery of the 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. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education standards" (MSCHE, 2015).
Requirements of Affiliation	8. Systematic Evaluation of Programs, 9. Student Learning Programs, 10. Institutional Planning, 15. Faculty
Institutional Priorities	1. Academic Programs and Services, 2. Diversity, Equity, and Inclusion, 3. Collaboration, 4. Planning and Assessment
Intended Outcomes of Self-Study	1. Meet Standards/ROA, 2. Attain Mission/Priorities, 3. Inclusive & Transparent Self-Appraisal, 4. Policies, Procedures, Processes
Membership	
WG 3 Members	Position
Dr. Kara Shultz	Vice Provost and Dean of Undergraduate Education (WG 3 Co-Chair)
Dr. Heather Feldhaus	Associate Provost and Dean of Graduate Education (WG 3 Co-Chair)
Dr. Mark Bauman	Associate Professor, Interim First Year Experience Honors College Director
Dr. William Calhoun	Professor, Mathematics
Ms. MaryJo Campana	Director, Credit for Prior Learning
Dr. Jennifer Hunsinger	Director, Student Success, Learning Communities, and Second Year Experiences
Ms. Holly Jackson	Chair and Assistant Professor, Library
Dr. Eric Lippincott	Associate Professor, Athletic Training
Dr. Mykola Polyuha	Chair and Professor, Languages and Culture
Dr. Lisa Stallbaumer	Professor, History and Director of Teaching and Learning Enhancement (TALE) Center
TBD in Fall 2023	Student Representative

Working Group 3 Charge

This group is responsible for fulfilling all aspects of the general Working Group charge with respect to **STANDARD III: Design and Delivery of the Student Learning Experience** and will do the following:

1. Determine to what extent CU meets Standard III and its Criteria, Requirements of Affiliation #8, #9, #10, and #15, and Accreditation-relevant federal regulations for Verification of Compliance.
2. Consider how Institutional Priorities #1, #2, #3, and #4, and Intended Outcomes #1, #2, #3, and #4 are addressed in Standard III.
3. Collect and examine relevant data, policies, processes, and procedures for Standard III.
4. Identify the University's strengths, challenges, and opportunities for improvement for Standard III, recommend strategies for improvement, and implement strategies where feasible.
5. Develop draft reports and incorporate feedback into a final report for Standard III according to established timelines.

Specific Lines of Inquiry:

1. How are the University's academic programs designed to foster a coherent student learning experience and promote synthesis of learning?
2. To what degree are student learning experiences designed, delivered, and assessed by faculty and/or other appropriate professionals who demonstrate effectiveness of professional responsibilities, hold requisite qualifications, are sufficient in number, engage in professional growth, and are evaluated regularly?
3. Determine if academic programs of study are clearly and accurately described in the institution's official publications and through the student information system in a way that students can understand and follow degree and program requirements and expected time to completion?
4. To what degree does the University provide sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress?
5. How does the general education program sufficiently offer new areas of intellectual experience, expand students' cultural and global awareness and cultural sensitivity, prepare students to make well-reasoned judgments, and develop general skill areas?
6. To what extent do graduate programs offer opportunities for scholarly activity under the supervision of qualified faculty?
7. What are the assessment outcomes of any student learning opportunities provided by third-party providers?
8. How does the University periodically assess the effectiveness of programs providing student learning opportunities?

Assessment data, processes, documents, and procedures to support the Self-Study report: *e.g.*, APSCUF Collective Bargaining Agreement, General Education Program Description, General Education Assessments, Advertising and Recruiting Materials, Annual Reports, Accreditation Reports, Student Learning Outcomes Assessments, Degree Audits, Degree Maps, UCC and BOG's State System Policy and Procedures

Anticipated Collaborations:

Working Groups 4, 5, & 6, Admissions Office, Provost's Office, Institutional Effectiveness, CU Assessment Council, General Education Council, Human Resources Office, Marketing and Communications, Registrar's Office, and University Curriculum Committee

G. Working Group 4

Table 8: Working Group 4 Linkage and Membership	
Linkages	
Standard	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 experience, and fosters student success" (MSCHE, 2015).
Requirements of Affiliation	8. Systematic Evaluation of Programs, 9. Student Learning Programs, 10. Institutional Planning, 15. Faculty
Institutional Priorities	1. Academic Programs and Services, 2. Diversity, Equity, and Inclusion, 3. Collaboration, 4. Planning and Assessment
Intended Outcomes of Self-Study	1. Meet Standards/ROA, 2. Attain Mission/Priorities, 3. Inclusive & Transparent Self-Appraisal, 4. Policies, Procedures, Processes
Membership	
WG 4 Members	Position
Ms. Jessica Heid	Early Alert Technology System Manager (WG4 Co-Chair)
Mr. George Rusczyk	Dean of Students (WG4 Co-Chair)
Ms. Nichole Book	DEI Coordinator and Title IX Deputy
Ms. Taylor Donahue	Assistant Director of Residence Life
Dr. Amarilis Hildago de Jesus	Professor, Languages and Cultures
Dr. Orlando-Marquez Kittrell	Executive Director of Act 101 Programs
Ms. Rachel Shaffer	Success Specialist
Ms. Kathy Heitzman	Associate Director of Athletic/Senior Woman Administrator, Bloomsburg Athletics
TBD in Fall 2023	Student Representative

Working Group 4 Charge

This group is responsible for fulfilling all aspects of the general Working Group charge with respect to **STANDARD IV: Support of the Student Experience** and will do the following:

1. Determine to what extent CU meets Standard IV and its Criteria, Requirements of Affiliation #8, #9, #10, and #15, and Accreditation-relevant federal regulations for Verification of Compliance.
2. Consider how Institutional Priorities #1, #2, #3, and #4, and Intended Outcomes #1, #2, #3, and #4 are addressed in Standard IV.
3. Collect and examine relevant data, policies, processes, and procedures for Standard IV.
4. Identify the University's strengths, challenges, and opportunities for improvement for Standard IV, recommend strategies for improvement, and implement strategies where feasible.
5. Develop draft reports and incorporate feedback into a final report for Standard IV according to established timelines.

Specific Lines of Inquiry:

1. What evidence shows that the University has clearly stated ethical policies and processes for admissions, financial aid, retention, supporting underprepared students, and student achievement?
2. To what extent does the University have policies and procedures regarding evaluation and acceptance of transfer credits and credits awarded through various learning approaches?
3. To what extent does the University have policies and procedures for the safe and secure maintenance and appropriate release of student information and records?
4. What academic, fiscal, and administrative principles and procedures govern athletics, student life, and other extracurricular activities?
5. What are the assessment outcomes of any student support services provided by third-party providers?
6. How does the University periodically assess the effectiveness of programs supporting the student experience?

Assessment data, processes, documents, and procedures to support the Self-Study report: *e.g.*, Admissions Materials, Student Handbook, Annual Reports from Student Support Offices, Survey Data (e.g., NSSE, Student Satisfaction, Climate, Ruffalo Noel Levitz), Enrollment Trends, Retention and Graduation Rates, Enrollment Management Studies and Plans, Relevant Policies (e.g., Transfer Credit, Admissions, Financial Aid), Student Support Services Usage Data, Catalog/Academic Policies, Degree Audits, Student Athlete Handbook, First Year Experience Program and Assessments, Orientation Program and Assessments

Anticipated Collaborations:

Working Groups 3, 5, & 6, Admissions Office, Athletics, Provost's Office, Institutional Effectiveness, Enrollment Management, Financial Aid, Registrar's Office, Student Success and Campus Life, Alumni and Professional Engagement, Student Success Centers, Counseling Services, Tutoring Services, Disability Services, and Libraries

H. Working Group 5

Table 9: Working Group 5 Linkage and Membership	
Linkages	
Standard	STANDARD V: Educational 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 institutions of higher education" (MSCHE, 2015).
Requirements of Affiliation	8. Systematic Evaluation of Programs, 9. Student Learning Programs, 10. Institutional Planning
Institutional Priorities	1. Academic Programs and Services, 2. Diversity, Equity, and Inclusion, 4. Planning and Assessment
Intended Outcomes of Self-Study	1. Meet Standards/ROA, 2. Attain Mission/Priorities, 3. Inclusive & Transparent Self-Appraisal, 4. Policies, Procedures, Processes
Membership	
WG 5 Members	Position
Dr. Ed Bowman	Professor, Criminal Justice (WG 5 Co-Chair)
Dr. Amy Eitzen	Associate Dean of Education and Human Studies (WG 5 Co-Chair)
Dr. Kate Beishline	Associate Professor, Biology and the Jessica S. and Stephen R. Kozloff Faculty Fellow
Dr. Brett Everhart	Professor/Chair, Health and Physical Education
Dr. Elizabeth Gruber	Professor, English and Philosophy
Dr. Karen Guenther	Professor, History, Philosophy, and Political Science
Dr. Jung Kim	Associate Professor, Marketing and Professional Sales
Ms. Nichole Lefelhoc	Director of Career & Professional Development Liaison to College of Education & Human Studies
TBD in Fall 2023	Student Representative

Working Group 5 Charge

This group is responsible for fulfilling all aspects of the general Working Group charge with respect to **STANDARD V: Educational Effectiveness Assessment** and will do the following:

1. Determine to what extent CU meets Standard V and its Criteria, Requirements of Affiliation #8, #9, and #10, and Accreditation-relevant federal regulations for Verification of Compliance.
2. Consider how Institutional Priorities #1, #2, and #4, and Intended Outcomes #1, #2, #3, and #4 are addressed in Standard V.
3. Collect and examine relevant data, policies, processes, and procedures for Standard V.
4. Identify the University's strengths, challenges, and opportunities for improvement for Standard V, recommend strategies for improvement, and implement strategies where feasible.
5. Develop draft reports and incorporate feedback into a final report for Standard V according to established timelines.

Specific Lines of Inquiry:

1. How are the University's educational goals at the program and University levels interrelated and aligned with the mission?
2. What is the University's plan for assessment of student learning at the university level and program level, and how does the University use assessment data/outcomes/results for improvement of educational effectiveness consistent with the mission?

3. What are the assessment outcomes of any assessment services provided by third-party providers?
4. What methods are used to determine accountability and the effectiveness of educational assessment processes?

Assessment data, processes, documents, and procedures to support the Self-Study report: *e.g.*, Program Assessment Review Plans, Nuventive Reports, General Education Assessment Data and Reports, Curriculum Mapping, Relevant Academic Policies, CU Assessment Council and subgroup minutes, Assessment Cycle

Anticipated Collaborations:

Working Groups 3 & 4, Provost’s Office, Institutional Effectiveness, CU Assessment Council and subgroups, General Education Council, Library, Registrar’s Office, and University Curriculum Committee

I. Working Group 6

Table 10: Working Group 6 Linkage and Membership	
Linkages	
Standard	STANDARD VI: Planning, Resources, and Institutional Improvement “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” (MSCHE, 2015).
Requirements of Affiliation	8. Systematic Evaluation of Programs, 10. Institutional Planning, 11. Financial Resources
Institutional Priorities	1. Academic Programs and Services, 2. Diversity, Equity, and Inclusion, 3. Collaboration, 4. Planning and Assessment
Intended Outcomes of Self-Study	1. Meet Standards/ROA, 2. Attain Mission/Priorities, 3. Inclusive & Transparent Self-Appraisal, 4. Policies, Procedures, Processes
Membership	
WG 6 Members	Position
Dr. John Bodenman	Professor, Environmental, Geographical, and Geological Sciences (WG 6 Co-Chair)
Ms. Amy Dicello	Associate Vice President for Finance (WG 6 Co-Chair)
Dr. Ed Keller	Interim Associate Vice President for Information Technology
Mr. Eric Ness	Special Assistant to the President – Facilities Capital Planning
Mrs. Tena Maurer	Associate Vice President of Human Resources
Ms. Stacey Wagner	Associate Vice President of Facilities Management
Mr. Troy Prutzman	Electronic Systems Technician, Radiation Protection Specialist
TBD in Fall 2023	Student Representative

Working Group 6 Charge

This group is responsible for fulfilling all aspects of the general Working Group charge with respect to **STANDARD VI: Planning, Resources, and Institutional Improvement** and will do the following:

1. Determine to what extent CU meets Standard VI and its Criteria, Requirements of Affiliation #8, #10, and #11, and Accreditation-relevant federal regulations for Verification of Compliance.

2. Consider how Institutional Priorities #1, #2, and #3, and Intended Outcomes #1, #2, #3, and #4 are addressed in Standard VI.
3. Collect and examine relevant data, policies, processes, and procedures for Standard VI.
4. Identify the University's strengths, challenges, and opportunities for improvement for Standard VI, recommend strategies for improvement, and implement strategies where feasible.
5. Develop draft reports and incorporate feedback into a final report for Standard VI according to established timelines.

Specific Lines of Inquiry:

1. What evidence shows that institutional objectives are stated clearly, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and used for planning and resource allocation?
2. How are planning and improvement processes clearly documented and communicated?
3. How do planning and improvement processes include broad constituent participation and incorporate the use of assessment results?
4. To what extent is the financial planning and budgeting process aligned with the institution's mission, goals, and strategic plans/objectives?
5. How do the University's financial, human, physical, and technological resources adequately support its operations?
6. Are decision-making processes well-defined with clear assignment of responsibility and accountability?
7. What evidence shows that the University engages in comprehensive planning for facilities, infrastructure, and technology linked to the institution's strategic and financial planning processes?
8. Is an annual independent audit conducted that confirms financial viability with evidence of follow up on any concerns cited in the audit's accompanying management letter?
9. What strategies exist to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals?
10. How does the University periodically assess the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources?

Assessment data, processes, documents, and procedures to support the Self-Study report: *e.g.*, Mission and Goals, Strategic Plan, Divisional and Unit Assessments, Audited Financial Statements, Master Plans, Board Minutes, Organizational Charts, Position Descriptions, Employee Handbook, Enrollment Management Plan, Key Performance Indicators and Dashboard, Institutional Research and Program Review Dashboards, Comprehensive Planning Process (CPP) Narrative and Workbook

Anticipated Collaborations:

Working Groups 1-7, Academic Affairs, Enrollment Management, Student Success and Campus Life, University Advancement, University Affairs, Institutional Effectiveness, Facilities Management, Fiscal Affairs, Human Resources, Information Technology

J. Working Group 7

Table 11: Working Group 7 Linkage and Membership	
Linkages	
Standard	STANDARD VII: Governance, Leadership, and Administration "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. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy" (MSCHE, 2015).
Requirements of Affiliation	12. Governance Structures, 13. Governing Body
Institutional Priorities	1. Academic Programs and Services, 2. Diversity, Equity, and Inclusion, 3. Collaboration, 4. Planning and Assessment
Intended Outcomes of Self-Study	1. Meet Standards/ROA, 2. Attain Mission/Priorities, 3. Inclusive & Transparent Self-Appraisal, 4. Policies, Procedures, Processes
Membership	
WG 7 Members	Position
Dr. Mark Decker	Professor and Department Chair, English (WG 7 Co-Chair)
Dr. Brad Lint	Associate Professor, English (WG 7 Co-Chair)
Dr. Stanley Berard	Professor, Political Science
Mr. Dan Knorr	Director of External and Government Relations
Ms. Shawn O'Dell	Clerk Typist, Center for Global Engagement and Global Honors Program
Dr. Jonathan Rothermel	Associate Professor, History, Philosophy, and Political Science
Ms. Mary Vezendy	Coordinator of Operations, Open Records Right to Know Officer
TBD in Fall 2023	Student Representative

Working Group 7 Charge

This group is responsible for fulfilling all aspects of the general Working Group charge with respect to **STANDARD VII: Governance, Leadership, and Administration** and will do the following:

1. Determine to what extent CU meets Standard VII and its Criteria, Requirements of Affiliation #12 and #13, and Accreditation-relevant federal regulations for Verification of Compliance.
2. Consider how Institutional Priorities #1, #2, #3, and #4, and Intended Outcomes #1, #2, #3, and #4 are addressed in Standard VII.
3. Collect and examine relevant data, policies, processes, and procedures for Standard VII.
4. Identify the University's strengths, challenges, and opportunities for improvement for Standard VII, recommend strategies for improvement, and implement strategies where feasible.
5. Develop draft reports and incorporate feedback into a final report for Standard VII according to established timelines.

Specific Lines of Inquiry:

1. What evidence shows that the University has a clearly articulated and transparent governance structure?
2. What evidence shows that the University has a legally constituted governing body with clearly defined roles and responsibilities for oversight?
3. What demonstrates that the Chief Executive Officer and Administration have appropriate experience, skills, and credentials; clearly defined roles and reporting relationships; appropriate resources and working relationships; and processes for evaluation?

4. How does the University periodically assess the effectiveness of governance, leadership, and administration?

Assessment data, processes, documents, and procedures to support the Self-Study report: *e.g.*, Act 188, Council of Trustees’ and Board of Governors’ Minutes and Bios, Organizational Charts, Administrative Credentials, Conflict of Interest Statement, Shared Governance Constitution

Anticipated Collaborations:

Working Groups 2 & 6, President’s Office, Institutional Effectiveness, Human Resources Office, Council of Trustees, and Office of the Chancellor

K. Working Group 8

Table 12: Working Group 8 Linkage and Membership	
Linkages	
Standard	ALL STANDARDS
Requirements of Affiliation	1. Institution Authorized to Operate, 2. Institution Operational, 4. Communicates with Commission, 5. Complies with Government Regulations, 6. Complies with Commission policies, 14. Governing Body
Institutional Priorities	1. Academic Programs and Services, 2. Diversity, Equity, and Inclusion, 3. Collaboration, 4. Planning and Assessment
Intended Outcomes of Self-Study	1. Meet Standards/ROA, 2. Attain Mission/Priorities, 3. Inclusive & Transparent Self-Appraisal, 4. Policies, Procedures, Processes
Membership	
WG 8 Members	Position
Dr. Amy Downes	Associate Vice President of Student Success and Campus Life (WG 8 Co-Chair)
Ms. Andrea Swain	Statistician 3 (WG 8 Co-Chair)
Ms. Lori Cass	Associate Registrar
Dr. John Cosgrove	Director of Survey and Compliance
Mr. Shane Jones	Applications Developer
Ms. Jill Scott	Executive Associate to the President and Vice President for Fiscal Affairs

Working Group 8 Charge

This group is responsible for fulfilling all aspects of the general Working Group charge with respect to the **Evidence Inventory and Verification of Compliance** and will do the following:

1. Determine to what extent CU meets evidence requirements for all Standards, Requirements of Affiliation, especially #1, #2, #4, #5, #6, and #14, and Accreditation-relevant federal regulations for Verification of Compliance, and assist Working Groups with the collection, organization, and evaluation of appropriate evidence.
2. Consider how Institutional Priorities #1, #2, #3, and #4, and Intended Outcomes #1, #2, #3, and #4 are addressed in the Evidence Inventory and Verification of Compliance.
3. Collect and examine relevant data, policies, processes, and procedures for the Evidence Inventory and Verification of Compliance.
4. Identify the University’s strengths, challenges, and opportunities for improvement for the Evidence Inventory and Verification of Compliance, recommend strategies for improvement, and implement strategies where feasible.
5. Develop the Evidence Inventory and the Verification of Compliance according to established timelines.

Specific Lines of Inquiry:

1. What information, data, documents, procedures, and policies show compliance with the Standards and Criteria, Requirements of Affiliation, and Accreditation-relevant federal regulations for Verification of Compliance?
2. What technologies can be used to design the Evidence Inventory to demonstrate compliance and to collect, organize, present, and make accessible the evidence?

Assessment data, processes, documents, and procedures to support the Self-Study report: *e.g.*, all aforementioned evidence needed to demonstrate compliance with the Standards, Requirements of Affiliation, and Accreditation-relevant federal regulations for Verification of Compliance.

Anticipated Collaborations:

Working Groups 1-7 and University Community

VI. Guidelines for Reporting

The Working Groups will provide the following reports and/or input in collaboration with the Steering Committee Co-Chairs and at-large members in accordance with the timeline established in IX. Self-Study Timetable:

1. Initial Evidence Inventory Table and updates
2. Draft and Final Compliance and Gap Analysis Template
3. Self-Study Chapter Template
4. Progress Reports/Draft Chapters
5. Final Draft Chapter

Working Groups will utilize the evidence and information gathered in the Compliance and Gap Analysis Template to draft the chapter narrative, illustrate it with meaningful examples, and cite evidence in the Evidence Inventory (see Appendix A and Appendix C). The narrative itself will follow the Self-Study Chapter Template and not simply report on the evidence, criterion by criterion (see Appendix B). Working Groups will draft and submit their interim and final reports using the Self-Study Chapter Template which includes the following sections:

1. **Overview of Working Group's Charge:** A brief description of the Standards and Institutional Priorities assigned to the Working Group and their alignment with one another and the institution's mission.
2. **Description of Lines of Inquiry:** Overview of the lines of inquiry addressed by the Working Group and how these enable the Working Group to fulfill its charge and the institution's Self-Study Intended Outcomes.
3. **Collaboration with the Working Groups:** Overview of the Working Group's collaborations with those refining the Evidence Inventory and, where applicable, Verification of Compliance process, and a list of documentation to be included in the Evidence Inventory. In addition, a description of collaborative discussions with members of other Working Groups and, where needed, strategies for avoiding undue duplication.
4. **Assessment Information Utilized to Evaluate the Lines of Inquiry:** Description (or listing) of assessment information utilized to conduct analyses consistent with the lines of inquiry.
5. **Analytical Report:** Analytical report that addresses lines of inquiry.
6. **Areas of Strength:** Based on the analytical report, evidence-based areas of strength consistent with the Working Group's charge and assigned Standards and Institutional Priorities.

7. **Opportunities for Improvement and Innovation:** Based on the analytical report, evidence-based opportunities for improvement, and innovation consistent with the Working Group’s charge and assigned Standards and Institutional Priorities.
8. **Initial Strategies on Continuous Quality Improvement:** Suggested institutional strategies for improvement.

VII. Organization of the Final Self-Study Report

- I. Executive Summary
Concise description of major findings, opportunities for improvement, and Intended Outcomes of the Self-Study.
- II. Introduction
 - A. Overview of CU: institutional profile and major changes since the Complex Substantive Change Request and Supplemental Information Report
 - B. Institutional Priorities and Intended Outcomes: how and why they were selected
 - C. Organization of the Chapters and Evidence Inventory
- III. Chapters Organized by Standard
 - A. Chapter 1 Standard I: Mission and Goals
 - B. Chapter 2 Standard II: Ethics and Integrity
 - C. Chapter 3 Standard III: Design and Delivery of the Student Learning Experience
 - D. Chapter 4 Standard IV: Support of the Student Experience
 - E. Chapter 5 Standard V: Educational Effectiveness Assessment
 - F. Chapter 6 Standard VI: Planning, Resources, and Institutional Improvement
 - G. Chapter 7 Standard VII: Governance, Leadership, and Administration
- IV. Conclusion
 - A. Summary of major findings and opportunities for improvement and innovation
 - B. Initial plans for addressing opportunities for improvement and innovation
 - C. Observations on how the process is being used to support continuous improvement in student outcomes and to advance institutional mission and goals
- V. Evidence Inventory

VIII. Verification of Compliance Strategy

Working Group 8 will be responsible for the Verification of Compliance and for determining the extent to which CU meets Requirements of Affiliation #1-6 and 14 (see Table 13). The group will utilize the updated version of the MSCHE Verification of Compliance template that will be available in spring 2024. Both Co-Chairs sit on the Self-Study Steering Committee and will ensure regular coordination and communication.

Table 13: Working Group 8 Membership for Verification of Compliance	
Membership	
WG 8 Members	Position
Dr. Amy Downes	Associate Vice President of Student Success and Campus Life (WG 8 Co-Chair)
Ms. Andrea Swain	Statistician 3 (WG 8 Co-Chair)
Ms. Lori Cass	Associate Registrar
Dr. John Cosgrove	Director of Survey Research and Compliance
Mr. Shane Jones	Applications Developer
Ms. Jill Scott	Executive Associate to the President and Vice President for Fiscal Affairs

IX. Self-Study Timetable

Table 14: Self-Study Timeline		
Date(s)	Activity/Task	Responsibility
2022		
Oct – Nov	Announce Self-Study Process at Town Halls for faculty/staff (October 25) and students (November 15)	President Bashar Hanna, Dr. Cori Myers
Oct – Nov	Attend Self Study Institute Begin to draft Self-Study Design	Provost Diana Rogers-Adkinson, Dr. Amy Way, Dr. Cori Myers, institutional representatives
Nov – Dec	Constitute Steering Committee Conduct survey/consultation on priorities and outcomes Launch Middle States Reaccreditation 2025 Self-Study Web Site and SharePoint Sites Hold remote meeting with Commission Staff Vice President Liaison, Dr. Robert Bonfiglio, on December 14	President’s Cabinet, Dr. Amy Way, Dr. Cori Myers, Mr. Shane Jones
2023		
Jan – Feb	Identify Intended Outcomes and Institutional Priorities Assemble and charge Working Groups Prepare and vet initial draft of Self-Study Design	Dr. Amy Way, Dr. Cori Myers, Steering Committee, Strategic Planning Committee, President’s Cabinet
Mar – Apr	Complete draft of Self-Study Design and submit two weeks in advance of visit date or by March 29	Dr. Amy Way, Dr. Cori Myers, Steering Committee
April 12	Hold Self-Study Preparation Visit by Commission Staff Liaison	Dr. Amy Way, Dr. Cori Myers, Steering Committee, University Community
Apr – Sept	Revise and receive acceptance of Self-Study Design Begin to identify, gather, and review evidence; Working Groups may begin to do preliminary work	Steering Committee
Sept – Dec	Official launch of Working Groups to identify, gather, and analyze data, identify gaps, organize evidence, and submit Compliance and Gap Analysis reports to Steering Committee.	Steering Committee, Working Groups

Date(s)	Activity/Task	Responsibility
2024		
Jan – May	Confer with MSCHE on selection of Team Chair Select site visit dates Send to Team Chair final Self-Study Design Draft and share with campus community the Self-Study while Working Groups continue to analyze, fill in data gaps, update Compliance and Gap Analysis information, and organize evidence	MSCHE, Steering Committee, Working Groups, President’s Cabinet
May – Sept	Revise and review Self-Study institution-wide Working Group 8 organizes compliance evidence	Steering Committee, Working Group 8
Sept – Nov	Finalize Self-Study with institution-wide input and organize/upload evidence gathered to date Send Self-Study to Team Chair (two weeks before visit) Team Chair makes preliminary visit	Steering Committee, Working Groups
2025		
Dec – Jan	Finalize Self-Study report based on Team Chair feedback and share with campus	Steering Committee, Working Groups, President’s Cabinet
Feb – Apr	Final Self-Study/Evidence Inventory with last uploads to the MSCHE portal six weeks before Team visit Host Evaluation Team on campuses Receive Team Report Prepare and submit Institutional Response	Steering Committee, Working Groups, President’s Cabinet
June – Nov	Receive Commission decision; visits conducted after April 15 are acted on by the Commission at the November meeting	MSCHE

X. Communication Plan

Table 15: Communication Plan			
Purpose	Audiences	Methods	Timing (2023-2025)
Share data, documents, and research and edit documents in a secure site	Steering Committee	Self-Study SharePoint Site	Ongoing
		Steering Committee and Working Group Meetings	Monthly
Update and share information	All constituencies	Self-Study Web Site	Ongoing
		Council of Trustees Public Meeting	Quarterly/bi-annually
	Students	The Triad – Student Edition	Ongoing (published Mondays, Thursdays)
	Faculty and Staff	The Triad	Ongoing (published Mondays, Thursdays)
Update, share information, and solicit input	All constituencies	Emails	Ongoing and as needed
	Students	Student Town Halls	Twice a semester
		President’s Student Advisory Board	Once a semester
		Student Government Meetings (one each per campus)	Once a semester
	Social Media – Instagram/Snapchat	Ongoing and as needed	

Table 15: Communication Plan

Purpose	Audiences	Methods	Timing (2023-2025)
	Leadership Team	President’s Cabinet Meetings and Retreats	Weekly
		Leadership Council	Monthly
		Council of Deans	Monthly
	Faculty and Staff	Faculty and Staff Town Halls	Twice a semester
		University Senate	Once a semester
		Union President’s Meetings	Once a semester
	Alumni and Community Members	Foundation Board Meetings (one each per campus)	Bi-annually
		Alumni Board Meetings (one each per campus)	Bi-annually
		Alumni Newsletter (one each per campus)	Annually
		Alumni Social Media – Facebook (one each per campus)	Ongoing and as needed
	Office of the Chancellor	Email, calls, and meetings	As needed

XI. Evaluation Team Profile

The site visit team would benefit from the leadership of a president from a similarly situated institution, that is, a regional, rural, larger Masters public institution in a state system. Preferably, the team chair has good familiarity with Pennsylvania’s State System of Higher Education

Expertise that would be useful for team members includes experience in a collective bargaining environment, experience in a system undergoing organizational and cultural redesign including mergers, and experience with a similar mix of liberal arts and professional, accredited programs in which faculty are teacher-scholars.

Peer institutions within the MSCHE region include State System schools such as West Chester University, Kutztown University, Millersville University, and Slippery Rock University. We also searched IPEDS for institutions in the MSCHE region, by selecting for public, accredited, Masters Colleges larger programs with similar enrollment. Those institutions include SUNY Oswego, SUNY Brockport, SUNY Buffalo State, Stockton University, and The College of New Jersey. Salisbury University is another suggested peer.

CU’s top 10 programs by enrollment are: Business Administration, Nursing, Psychology, Health Science, Criminal Justice, Early Childhood Grades Pre-K4, Biology, Social Work, Digital Forensics and Cybersecurity, and Special Education Pre K-12. Graduate programs broadly include Business, Education, Physician Assistant, Audiology, Speech-Pathology, Health and Exercise Science, Nursing, and Social Work.

The only institution outside of the State System that might have a conflict of interest would be Pennsylvania College of Technology, due to proximity and competition in health and business programs.

XII. Evidence Inventory

The Steering Committee will use the Evidence Inventory Template to identify evidence for each Standard, Criterion, and Requirement of Affiliation. The template will be stored and shared as a working document on the SharePoint site and has already been populated with preliminary evidence lists (see Appendix C). Working Groups will continue to review and refine the preliminary lists on the template and upload evidence to the SharePoint site. Working Groups will identify gaps in evidence in their first report and will seek to fill those gaps through the duration of the process. Working Group 8 and the Steering Committee will monitor the Evidence Inventory Template for duplication, standardization of references to evidence (e.g., “bulletin” vs “catalog”), standardization of citation in the chapters, and validity of the evidence for the Standard, Criterion, or Requirement to which it is linked.

APPENDIX A: Compliance and Gap Analysis Template: Working Group 1

Standard I: Mission and Goals

Due: November 2023

Update Due: January 2024

Linkages	
Standard	STANDARD I: 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” (MSCHE, 2015).
Requirements of Affiliation	7. Mission and Goals, 10. Institutional Planning
Institutional Priorities	1. Academic Programs and Services, 2. Diversity, Equity, and Inclusion, 3. Collaboration, 4. Planning and Assessment
Intended Outcomes of Self-Study	1. Meet Standards/ROA, 2. Attain Mission/Priorities, 3. Inclusive & Transparent Self-Appraisal, 4. Policies, Procedures, Processes

Instructions: For each criterion below, please provide brief answers which in some cases may be “yes”. Be sure to provide assessment examples for the Standard overall and for the criteria where relevant.

1. Clearly defined mission and goals that:

- a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement;**
- b. address external as well as internal contexts and constituencies;**
- c. are approved and supported by the governing body;**
- d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curriculum development, and the definition of institutional and educational outcomes;**
- e. include support of scholarly inquiry and creative activity, at all levels and of the type appropriate to the institution;**
- f. are publicized and widely known by the institution’s internal stakeholders;**
- g. are periodically evaluated.**

A. Is this criterion related to an Institutional Priority (1, 2, 3, or 4)?	
B. What is the relationship of this criterion to the Strategic Plan and its results, if any?	
C. What is the preliminary finding on Compliance with this criterion? Meets / does not meet with analysis.	
D. Is current documentation sufficient evidence of compliance? If so, what is the most relevant evidence? If not, what is needed? <i>Please post current evidence/additions to the appropriate folder for the Standard and Criterion and list in the Evidence Inventory Table on the SharePoint site.</i>	
E. What are the WG’s emerging major recommendations related to the criterion that will require reallocation of resources, new resources, or an extended cycle of development and implementation? These should relate to the Institutional Priorities for the Self-Study.	
F. Are there any emerging minor suggestions (i.e., practices, processes, or projects that could be improved easily)?	

G. In the context of this criterion and if possible, please provide examples of assessment results being used for improvement.	
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2. Institutional goals are realistic, appropriate to higher education and consistent with mission.

A. Is this criterion related to an Institutional Priority (1, 2, 3, or 4)?	
B. What is the relationship of this criterion to the Strategic Plan and its results, if any?	
C. What is the preliminary finding on Compliance with this criterion? Meets / does not meet with analysis.	
D. Is current documentation sufficient evidence of compliance? If so, what is the most relevant evidence? If not, what is needed? <i>Please post current evidence/additions to the appropriate folder for the Standard and Criterion and list in the Evidence Inventory Table on the SharePoint site.</i>	
E. What are the WG's emerging major recommendations related to the criterion that will require reallocation of resources, new resources, or an extended cycle of development and implementation? These should relate to the Institutional Priorities for the Self-Study.	
F. Are there any emerging minor suggestions (i.e., practices, processes, or projects that could be improved easily)?	
G. In the context of this criterion and if possible, please provide examples of assessment results being used for improvement.	

3. Institutional goals 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.

A. Is this criterion related to an Institutional Priority (1, 2, 3, or 4)?	
B. What is the relationship of this criterion to the Strategic Plan and its results, if any?	
C. What is the preliminary finding on Compliance with this criterion? Meets / does not meet with analysis.	
D. Is current documentation sufficient evidence of compliance? If so, what is the most relevant evidence? If not, what is needed? <i>Please post current evidence/additions to the appropriate folder for the Standard and Criterion and list in the Evidence Inventory Table on the SharePoint site.</i>	
E. What are the WG's emerging major recommendations related to the criterion that will require reallocation of resources, new resources, or an extended cycle of development and implementation? These should relate to the Institutional Priorities for the Self-Study.	
F. Are there any emerging minor suggestions (i.e., practices, processes, or projects that could be improved easily)?	
G. In the context of this criterion and if possible, please provide examples of assessment results being used for improvement.	

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

A. Is this criterion related to an Institutional Priority (1, 2, 3, or 4)?	
B. What is the relationship of this criterion to the Strategic Plan and its results, if any?	
C. What is the preliminary finding on Compliance with this criterion? Meets / does not meet with analysis.	

<p>D. Is current documentation sufficient evidence of compliance? If so, what is the most relevant evidence? If not, what is needed? <i>Please post current evidence/additions to the appropriate folder for the Standard and Criterion and list in the Evidence Inventory Table on the SharePoint site.</i></p>	
<p>E. What are the WG's emerging major recommendations related to the criterion that will require reallocation of resources, new resources, or an extended cycle of development and implementation? These should relate to the Institutional Priorities for the Self-Study.</p>	
<p>F. Are there any emerging minor suggestions (i.e., practices, processes, or projects that could be improved easily)?</p>	
<p>G. In the context of this criterion and if possible, please provide examples of assessment results being used for improvement.</p>	

APPENDIX B: Self-Study Chapter Template

First Draft Due: February 2024

Second Draft Due: May 2024

***Instructions:** Working Groups will utilize the evidence and information gathered in the Compliance and Gap Analysis Template to draft the chapter narrative, illustrate it with meaningful examples, and cite evidence in the Evidence Inventory. The narrative itself will follow the Self-Study Chapter Template and not simply report on the evidence, criterion by criterion. Working Groups will draft and submit their interim and final reports using the Self-Study Chapter Template which includes the following sections:*

1. **Overview of Working Group's Charge:** A brief description of the Standards and Institutional Priorities assigned to the Working Group and their alignment with one another and the institution's mission.
2. **Description of Lines of Inquiry:** Overview of the lines of inquiry addressed by the Working Group and how these enable the Working Group to fulfill its charge and the institution's Self-Study Intended Outcomes.
3. **Collaboration with the Working Groups:** Overview of the Working Group's collaborations with those refining the Evidence Inventory and, where applicable, Verification of Compliance process, and a list of documentation to be included in the Evidence Inventory. In addition, a description of collaborative discussions with members of other Working Groups and, where needed, strategies for avoiding undue duplication.
4. **Assessment Information Utilized to Evaluate the Lines of Inquiry:** Description (or listing) of assessment information utilized to conduct analyses consistent with the lines of inquiry.
5. **Analytical Report:** Analytical report that addresses lines of inquiry.

6. **Areas of Strength:** Based on the analytical report, evidence-based areas of strength consistent with the Working Group's charge and assigned Standards and Institutional Priorities.

7. **Opportunities for Improvement and Innovation:** Based on the analytical report, evidence-based opportunities for improvement and innovation consistent with the Working Group's charge and assigned Standards and Institutional Priorities.

8. **Initial Strategies on Continuous Improvement:** Suggested institutional strategies for improvement.

APPENDIX C: Preliminary Evidence Inventory Template

Requirements of Affiliation

<u>Requirement of Affiliation</u>	<u>Preliminary List of Documents (including Structures, Policies, Processes, Procedures, Plans, Outcomes)</u>
1. The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency within the Middle States region (Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands), as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates.	Act 188 of 1982 (as amended through July 1, 2020)
2. The institution is operational, with students actively pursuing its degree programs.	National Center for Education Statistics (NCES): The Integrated Postsecondary Education Data System (IPEDS) Institutional Profile Institutional Research Dashboards
3. For institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the evaluation team visit for initial accreditation takes place (Step 7 of the initial accreditation process), unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate appropriate learning outcomes.	Middle States Commission on Higher Education, Statement of Accreditation Status, Commonwealth University of Pennsylvania Institutional Research Dashboards
4. The institution’s representatives communicate with the Commission in English, both orally and in writing.	Middle States Commission on Higher Education, Statement of Accreditation Status, Commonwealth University of Pennsylvania Commonwealth University Supplemental Information Report and Institutional Response Commonwealth University Self Study Institute Follow Up Call

<u>Requirement of Affiliation</u>	<u>Preliminary List of Documents (including Structures, Policies, Processes, Procedures, Plans, Outcomes)</u>
<p>5. The institution complies with all applicable government (usually Federal and state) policies, regulations, and requirements.</p>	<p>Middle States Commission on Higher Education, Statement of Accreditation Status, Commonwealth University of Pennsylvania Higher Education Act (HEA) Student Consumer Information Web Page Institutional Federal Compliance Report Integration Notification Letters and Substantive Change Reports to Specialized Accreditors NCAA Membership Committee Affirmation Letter BL, LH, & MA 04 29 2022 (3 letters) Chancellor Notification Letter to PDE 07 05 2022 USDE - Commonwealth University 00331500 PPA signed Annual Fire Safety and Security Report Notification to the Campus Community Drug and Alcohol Abuse Prevention Program Biennial Review Drug and Alcohol Abuse Prevention Program Notification Letter to Faculty, Staff, and Student Workers Drug and Alcohol Abuse Prevention Program Notification Letter to Students Equity in Athletics Disclosure Act Report Notification to Students Voter Registration Notification to Students</p>
<p>6. The institution complies with applicable Commission, interregional, and inter-institutional policies. These policies can be viewed on the Commission website, www.msche.org.</p>	<p>Middle States Commission on Higher Education, Statement of Accreditation Status, Commonwealth University of Pennsylvania Commonwealth University Complex Substantive Change Site Visit Team Report Commonwealth University Annual Institutional Update Institutional Federal Compliance Report Higher Education Act (HEA) Student Consumer Information Web Page Student Complaint Procedures Web Page Student Complaint Logs Credit Hour Policy Accreditation Web Page Transfer Credit Policy</p>

<u>Requirement of Affiliation</u>	<u>Preliminary List of Documents (including Structures, Policies, Processes, Procedures, Plans, Outcomes)</u>
	Pennsylvania Transfer Course Equivalency Database - PA TRAC Catalog Undergraduate Catalog Graduate Articulation Agreements and Letters of Agreement Student Exchange MOUs
7. The institution has a statement of mission and goals, approved by its governing body that defines its purpose within the context of higher education.	Commonwealth University Mission, Vision, and Values Commonwealth University Strategic Plan Commonwealth University COT Meeting Notes 08 09 2022 (Mission Approval) Commonwealth University COT Meeting Notes (Strategic Plan Approval)
8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.	Comprehensive Planning Process (CPP) Narrative Comprehensive Planning Process (CPP) Workbook Board-Affirmed Metrics Council of Trustees Web Site with Members, Minutes and Reports Commonwealth University Mission, Vision, and Values Institutional Action Plan Institutional Dashboard and Divisional Scorecards Program Assessment Review in Transition User Guide, Templates, and Reports which include Program SLOs Academic, Academic Support, and Administrative Assessment Reports University Curriculum Committee Minutes Accreditation Web Page Higher Education Act (HEA) Student Consumer Information Web Page Town Hall Web Page BOG Policy 1986-04-A: Program Review Program Review Dashboards General Education Assessment Plan, Rubrics, Data, and Reports
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.	PA Department of Education Guidelines BOG Policy 1993-01-A: General Education at State System of Higher Education Universities BOG Policy 1985-01-A: Requirements for Initiation or Change

<u>Requirement of Affiliation</u>	<u>Preliminary List of Documents (including Structures, Policies, Processes, Procedures, Plans, Outcomes)</u>
	<p>of Credit-Based Academic Programs BOG Policy 1990-06-A: Academic Degrees PASSHE Procedures/Standard Number 2012-13 Academic Degrees PASSHE Expedited New Program Proposal PASSHE Letter of Intent PASSHE New Academic Degree Program Proposal Template PASSHE Notification of New Concentration, Minor, Certificate, and Teacher Certification Catalog Undergraduate Catalog Graduate University Curriculum Committee Bylaws Program Track Sheets and Eight Semester Sequences – Samples BOG Policy 1986-04-A: Program Review Program Assessment Review in Transition User Guide, Templates, and Reports which include Program SLOs General Education Assessment Plan, Rubrics, Data, and Reports</p>
<p>10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.</p>	<p>Comprehensive Planning Process (CPP) Narrative Comprehensive Planning Process (CPP) Workbook Board-Affirmed Metrics Commonwealth University Mission, Vision, and Values Commonwealth University Strategic plan Institutional and Divisional Planning Documents Institutional Dashboard and Divisional Scorecards Strategic Planning Committee Minutes Program Assessment Review in Transition User Guide, Templates, and Reports which include Program SLOs General Education Assessment Plan, Rubrics, Data, and Reports</p>
<p>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.</p>	<p>Comprehensive Planning Process (CPP) Narrative Comprehensive Planning Process (CPP) Workbook Board-Affirmed Metrics Financial Risk Assessments Financial Statement Audit Management Discussion and Analysis Management Letters</p>

<u>Requirement of Affiliation</u>	<u>Preliminary List of Documents (including Structures, Policies, Processes, Procedures, Plans, Outcomes)</u>
	Capital Budget Linkage of Planning and Budgeting (e.g., Strategic Resource Matrix)
12. The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). 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.	Act 188 of 1982 (as amended through July 1, 2020) PASSHE Board of Governors (BOG) Bylaws PASSHE Board of Governors (BOG) Policy Web Page PASSHE Board of Governors (BOG) Membership and Biographies Web Page PASSHE Board of Governors (BOG) Agendas and Minutes Web Pages Council of Trustees Bylaws Pennsylvania Association of Councils of Trustees: The Role of the Trustee in Pennsylvania's State System of Higher Education (PACT Handbook) Council of Trustees Web Site with Members, Minutes and Vice President Reports Shared Governance Constitution and Committee Structure
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 district/system or other chief executive officer shall not serve as the chair of the governing body.	State Adverse Interest Act, P.L. 1017, No. 451 Pennsylvania Public Official and Employee State Ethics Act Commonwealth of Pennsylvania Governor's Office Executive Order: Code of Conduct 1980-18 Amended Executive Order 2015-01 – Executive Branch Employee Gift Ban PASSHE Board of Governors (BOG) Bylaws PASSHE Procedure/Standard Number 2011-08-A: Human Resource Manual of Commonwealth Management Directives and Manuals PASSHE Procedure/Standard Number 2016-22: Management of Conflict of Interest Act BOG Policy 2002-05 Service on Public and Private Boards by Chancellor and Presidents BOG Policy 2012-01: Conflict of Interest Management Directive 505.7, Personnel Rules, Chapter 13 Statement of Financial Interests Form Council of Trustees Bylaws

<u>Requirement of Affiliation</u>	<u>Preliminary List of Documents (including Structures, Policies, Processes, Procedures, Plans, Outcomes)</u>
	Pennsylvania Association of Councils of Trustees: The Role of the Trustee in Pennsylvania’s State System of Higher Education (PACT Handbook) Statement of Principles of Good Practice: NACAC’s Code of Ethics and Professional Practices NASFAA Statement of Ethical Principles and Code of Conduct
<p>14. The institution and its governing body/bodies will make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities.</p>	PASSHE Board of Governors (BOG) Bylaws PASSHE Board of Governors (BOG) Policy Web Page PASSHE Board of Governors (BOG) Membership and Biographies Web Page PASSHE Board of Governors (BOG) Agendas and Minutes Web Pages Commonwealth University Supplemental Information Report and Institutional Response Council of Trustees Web Site with Members and Minutes Institutional Federal Compliance Report Catalog Undergraduate Catalog Graduate National Center for Education Statistics (NCES): The Integrated Postsecondary Education Data System (IPEDS) Institutional Profile Accreditation Web Page
<p>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.</p>	Act 188 of 1982 (as amended through July 1, 2020) Comprehensive Planning Process (CPP) Narrative Comprehensive Planning Process (CPP) Workbook Board-Affirmed Metrics Organizational Charts APSCUF CBA APSCUF Coaches CBA SCUPA CBA Position Description Samples Management Planning Document Part IIA - Samples Employee Handbook Policies, Procedures, and Guidelines Web Page Institutional Research Dashboards

<u>Requirement of Affiliation</u>	<u>Preliminary List of Documents (including Structures, Policies, Processes, Procedures, Plans, Outcomes)</u>
	University Curriculum Committee (UCC) Bylaws University Curriculum Committee (UCC) Minutes

STANDARD I: 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.

<u>Standard I Criteria</u>	<u>Preliminary List of Documents (including Structures, Policies, Processes, Procedures, Plans, Outcomes)</u>
<p>1. Clearly defined mission and goals that:</p> <ul style="list-style-type: none"> b. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement; c. address external as well as internal contexts and constituencies; d. are approved and supported by the governing body; e. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curriculum development, and the definition of institutional and educational outcomes; f. include support of scholarly inquiry and creative activity, at all levels and of the type appropriate to the institution; g. are publicized and widely known by the institution's internal stakeholders; h. are periodically evaluated. 	<p>Act 188 of 1982 (as amended through July 1, 2020) Act 50 of 2020 PASSHE NCHEMS Strategic System Review Findings & Recommendations System Redesign & Systemness BOG Agenda January 2019 Commonwealth University Mission, Vision, and Values Commonwealth University Mission Vision Values Steering Committee Mission Vision and Values Web Page and Announcements Blue Beyond Consulting Summary of Key Activities and Involvement Commonwealth University COT Meeting Notes 08 09 2022 (Mission Approval) Commonwealth University Strategic Plan Strategic Planning Committee Strategic Planning – Blue Beyond Slide Decks (shows data collection methods and consultation) Blue Beyond Consulting Blue Beyond Statement of Work for Mission and Strategic Planning Commonwealth University COT Meeting Notes (Strategic Plan Approval) Catalog Undergraduate Catalog Graduate CU Student Handbook Employee Handbook Town Hall Web Page Emails soliciting feedback and announcing approved documents Institutional Research Dashboards Undergraduate and Graduate Student Experiential Learning & Research Data General Education Requirements 2019-01: University Financial Sustainability Policy</p>

<u>Standard I Criteria</u>	<u>Preliminary List of Documents (including Structures, Policies, Processes, Procedures, Plans, Outcomes)</u>
	<p>Comprehensive Planning Process (CPP) Narrative Comprehensive Planning Process (CPP) Workbook Board-Affirmed Metrics Comprehensive Planning Process Overview Instructions Council of Trustees Web Site with Members, Minutes and Vice President Reports Shared Governance Constitution and Committee Structure Meet and Discuss Agendas Management Performance and Appraisal Documents – Template and Example Capital Budget University Curriculum Committee (UCC) Minutes Institutional Action Plan Institutional Dashboard and Divisional Scorecards Divisional and Unit Plans and Assessment Reports Strategic Planning Committee Minutes Program Assessment Review in Transition User Guide, Templates, and Reports which include Program SLOs General Education Assessment Plan, Rubrics, Data, and Reports</p>
<p>2. Institutional goals are realistic, appropriate to higher education and consistent with mission.</p>	<p>Act 188 of 1982 (as amended through July 1, 2020) Commonwealth University Mission, Vision, and Values Northeast Integration Plan Northeast Integration Plan Appendix F Comprehensive Planning Process (CPP) Narrative Comprehensive Planning Process (CPP) Workbook Board-Affirmed Metrics Comprehensive Planning Process Overview Instructions 2025 System Priorities and Goals Institutional Action Plan BOG Policy 2019-01 Financial Sustainability Policy Mapping of Mission and Vision to Institutional Goals, Institutional Priorities, GE Outcomes, and MSCHE Standards General Education Requirements AAC&U Essential Learning Outcomes Web Page AAC&U High-Impact Practices BOG Policy 1993-01-A: General Education at State System of Higher Education Universities</p>

<u>Standard I Criteria</u>	<u>Preliminary List of Documents (including Structures, Policies, Processes, Procedures, Plans, Outcomes)</u>
<p>3. Institutional goals 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.</p>	<p>Commonwealth University Mission, Vision, and Values Commonwealth University Strategic Plan Mapping of Mission and Vision to Institutional Goals, Institutional Priorities, GE Outcomes, and MSCHE Standards General Education Decision, Rationale, and Requirements BOG Policy 1993-01-A General Education at State System of Higher Education Universities Commonwealth University Assessment Council and Subcommittee Structure, Purpose, and Minutes Student Non-faculty Ratios Climate Survey Results and Presentations Surveys Web Page with NSSE and First Destination Data Institutional Action Plan Institutional Dashboard Comprehensive Planning Process (CPP) Narrative Comprehensive Planning Process (CPP) Workbook Board-Affirmed Metrics Comprehensive Planning Process Overview Instructions Personnel Plan (Complement Report) Technology Plans Facilities Master Plan and other facilities plans Capital Budget Operating Budgets Divisional and Unit Plans and Assessment Reports President’s Cabinet Charter and Meeting and Retreat Agendas Leadership Council Charter and Agendas Foundation Bylaws for each campus Student Government BL CGA Articles of Inc Student Government LH SAS Bylaws Student Government MA SGA Bylaws Student Government BL Constitution Student Government MA Constitution Student Government LH SGB Constitution 2021</p>
<p>4. Periodic assessment of mission and goals to ensure that they are relevant and achievable.</p>	<p>Institutional Dashboard and Divisional Scorecards Institutional Research Web Page with Dashboards BOG Policy 2019-01: University Financial Sustainability Policy</p>

<u>Standard I Criteria</u>	<u>Preliminary List of Documents (including Structures, Policies, Processes, Procedures, Plans, Outcomes)</u>
	<p>Comprehensive Planning Process (CPP) Narrative Comprehensive Planning Process (CPP) Workbook Board-Affirmed Metrics Council of Trustees Web Site with Members, Minutes and Vice President Reports Program Assessment Review in Transition User Guide, Templates, and Reports which include Program SLOs Divisional and Unit Plans and Assessment Reports Management Performance and Appraisal Documents – Samples Surveys Web Page with NSSE and First Destination Data Climate Survey Results and Presentations General Education Assessment Plan, Rubrics, Data, and Reports Senate/Forum Agendas 2022-23 Shared Governance Constitution and Committee Structure President’s Cabinet Charter and Meeting and Retreat Agendas and Tracker Leadership Council Charter and Agendas Town Hall Web Page</p>

STANDARD II: Ethics and Integrity

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.

Standard II Criteria	Preliminary List of Documents (including Structures, Policies, Processes, Procedures, Plans, Outcomes)
1. Commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.	<p>Commonwealth University Mission, Vision, and Values Mapping of Mission and Vision to Institutional Goals, Institutional Priorities, GE Outcomes, and MSCHE Standards Town Hall Web Page Strategic Planning Committee Council of Trustees Web Site with Members, Minutes and Vice President Reports Employee Handbook Student Handbook Employee Code of Conduct Student Code of Conduct Human Resources Web Site Library Web Site APSCUF CBA APSCUF Coaches CBA AFSCME CBA AFSCME Master Memorandum OPEIU CBA POA CBA SCUPA CBA SPFPA MOU Acceptable Use Policy Technology Transfer Policy Copyright Policy Patents APSCUF CBA Preamble & Articles 2, 3, 4, 39, & 41 Policies, Procedures, and Guidelines Web Page PRP 0101 - Policies, Rules, And Procedures (PRPs) Issuing Procedures NASFAA Statement of Ethical Principles / Code of Conduct</p>

Standard II Criteria	Preliminary List of Documents (including Structures, Policies, Processes, Procedures, Plans, Outcomes)
	<p>Statement of Principles of Good Practice: NACAC's Code of Ethics and Professional Practices American Marketing Association (AMA) Statement of Ethics 1940 Statement of Principles on Academic Freedom Faculty Professional Development Committees/Grants/Programs PASSHE Faculty Professional Development Committee Annual Grants Program Web Page Student/Employee Groups and Initiatives that address Diversity, Equity, and Inclusion APSCUF CBA Articles 39 Intellectual Property and 41 Distance Education</p>
<p>2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.</p>	<p>Commonwealth University Mission, Vision, and Values Social Equity Office Web Page Employee Handbook Student Handbook Employee Code of Conduct Student Code of Conduct APSCUF CBA APSCUF Coaches CBA AFSCME CBA AFSCME Master Memorandum OPEIU CBA POA CBA SCUPA CBA SPFPA MOU Human Resources Web Site Non-discrimination Policy and Complaint Procedure Title IX Web Page Policies, Procedures, and Guidelines Web Page Student/Employee Groups and Initiatives that address Diversity, Equity, and Inclusion General Education Requirements Office of Diversity, Equity, and Inclusion Mission, Strategic Plan, Goals, Initiatives, and Assessment Reports Office of Disability Services for Students (ODSS) Web Site Center for Global Engagement Web Site, Plans, and Assessment Reports</p>

Standard II Criteria	Preliminary List of Documents (including Structures, Policies, Processes, Procedures, Plans, Outcomes)
	Clubs and Organizations Web Pages Institutional Research Dashboards Institutional Dashboard and Divisional Scorecards
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.	Human Resources Web Site Social Equity Office Web Page Office of Disability Services for Students (ODSS) Web Site Student Complaints and Grievances Web Page Student Handbook Employee Handbook PASSHE Student Complaint Web Page PASSHE Procedure/Standard Number 2016-26: Student Complaint Process Student Complaint Log APSCUF CBA Article 5 Grievances APSCUF Coaches CBA Article 5 Grievances AFSCME CBA Articles 37 & 38 Grievances and Arbitration AFSCME Master Memorandum Articles 37 & 38 Grievances and Arbitration SCUPA CBA Article 13, Grievance and Arbitration POA CBA Article 37, Grievances and Arbitration SPFPA MOU Recommendation 38 and 39, Grievances and Arbitration
4. The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.	State Adverse Interest Act, P.L. 1017, No. 451 Pennsylvania Public Official and Employee State Ethics Act PASSHE Board of Governors (BOG) Bylaws Pennsylvania Association of Councils of Trustees: The Role of the Trustee in Pennsylvania's State System of Higher Education (COT Handbook) Management Directive 505.7, Personnel Rules, Chapter 13 Statement of Financial Interests Form BOG Policy 2012-01: Conflict of Interest PASSHE Procedure/Standard Number 2016-22: Management of Conflict of Interest Act APSCUF CBA Policies, Procedures, and Guidelines Web Page Employee Handbook

Standard II Criteria	Preliminary List of Documents (including Structures, Policies, Processes, Procedures, Plans, Outcomes)
	<p>Employee Code of Conduct Internal Control Procedures for the Bursar's Office Statement of Principles of Good Practice: NACAC's Code of Ethics and Professional Practices NASFAA Statement of Ethical Principles and Code of Conduct Commonwealth Procurement Code Act 57 of 1998 BOG Policy 2010-01-A: Expenditures of Public Funds BOG Policy 1998-04-A: Procurement of Goods, Services, Supplies, and Construction Procurement Web Page Fraud, Waste, and Abuse Hotline - EthicsPoint</p>
<p>5. Fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees.</p>	<p>APSCUF CBA APSCUF Coaches CBA AFSCME CBA AFSCME Master Memorandum OPEIU CBA POA CBA SCUPA CBA SPFPA MOU PASSHE Policy Web Page Policies, Procedures, and Guidelines Web Page Employee/Faculty Handbook Human Resources Web Site Social Equity Office Web Page Faculty and Staff Search Procedures EEO Statement on the Human Resources Home Page Appointment Letter - Samples Tenure Policy and Procedures Faculty Promotion Policy and Procedures Student Course Evaluation Instrument BOG Policy 1984-14-A: Terms and Conditions of Employment of Senior Policy Executives Management Directive 505.7, Personnel Rules BOG Policy 1983-01-A: Merit Principles PASSHE Non-represented Employee Performance and Reward Manual</p>

Standard II Criteria	Preliminary List of Documents (including Structures, Policies, Processes, Procedures, Plans, Outcomes)
	PASSHE Management Performance Evaluation and Development Form – Part IIA PASSHE Management Performance Evaluation and Development Form
6. Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.	Statement of Principles of Good Practice: NACAC’s Code of Ethics and Professional Practices American Marketing Association (AMA) Statement of Ethics Marketing Plan Strategic Communication Plan Marketing and Communications Web Site Higher Education Act (HEA) Student Consumer Information Web Page Policies, Procedures, and Guidelines Web Page PRP 0101 - Policies, Rules, And Procedures (PRPs) Issuing Procedures Public Safety Web Site Annual Security Report (includes Clery Act Requirements)
7. As appropriate to mission, services or programs in place: a. to promote affordability and accessibility, and; b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt.	Act 188 of 1982 (as amended through July 1, 2020) Commonwealth University Mission, Vision, and Values Association of Higher Education and Disability Web Page American Community Survey Dual Enrollment/Early College Agreements National Center for Education Statistics (NCES): The Integrated Postsecondary Education Data System (IPEDS) Institutional Profile PASSHE Cost of Attendance and Net Price Comprehensive Planning Process (CPP) Workbook Board-Affirmed Metrics Institutional Aid Plans PASSHE Press Release on Tuition Higher Education Act (HEA) Student Consumer Information Web Page Admissions Web Site Student Accounts Web Site Scholarship Trend Data Affordability Brochure College Financing Plans Admissions Visit Options

Standard II Criteria	Preliminary List of Documents (including Structures, Policies, Processes, Procedures, Plans, Outcomes)
	RNL Studies Financial Literacy Initiatives TRIO SSS Initiatives and Reports Academic Success Programs Disability Services Plans and Reports Initiatives/assessments to promote access and success for special populations
8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding: <ol style="list-style-type: none"> a. The full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates; b. The institution's compliance with the Commission's Requirements of Affiliation; c. Substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion; d. The institution's compliance with the Commission's policies. 	Institutional Federal Compliance Report Higher Education Act (HEA) Student Consumer Information Web Page BOG Policy 1988-03-A Data Collection and Reporting Complex Substantive Change Request, Supplemental Information Report, Team Visit, and Institutional Response Accreditation Web Page Institutional Research Dashboards
9. Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.	Policies, Procedures, and Guidelines Web Page PRP 0101 - Policies, Rules, And Procedures (PRPs) Issuing Procedures Senate/Forum Agendas 2022-23 Shared Governance Constitution and Committee Structure Student Complaint Log Student Complaints and Grievances Web Page Marketing and Communications Plans and Assessments Institutional Research Web Site Surveys Web Page with NSSE and First Destination Data Climate Survey Results and Presentations RNL Studies Right to Know Requests

STANDARD III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence of 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.

Standard III Criteria	Preliminary List of Documents (including Structures, Policies, Processes, Procedures, Plans, Outcomes)
<p>1. Certificate, undergraduate, graduate and/or professional programs leading to a degree or other recognized higher education credential, designed to foster a coherent student learning experience and to promote synthesis of learning.</p>	<p>Commonwealth University Mission, Vision, Values PASSHE Board of Governors (BOG) Policy Web Page Policies, Procedures, and Guidelines Web Page APSCUF CBA Accreditation Web Page AAC&U High-Impact Practices Academic Program Index – Program List BOG Policy 1990-06-A: Academic Degrees PA Department of Education Guidelines BOG Policy 1993-01-A: General Education at State System of Higher Education Universities General Education Requirements New Student Orientation Programs First-Year Experience SLOs, Programs, Plans, and Assessments Data on High-Impact Practices Professional U Outcomes BOG Policy 1985-01-A: Requirements for Initiation or Change of Credit-Based Academic Programs BOG Policy 1986-04-A: Program Review PASSHE Procedures/Standard Number 2012-13 Academic Degrees PASSHE Expedited New Program Proposal PASSHE Letter of Intent PASSHE New Academic Degree Program Proposal PASSHE Notification of New Concentration, Minor, Certificate, and Teacher Certification PASSHE New Academic Degree Program Proposal Evaluation Form APSCUF CBA Side Letter Article 31E Curriculum Committee</p>

Standard III Criteria	Preliminary List of Documents (including Structures, Policies, Processes, Procedures, Plans, Outcomes)
	University Curriculum Committee Bylaws, Procedures, Forms, and Minutes Commonwealth University Curriculum SharePoint Site Screenshot General Education Council (GEC) Minutes and Web Site Program Assessment Review in Transition User Guide, Templates, and Reports which include Program SLOs Academic and Academic Support Assessment Reports Accreditation Web Page BOG Policy 1986-04-A: Program Review Program Review Dashboards General Education Assessment Plan, Rubrics, Data, and Reports Articulation Agreements
<p>2. Student learning experiences that are:</p> <ul style="list-style-type: none"> a. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies; b. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are qualified for the positions they hold and the work they do; c. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are sufficient in number; d. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation; e. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures. 	APSCUF CBA Articles 6, 11, 12, 14, 15, 16 APSCUF CBA Interim Side Letters for Articles 6, 12, 15, 16, 29, and 34 Faculty Promotion Policy and Procedures Tenure Policy and Procedures Student Course Evaluation Instrument and Aggregate Results Faculty Search Procedures Manual Job Posting Web Page Institutional Action Plan Institutional Dashboard and Divisional Scorecards Employment Action Forms Position Control Forms Institutional Research Dashboards New Faculty Orientation Program Sabbatical Leave Policy Alternative Workload Leave Application Guidelines Faculty Research Faculty Professional Development Committees/Grants/Programs PASSHE Faculty Professional Development Committee Annual Grants Program Web Page University Faculty Awards

Standard III Criteria	Preliminary List of Documents (including Structures, Policies, Processes, Procedures, Plans, Outcomes)
<p>3. Academic programs of study that 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.</p>	<p>Academic Program Web Pages Program Track Sheets and Eight Semester Sequences - Samples General Education Requirements Web Site General Education Course Lists Catalog Undergraduate Catalog Graduate SIS Academic Record, Degree Audit, and Transcript - Samples Registration and Advising communication to Faculty and Students Average Credits at Completion</p>
<p>4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.</p>	<p>Admissions Web Site Accepted Students Communications New Student Orientation Programs Welcome Week First-Year Experience Programs Student Success Center and affiliated Programs Reports and Web Pages Academic Success Programs for underprepared students Learning Community Proposal and Design Model Professional Preparation and Experience Web Site for Professional U Honors College Overview PASSHE Procedures Standard Number 2012-13 Academic Degrees Surveys Web Page with NSSE and First Destination Data Institutional Action Plan Institutional Dashboard and Divisional Scorecards Center for Global Engagement Plans and Reports Athletics Teams by campus Student Activities Plans and Reports Club Advisor List</p>
<p>5. At institutions that offer undergraduate education: A general education program, free standing or integrated into academic disciplines, that:</p> <p>a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing</p>	<p>General Education Requirements BOG Policy 1993-01-A: General Education at State System of Higher Education Universities AAC&U Essential Learning Outcomes Web Page</p>

Standard III Criteria	Preliminary List of Documents (including Structures, Policies, Processes, Procedures, Plans, Outcomes)
<p>them to make well-reasoned judgments outside as well as within their academic field;</p> <p>b. offers a curriculum 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, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives;</p> <p>c. In non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills.</p>	<p>General Education Course List General Education Assessment Plan, Rubrics, Data, and Reports</p>
<p>6. In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula.</p>	<p>Catalog Graduate New Program Proposal Evaluation Form BOG Policy 1990-06-A: Academic Degrees PASSHE Procedures/Standard Number 2012-13 Academic Degrees Graduate Student Experiential Learning & Research Data Guidelines for hiring graduate faculty</p>
<p>7. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third party providers.</p>	<p>N/A</p>
<p>8. Periodic assessment of the programs providing student learning opportunities.</p>	<p>BOG Policy 1986-04-A: Program Review Program Review Dashboards Commonwealth University Assessment Council and Subcommittee Structure, Purpose, and Minutes General Education Assessment Plan, Rubrics, Data, and Reports Program Assessment Web Page With Workshop Materials Program Assessment Review in Transition User Guide, Templates, and Reports which include Program SLOs Academic and Academic Support Assessment Reports</p>

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 experience, and fosters student success.

<u>Standard IV Criteria</u>	<u>Preliminary List of Documents (including Structures, Policies, Processes, Procedures, Plans, Outcomes)</u>
<p>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:</p> <ul style="list-style-type: none"> a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds; b. a process by which students who are not adequately prepared for the study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals; c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience; d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement 	<p>Commonwealth University Mission, Vision, and Values Admissions Web Site Catalog Undergraduate Catalog Graduate Undergraduate Admissions Policy and Web Page Transfer Student Admissions Policy and Web Page Graduate Admissions Policy and Web Page Admissions and Financial Aid Information in SIS Institutional Research Dashboards RNL Studies Comprehensive Planning Process (CPP) Workbook Board-Affirmed Metrics PASSHE Press Release on Tuition Student Accounts Office Web Site Cost and Tuition Charts (All Levels and Locations) Higher Education Act (HEA) Student Consumer Information Web Page Financial Aid Web Site Scholarship Information Web Page Billing and Payment Information Web Page Refund Policy Refund Process Financial Literacy Initiatives TRIO SSS Web Site Pennsylvania Act 101/Higher Education Equal Opportunity Program (EOP) Web Page First-Year Experience Programs Student Success Center and affiliated Programs Reports and Web Pages Academic Success Programs for underprepared students</p>

<u>Standard IV Criteria</u>	<u>Preliminary List of Documents (including Structures, Policies, Processes, Procedures, Plans, Outcomes)</u>
	<p>Learning Community Proposal and Design Model Placement Assessments and Processes (e.g., math, writing) New Student Orientation Programs Welcome Week First-Year Experience Programs AAC&U High-Impact Practices Career and Professional Engagement Web Page, Initiatives, and Reports including Professional U Surveys Web Page with NSSE and First Destination Data SIS Academic Record, Degree Audit, and Transcript - Samples Registration and Advising communication to Faculty and Students Advising Task Force Program Track Sheets and Eight Semester Sequences - Samples Mid Semester Grade Notification APSCUF CBA Article 23 Office Hours Faculty Advising and Registration Clearance (Registrar's Email) Notification to Student/Advisor on Academic Status Suspension and Probation Policy Student Success Center and affiliated Programs Reports and Web Pages Academic Success Programs for underprepared students Early Alert Information and Reports Institutional Action Plan Institutional Dashboard and Divisional Scorecards</p>
<p>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.</p>	<p>New Student Transfer Enrollment Transfer Student Enrollment Demographics Transfer Credit Policy (includes prior learning) BOG Policy 1999-01-A: The Student Transfer Policy and Pennsylvania Statewide Transfer and Articulation Pennsylvania Transfer Course Equivalency Database - PA TRAC Transfer Articulation and Letters of Agreement Information and Samples BOG Policy 1991-03-A: Visiting Student Program</p>

<u>Standard IV Criteria</u>	<u>Preliminary List of Documents (including Structures, Policies, Processes, Procedures, Plans, Outcomes)</u>
	Visiting Student Application Forms for Undergraduate and Graduate Status Non-catalog Course Equivalency (e.g., ACE) Credit by Exam Information MAC-RB Program Catalog Undergraduate Catalog Graduate
3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.	Catalog Undergraduate Catalog Graduate Student Handbook Family Educational Rights & Privacy Act (FERPA) Information and Forms Releasing Student Information Policy Athletics Release of Information Consent Form Policy on information housed in financial aid, student health services, disability services, etc. Records Management Policy Attendance Policy Right to Know Act and Section 708, Exceptions for Public Records Information Technology Acceptable Use Policy Employee Handbook
4. If offered, 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.	Catalog Undergraduate Catalog Graduate Student Handbook Policies, Procedures, and Guidelines Web Page SSCL Information for each campus Student Activities Organization for each campus Student-Athlete Handbook for each campus Student Athlete Required Signature Forms Department of Athletics' Title IX Gender Equity Plan Student Activities Office Web Page Student Governance Web Pages Greek Organizations Information Anti-Hazing Policy
5. If applicable, adequate and appropriate institutional review and approval of student support services, designed, delivered, or assessed by third-party providers.	BOG Policy 1998-04-A: Procurement of Goods, Services, Supplies, and Construction BOG Policy 2010-01-A: Expenditures of Public Funds

<u>Standard IV Criteria</u>	<u>Preliminary List of Documents (including Structures, Policies, Processes, Procedures, Plans, Outcomes)</u>
	Commonwealth Procurement Code Act 57 of 1998 Procurement Web Site Aramark Dining Surveys and Results Residence Life Surveys and Results
6. Periodic assessment of the effectiveness of programs supporting the student experience.	Surveys Web Page with NSSE and First Destination Data Climate Survey Results and Presentations Office of Diversity, Equity, and Inclusion Mission, Strategic Plan, Goals, Initiatives, and Assessment Reports Academic, Academic Support, and Administrative Assessment Reports related to the student experience

STANDARD V: Educational Effectiveness Assessment

Assessment of student learning 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 institutions of higher education.

Standard V Criteria	Preliminary List of Documents (including Structures, Policies, Processes, Procedures, Plans, Outcomes)
<p>1. Clearly stated student learning outcomes, at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution’s mission.</p>	<p>University Curriculum Committee (UCC) Bylaws, Procedures, and Minutes Commonwealth University Assessment Council and Subcommittee Structure, Purpose, and Minutes Strategic Plan Committee (SPC) Charge and Minutes General Education Assessment Plan, Rubrics, Data, and Reports General Education Course List University Curriculum Committee Templates Commonwealth University Mission, Vision, and Values Institutional Action Plan Institutional Dashboard and Divisional Scorecards Program Assessment Review in Transition User Guide, Templates, and Reports which include Program SLOs</p>
<p>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:</p> <ol style="list-style-type: none"> a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals; b. articulate how they prepare students in a manner consistent with their missions 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; c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders. 	<p>Commonwealth University Assessment Council and Subcommittee Structure, Purpose, and Minutes Program Assessment Review in Transition User Guide, Templates, and Reports which include Program SLOs Academic and Academic Support Assessment Reports University Curriculum Committee Minutes Program Review Dashboards General Education Assessment Plan, Rubrics, Data, and Reports Institutional Action Plan Institutional Dashboard and Divisional Scorecards Faculty Liaison for Assessment</p>
<p>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:</p> <ol style="list-style-type: none"> a. assisting students in improving their learning; 	<p>BOG Policy 1986-04-A: Program Review Program Assessment Review in Transition User Guide, Templates, and Reports which include Program SLOs Legacy Program Annual Reports and Program Reviews</p>

Standard V Criteria	Preliminary List of Documents (including Structures, Policies, Processes, Procedures, Plans, Outcomes)
<ul style="list-style-type: none"> b. improving pedagogy and curriculum; c. reviewing and revising academic programs and support services; d. planning, conducting, and supporting a range of professional development activities; e. planning and budgeting for the provision of academic programs and services; f. informing appropriate constituents about the institution and its programs; g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates; *and, h. implementing other processes and procedures designed to improve educational programs and services. <p>*required</p>	<p>Program Review Dashboards</p>
<p>4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third party providers.</p>	<p>N/A</p>
<p>5. Periodic evaluation of the assessment processes utilized by the institution for the improvement of educational effectiveness.</p>	<p>Program Assessment Review in Transition User Guide, Templates, and Reports which include Program SLOs Academic and Academic Support Assessment Reports Legacy Program Annual Reports and Program Reviews University Curriculum Committee Minutes Program Review Dashboards General Education Assessment Plan, Rubrics, Data, and Reports</p>

STANDARD VI: Planning, Resources, and Institutional Improvement

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.

<u>Standard VI Criteria</u>	<u>Preliminary List of Documents (including Structures, Policies, Processes, Procedures, Plans, Outcomes)</u>
1. 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 planning and resource allocation.	<p>Commonwealth University Mission, Vision, and Values Mapping of Mission and Vision to Institutional Goals, Institutional Priorities, GE Outcomes, and MSCHE Standards Organizational Charts Northeast Integration Plan Institutional Action Plan Comprehensive Planning Process (CPP) Narrative Comprehensive Planning Process (CPP) Workbook Board-Affirmed Metrics 2025 System Priorities and Goals Institutional Research Web Page with Dashboards Institutional Dashboard and Divisional Scorecards Strategic Plan Committee (SPC) Charge and Minutes Commonwealth University Strategic Plan Institutional and Divisional Planning Documents President's Cabinet Charter and Meeting and Retreat Agendas Leadership Council Charter and Agendas Administrative Assessment Reports Linkage of Planning and Budgeting (e.g., Strategic Resource Matrix) Management Performance and Appraisal Documents – Samples</p>
2. Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results.	<p>Commonwealth University Mission, Vision, and Values Blue Beyond Consulting Summary of Key Activities and Involvement Commonwealth University COT Meeting Notes 08 09 2022 (Mission Approval) Commonwealth University COT Meeting Notes (Strategic Plan Approval) President's Cabinet Charter and Meeting and Retreat</p>

<u>Standard VI Criteria</u>	<u>Preliminary List of Documents (including Structures, Policies, Processes, Procedures, Plans, Outcomes)</u>
	<p>Agendas Leadership Council Charter and Agendas Commonwealth University Assessment Council and Subcommittee Structure, Purpose, and Minutes Program Assessment Review in Transition User Guide, Templates, and Reports which include Program SLOs Council of Trustees Web Site with Members, Minutes and Vice President Reports Senate/Forum Agendas 2022-23 Shared Governance Constitution and Committee Structure Town Hall Web Page President’s Cabinet Charter and Meeting and Retreat Agendas Leadership Council Charter and Agendas APSCUF Meet and Discuss Agendas University Curriculum Committee (UCC) Minutes Student Government BL CGA Articles of Inc Student Government LH SAS Bylaws Student Government MA SGA Bylaws Student Government BL Constitution Student Government MA Constitution Student Government LH SGB Constitution 2021 Management Performance and Appraisal Documents – Samples Institutional Action Plan Institutional Dashboard and Divisional Scorecards Comprehensive Planning Process (CPP) Narrative Comprehensive Planning Process (CPP) Workbook Board-Affirmed Metrics</p>
<p>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’ strategic plans/objectives.</p>	<p>Planning and Budgeting Committee Minutes Comprehensive Planning Process (CPP) Narrative Comprehensive Planning Process (CPP) Workbook Board-Affirmed Metrics System Redesign Web Page PASSHE Board of Governors Minutes (Setting Tuition and Approve Budget)</p>

<u>Standard VI Criteria</u>	<u>Preliminary List of Documents (including Structures, Policies, Processes, Procedures, Plans, Outcomes)</u>
	<p>Council of Trustees Minutes (Approval of Fees) Council of Trustees Minutes (Capital Budget) Personnel Plan (Complement Report) Complement Plan - BPM Institutional Student Aid Study and Plan Divisional Operating Budgets Employment Action Forms Position Control Forms Institutional Action Plan Institutional Dashboard and Divisional Scorecards Facilities Master Plan and other facilities plans Information Technology Plans Office of the Chancellor Memo on Capital Spending Plan FY2020-21 through 2024-25 BOG Policy 2000-02-A: Capital Facilities Planning Programming & Funding Facilities Planning Committee Minutes Council of Trustees Minutes (Approval of Budget)</p>
<p>4. Fiscal and human resources as well as the physical and technical infrastructure are adequate to support the institution's operations wherever and however programs are delivered.</p>	<p>System Redesign Investment Team BOG Policy 2019-01: University Financial Sustainability Policy Act 188 of 1982 (as amended through July 1, 2020) Comprehensive Planning Process (CPP) Narrative Comprehensive Planning Process (CPP) Workbook Board-Affirmed Metrics Financial Risk Assessment Institutional Student Aid Study and Plan RNL Studies Act 50 of 2020 Institutional Research Dashboards CPP Reference Data Ratios Personnel Plan (Complement Report) Facilities Master Plan and other facilities plans Information Technology Plans Organizational Chart Foundation Bylaws for each campus ADV Divisional Plan and Results</p>

<u>Standard VI Criteria</u>	<u>Preliminary List of Documents (including Structures, Policies, Processes, Procedures, Plans, Outcomes)</u>
5. Clear assignment of responsibility and accountability.	Act 188 of 1982 (as amended through July 1, 2020) Organizational Chart Position Description Template Position Description Samples BOG Policy 2002-03-A: Evaluating Presidents Management Performance and Appraisal
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 processes.	Facilities Master Plan and other facilities plans PASSHE Capital Projects Planning Process Overview BOG Policy 2000-02-A Capital Facilities Planning Programming and Funding and Procedures BOG Approved Capital Spending Plan CWU - FY23 Projects Schedule - Multi-Year CWU - FY24 Projects Schedule - Multi-Year Integrations Budget - Northeast - 07.08.2021 Life Cycle Project Funding Summary Innovative Zoom weConnect OneSIS Executive Status Report OneSIS Timeline Capital Budget
7. An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter.	Financial Statement Audit Management Discussion and Analysis Management Letters
8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals.	Academic, Academic Support, and Administrative Assessment Reports Strategic Plan Committee (SPC) Charge and Minutes Planning and Budgeting Charge and Minutes Council of Trustees Web Site with Members, Minutes and Vice President Reports Institutional Action Plan Institutional Dashboard and Divisional Scorecards Financial Risk Assessment Gordian Sightlines Space Utilization Assessment Linkage of Planning and Budgeting (e.g., Strategic Resource Matrix) BOG Policy 2019-01 Financial Sustainability Policy PASSHE Procedures Standard 2019-40-A University Financial Sustainability

<u>Standard VI Criteria</u>	<u>Preliminary List of Documents (including Structures, Policies, Processes, Procedures, Plans, Outcomes)</u>
9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.	Strategic Plan Committee (SPC) Charge and Minutes Planning and Budgeting Committee Charge and Minutes

STANDARD VII: Governance, Leadership, and Administration

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. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

<u>Standard VII Criteria</u>	<u>Preliminary List of Documents (including Structures, Policies, Processes, Procedures, Plans, Outcomes)</u>
1. A clearly articulated and transparent governance structure that outlines its roles, responsibilities and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students.	Act 188 of 1982 (as amended through July 1, 2020) Act 50 of 2020 Act 55 of 2022 Organizational Charts Senate/Forum Agendas 2022-23 Shared Governance Constitution and Committee Structure APSCUF CBA Side Letter Article 31E Curriculum Committee Commonwealth University Policies and Procedures Email Interim Academic Policies Special Secretariat Meeting Notes 08 17 2022 CU Student Handbook APSCUF CBA APSCUF Coaches CBA AFSCME CBA AFSCME Master Memorandum OPEIU CBA POA CBA SCUPA CBA SPFPA MOU Student Government BL CGA Articles of Inc Student Government LH SAS Bylaws Student Government MA SGA Bylaws Student Government BL Constitution Student Government MA Constitution Student Government LH SGB Constitution 2021 Council of Trustees Web Site with Members, Minutes and Vice President Reports PASSHE Board of Governors (BOG) Agendas and Minutes

<u>Standard VII Criteria</u>	<u>Preliminary List of Documents (including Structures, Policies, Processes, Procedures, Plans, Outcomes)</u>
	<p>Web Pages Policies, Procedures, and Guidelines Web Page PRP 0101 - Policies, Rules, And Procedures (PRPs) Issuing Procedures Town Hall Web Page University Governance Web Page University Committee, Task Force, Working Groups List/Minutes</p>
<p>2. A legally constituted governing body that:</p> <ol style="list-style-type: none"> a. serves the public interest, ensures 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; b. 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 their governing responsibilities; c. ensures that neither the governing body nor individual members interferes in the day-to-day operations of the institution; d. 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; e. 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; f. appoints and regularly evaluates the performance of the Chief Executive Officer; g. is informed in all its operations by principles of good practice in board governance; h. establishes and complies with a written conflict of interest policy designed to ensure that 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; and, i. supports the Chief Executive Officer in maintaining the autonomy of the institution. 	<p>Act 188 of 1982 (as amended through July 1, 2020) PASSHE Board of Governors (BOG) Bylaws Council of Trustees Bylaws Pennsylvania Association of Councils of Trustees: The Role of the Trustee in Pennsylvania’s State System of Higher Education (PACT Handbook) PASSHE Board of Governors Membership and Biographies Council of Trustees Web Site with Members, Minutes and Vice President Reports Commonwealth University COT Meeting Notes 08 09 2022 (Mission Approval) Commonwealth University COT Meeting Notes (Strategic Plan Approval) Comprehensive Planning Process (CPP) Narrative Comprehensive Planning Process (CPP) Workbook Board-Affirmed Metrics BOG Policy 1983-13-A: Process for Recommending Presidential Appointment BOG Policy 2002-03-A: Evaluating Presidents PACT Conferences Web Page Pennsylvania Public Official and Employee State Ethics Act BOG Policy 2012-01: Conflict of Interest Statement of Financial Interests Form Council of Trustees Web Site with Members, Minutes and Vice President Reports PASSHE Board of Governors Agendas and Minutes Web Pages</p>

<u>Standard VII Criteria</u>	<u>Preliminary List of Documents (including Structures, Policies, Processes, Procedures, Plans, Outcomes)</u>
<p>3. A Chief Executive Officer who:</p> <ul style="list-style-type: none"> a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body; b. has appropriate credentials and professional experience consistent with the mission of the organization; c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission; d. 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 establishing procedures for assessing the organization's efficiency and effectiveness. 	<p>Act 188 of 1982 (as amended through July 1, 2020) BOG Policy 1983-13-A Process for Recommending Presidential Appointment BOG Policy 2002-03-A Evaluating Presidents Comprehensive Planning Process (CPP) Narrative Comprehensive Planning Process (CPP) Workbook Senate/Forum Agendas 2022-23 Shared Governance Constitution and Committee Structure</p>
<p>4. An administration possessing or demonstrating:</p> <ul style="list-style-type: none"> a. an organizational structure that is clearly defined and that clearly defines reporting relationships; b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities; c. members with credentials and professional experience consistent with the mission of the organization and their functional roles; d. skills, time, assistance, technology, and information systems expertise required to perform their duties; e. regular engagement with faculty and student in advancing the institution's goals and objectives; f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations. 	<p>Organizational Chart Resumés of Executive Staff and Deans Town Hall Web Page President's Cabinet Charter and Meeting and Retreat Agendas Leadership Council Charter and Agendas Council of Trustees Web Site with Members, Minutes and Vice President Reports Academic, Academic Support, and Administrative Assessment Reports Management Performance and Appraisal Documents - Samples Linkage of Planning and Budgeting (e.g., Strategic Resource Matrix) Senate/Forum Agendas 2022-23 Shared Governance Constitution and Committee Structure</p>
<p>5. Periodic assessment of the effectiveness of governance, leadership, and administration.</p>	<p>BOG Policy 2002-03-A: Evaluating Presidents Executive Performance Objectives and Evaluation Form (New) Executive Performance Objectives and Evaluation Email About New Process PASSHE NCHEMS Strategic System Review Findings & Recommendations Rand Report- Promoting the Long-Term Sustainability and</p>

<u>Standard VII Criteria</u>	<u>Preliminary List of Documents (including Structures, Policies, Processes, Procedures, Plans, Outcomes)</u>
	<p>Viability of Universities in PASSHE System Redesign Web Page Northeast Integration Plan Senate/Forum Agendas 2022-23 Shared Governance Constitution and Committee Structure Academic, Academic Support, and Administrative Assessment Reports Management Performance Evaluation Schedule and Instructions Management Performance and Appraisal Documents - Samples President's Cabinet Charter and Meeting and Retreat Agendas and Tracker Leadership Council Charter and Agendas Office of Institutional Effectiveness Web Page Institutional Research Web Page with Dashboards Surveys Web Page with NSSE and First Destination Data Climate Survey Results and Presentations Program Assessment Web Page With Workshop Materials & Program Review Data Kennedy & Company Commonwealth Enrollment Diagnostics 6 21 22 TAC AASCU Institutional Transformation Assessment Athletic Social Justice Task Force Foundation Bylaws for each campus RNL Studies</p>



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