Self-Study Design
COPPIN STATE UNIVERSITY

Dr. Maria Thompson, President
Dr. Beverly Downing, Interim Provost & VPAA
Mr. Michael Bowden, Institutional Liaison

Submitted to
The Middle States Commission on Higher Education
Dr. Sean McKitrick, Middle States Liaison
September 2016
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SELF-STUDY APPROACH

The University’s Middle States Steering Committee members as well as the President of the institution concluded that a design which would facilitate the discovery of successes and challenges and place the institution on a trajectory of continuous improvement, would be the most appropriate for Coppin State University. The design will also allow for a comprehensive, yet thematic study that demonstrates compliance of the institution’s mission, regional and specialized accreditation standards, as well as local, state and federal policies.

As committee members met regularly and developed research questions for each of the workgroups, Coppin State University’s commitment to community engagement became a recurring theme of multiple workgroups. Collectively, steering committee members concluded that the design should include an analysis which demonstrates how the University meets the seven Middle States Standards, the Requirements of Affiliation, and the university’s impact on the community.

In determining the impact on the community, Coppin State University will use the Carnegie definition of community engagement which describes “…collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity,” as a measure of its impact on the community.

Carnegie goes on to state that “the purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good” (The Carnegie Classification of Institutions of Higher Education, 2015).

INSTITUTIONAL OVERVIEW

Coppin State University, a fully accredited institution and member of the University System of Maryland. Founded in 1900, Coppin is a model urban, residential liberal arts university located in the northwest section of the City of Baltimore that is proud to provide the supportive role of an HBCU. The major academic programs of the institution include Education, Health Care, and Science, Technology, Engineering & Mathematics (STEM) disciplines which are designed to prepare students to be competitive in the State, region, nation, and world markets.

The University provides educational access and diverse opportunities for students through excellence in teaching, research, and community engagement thus preparing analytical, socially responsible, lifelong learners. Coppin State University builds on a rich legacy of empowering students, promoting community revitalization, and strengthening relationships with local, national, and global partners.
Coppin is primarily a commuter university with approximately 680 student residents. Approximately 75% of the student population is female, and 90% are Maryland residents. Just over 60% of Coppin students are first generation college students. The bulk of undergraduate students are from Baltimore City where the median household income is $36,000 annually. The university is able to provide opportunities for a wide variety of students. Coppin’s mix of rigorous academic programs continues to attract high quality students from many international settings, including Africa, the Caribbean, Europe, and the Near East.

Coppin participates in NCAA Division I Sports as a member of the Mid-Eastern Athletic Conference (MEAC) and has eleven different Greek organizations on campus. Coppin is proud leader of community service within the Baltimore region.

Faculty at the University tend to spend among the most days in service to the community as noted in the annual University System of Maryland Report Faculty Workload Report. On average, faculty spend 15 to 18 days a year providing service to the public that includes but is not limited to offering health clinics and fairs, reading and literacy programs, neighborhood clean-up projects, and a host of lectures on special topics which is open to the public (USM Faculty Workload Report, 2013).

Recent Developments

While there have been several new developments throughout the academic year, the following below highlights significant changes in leadership and to the academic structure:

- The University System of Maryland (USM) Board of Regents recently appointed Coppin’s seventh president on July 1, 2015. An investiture in honor of Dr. Maria Thompson was held this semester on April 29, 2016.
- There have been changes in key leadership positions on campus. In fall 2015, Dr. Beverly Downing was appointed interim Provost and Vice President for Academic Affairs. Also, in fall 2015, Dr. Claudia Nelson, Assistant Professor, Criminal Justice and Applied Social Sciences, was elected President of the Faculty Senate. Dr. Elaine Sykes was voted by the faculty as chairperson of the Curriculum Policy and Standards Committee (known as the Curriculum Committee). In spring 2016, Mr. Stephen Danik was appointed Vice President for Administration & Finance. Also, Dr. Michael A. Freeman was appointed Vice President for Enrollment Management and Student Affairs.
- Dr. Maria Thompson shared the newest strategic goals and priorities for the campus.
- In fall 2015, Coppin State University officially held classes in its newest academic building, the Science and Technology Center.
- The Maryland Higher Education Commission and the USM Board of Regents approved a new bachelor’s degree in Health Sciences.
Development of the Self-Study Process

The following describes the steps leading to the self-study design and initiating the reaffirmation process across the campus:

- In fall 2015, the Provost and Vice President for Academic Affairs and the Institution’s Accreditation Liaison attended the Self-Study Institute as requested by the Middle States Commission on Higher Education.
- The President selected by invitation and welcomed the Steering Committee members to the reaffirmation process in fall 2015.
- At the start of the Semester during “University Day” program activities, the accreditation liaison provided updates and made formal announcements about the accreditation status of the University, recent follow-up reports submitted and approved, and reviewed the Seven Standards and Requirements of Affiliation. Updates were provided during the fall and spring University Day Opening Conferences. Additionally, workshops were held and the newest members to the Steering Committee convened meetings.
- In spring 2016, Steering Committee Meetings were held in preparation for development of the self-study design and the Documentation Roadmap.

DESCRIPTION: MISSION AND GOAL STATEMENTS

Coppin State University is an urban, comprehensive, and Historically Black Institution. Building on a legacy of excellence in teacher preparation in the metropolitan community, the university offers quality undergraduate and graduate programs in teacher education, liberal arts, health professions, technology and STEM disciplines.

Coppin as an anchor institution, is committed to providing educational access and diverse opportunities for all students while emphasizing its unique role in educating residents of Metropolitan Baltimore and first-generation college students. Coppin is committed to community engagement and partnering with businesses, governmental and non-governmental agencies to meet workforce demands; preparing globally competent students; strengthening the economic development of Baltimore, Maryland and developing stronger strategic partnerships.

As a constituent institution of the USM, Coppin will continue to adopt and support USM’s strategic goals.

INSTITUTIONAL IDENTITY

As one of three historically Black institutions (Coppin, Bowie, UMES) within the University System of Maryland—and the only one with a specifically urban location and focus—Coppin prepares students for meeting the challenges associated with urban communities. Its historical and still primary constituency includes graduates of Maryland high schools and students attending community colleges in Maryland.
A Carnegie Master’s Comprehensive (MA-I) institution, Coppin State University is committed to offering students affordable access to high quality academic programs. The University recently began offering its Doctor of Nurse Practice in the fall of 2014. As soon as its first graduating class is complete, the Carnegie Classification will be updated to reflect the doctoral degree offering status.

The university offers 33 undergraduate degrees, 12 graduate degrees and five post-baccalaureate and three post-masters certificates in a variety of academic disciplines, many of which have received national and regional recognition. The excellence of these programs is evidenced by accreditations from the Commission of Collegiate Nursing Education (CCNE), the Accreditation Council for Business Schools and Programs (ACBSP), the Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM), the National Council for Accreditation of Teacher Education (NCATE), the Council on Rehabilitation Education (CORE), the Council on Social Work Education (CSWE) and the Middle States Commission on Higher Education (MSCHE).

The university also partners with community colleges and public agencies and offers courses online and off-site, thus providing higher education access to students who, otherwise, might be unable to complete baccalaureate or masters degrees.

**Programs Impacting the Community**

The major academic programs offered at CSU that impact its neighboring communities are in business, criminal justice, education, humanities, social and behavioral sciences, the health professions and in the STEM disciplines. These programs prepare students to compete in state, regional, national, and international markets.

For example:

- **CSU’s STEM Program** prepares students for rewarding careers in science, technology, engineering and mathematics. STEM undergraduates are engaged in research and mentoring experiences with professors.

- **The College of Business** provides courses and internships in management, management information systems and accounting. College of Business graduates are prepared to assume important positions in the business sector.

- **The College of Arts & Sciences and Education** prepares students in the humanities, liberal arts, and in teacher and adult education. Students can also earn first-rate secondary education credentials as STEM educators.

- **The College of Health Professions** is comprised of two Schools: Nursing and Allied Health. These schools provide students with opportunities to pursue undergraduate and graduate programs that address the critical pipeline of healthcare professionals needed within Maryland and the region: Top quality nurses (most of whom are minorities) and highly skilled health information management professionals.
The College of Behavioral and Social Sciences plays a major role in community engagement. The college enhances the culture of community engagement by developing and nurturing existing strategic partnerships with the local community. Throughout the semester, collaborations occur with agencies such as the Baltimore City Police Department, Baltimore City Public Schools and various on- and off-campus health centers.

Other Community Engagement Activities

Coppin State University is a primary partner of its surrounding community and is deeply rooted in the development of its citizens. Other examples include the operation of a community health clinic, dance class offering, access to the aquatics center, summer athletic camps, rental of leisure and instructional space within the Physical Education Complex, counseling services through the institution’s rehabilitation counseling program, blood pressure screenings and the provision of meals through the Bea Gaddy Family Center. These just a few of the activities from an exhaustive list of initiatives conducted by the University.

INSTITUTIONAL CAPABILITIES

By virtue of its urban history and location, CSU is uniquely capable of addressing the preparation of students from the state of Maryland, Baltimore City, Baltimore County and in particular, the citizens of West Baltimore. Given the economic and social conditions of West Baltimore, Coppin extends its institutional capabilities beyond the traditional classroom by providing experiential and authentic learning experiences to and in the community. Coppin is primarily a teaching institution and has integrated best teaching practices not only throughout its curriculum but also in support of its charter school affiliations and into its other community interactions.

- College of Arts & Sciences and Education – Through the College, the institution continues to provide oversight and management of two charter schools that draw from the K-12 population of students residing in West Baltimore. These schools regularly perform within the top 10% of their counterparts in the Baltimore City Schools System. Rosemont Elementary/Middle School continues to outscore other Baltimore City Schools on the Maryland State Assessment (MSA) and regularly receives recognition from the Maryland State Department of Education, local and national media, and national conferences regarding its success. The Coppin Academy, the secondary high school, continues to rank second in the State on end-of-grade assessments at every content level.

- College of Business – The College submitted an application for specialized accreditation with the Accreditation Council for Business Schools and Programs (ACBSP) which was approved fall 2015. For a number of years, faculty, staff, students, and administrators have provided financial literacy workshops, tax preparation assistance, and course offerings to assist students and other community members in improving their interactions with public agencies. These three activities have served significant numbers of West Baltimore residents.
- **College of Health Professions** - The College operates the Community Health Center, a nurse-managed clinic located in the Health and Human Services Building. The Center has the unique mission to provide health care that is sensitive to societal needs, demands, and values, with providers who are culturally sensitive and responsive to changing trends and needs of inner city clients. In keeping with the mission of the university, the Center seeks to improve the health and quality of life of persons residing not only on the university campus but also those in the Coppin Heights Community and the surrounding area. The Center provides comprehensive, holistic, and family health care services on a walk-in basis as well as by appointment. It accepts a number of insurance plans, and self-payment plans are based on income.

- **College of Behavioral and Social Sciences** – The College prepares students to meet the needs of increasingly diverse populations in Baltimore City, the State of Maryland, the U.S. and beyond. With eight undergraduate programs and five graduate programs in five departments of study, the College provides a hands-on, interdisciplinary education that puts learning into action and provides the institution’s highest levels of days committed to community service.

- **National Collegiate Athletic Association (NCAA) Pilot Program** - Coppin is one of six institutions to receive a National Collegiate Athletic Association (NCAA) pilot program grant designed to assist limited-resource schools in developing and enhancing systems to increase student-athlete academic performance. Coppin’s award totals over $900,000. Initiatives include, but are not limited to, funding of summer school and winter sessions, hiring additional staff in academic services, establishing faculty enrichment and peer-mentoring programs, creating a mobile athletic computer lab for student-athletes’ use during travel, developing a broad-based Academic Progress Rate plan and developing a fifth-year degree completion program. The program has been able to retain 95% of all student athletes, 87% of freshman athletes, and 80% of students who participated in the university’s SASA program. Finally, for the 11th consecutive semester, student athletes have amassed GPAs above a 3.0.

- **STEM Center** – The university established a STEM Center in the fall of 2013. The Center assists in the coordination of academic programming and initiatives to strengthen the pipeline of STEM graduates to the Maryland Workforce. A STEM coordinator directs and assists with collaborative efforts among the sciences, mathematics, and health professions. The coordinator also tracks and monitors students from the time they enter the university to completion of their programs and assists with career placement and/or entry into graduate and professional schools.

- **Center for Nanotechnology** – The Center brings together faculty members and students from the College of Arts and Sciences for collaborative research. It has benefited from financial support from Constellation Energy, Technology Development Corporation (TEDCO), the U.S. Department of Education and the National Science Foundation. The work focuses on experimental research and
development of nano- and bio-technologies as well as on complementary modeling and simulation efforts in computational nano- technology, computational nano-electronics, and processes encountered in nano- fabrication. A key area of research focuses on clean energy generation and storage and on-going projects in the design and simulation of multi-junction photovoltaic cells for solar energy conversion.

- **The Bishop L. Robinson Sr. Justice Institute** – The Institute formally opened in the spring of 2013 and is named for the first African American Police Commissioner in Baltimore City who devoted 50 years of his life to public service. The Institute provides customized training programs that combine field practice, training, education and cutting-edge research on a broad range of justice issues in law enforcement, corrections, public and mental health and related social factors that contribute to the prevention of crime in urban communities. The Institute has three components: Training Academy, Advanced Academic and Certification Programs and an Applied Research Program.

The university is committed to meeting the educational needs of its urban population including traditional and non-traditional students and adult learners in the classroom, and residents in the community. Coppin is the first higher education institution in the State to assume responsibility for restructuring and administering a public elementary/middle school and high school in Baltimore City. It is the only higher education institution in the State to locate a public high school on its campus while serving as the operator.

Through continued advancements in technology, Coppin State University will continue to infuse the understanding and use of emerging technologies into all teaching and learning practices, into client, management, and student services and into institutional advancement operations. The renovation of existing facilities and the construction of new buildings equipped with the latest technology will provide a better infrastructure with which to foster excellence in teaching, research, scholarship and service.

The university continues to take a leading role in the economic revitalization of its immediate community; it provides an oasis for the educational, economic, recreational and cultural needs of the citizens of Baltimore and the State of Maryland by sharing access to its facilities and expertise in the academic disciplines, professional fields, and the visual and performing arts.

**INSTITUTIONAL GOALS**

To address the goals in the University System of Maryland’s (USM) Strategic Plan, the university has aligned its strategic plan goals to the System’s five themes and key goals/strategies. Based on our vision and mission, Coppin State University adopted the following overarching goals for FY 2016 through 2020. Only the goals are highlighted for this document. For brevity, tactics are not provided. Full tactical details are available upon request. The alignment of the institution’s goals with those of the USM are included on the following page.

**CSU Strategic Goals:**

I. **Enrollment.** Enhance the enrollment management enterprise.
II. **Academic Transformation.** Enhance the academic enterprise to ensure that student learns, graduate in four years or less, and are prepared to succeed in their future careers and other post-graduate opportunities.

III. **External Relationships.** Maintain and establish external relationships and $2 million.

IV. **Resource Development and Stewardship.** Develop an infrastructure for continuous improvement of human and financial resources and facilities.

V. **Information Technology.** Maintain and strengthen IT infrastructure to enable innovative uses of technology for educational and operational excellence.

VI. **Student Experience.** Address the needs of our multigenerational student population by creating a campus environment that supports learning inside and outside the classroom, develops team member and leadership skills, fosters academic and career success, and encourages community engagement.

### Goal Alignment with the University System of Maryland’s Strategic Plan

<table>
<thead>
<tr>
<th>CSU Goal FY 2016</th>
<th>USM 2020 Goals</th>
<th>Special Review Committee Goal</th>
</tr>
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<tbody>
<tr>
<td>I. Enrollment: Enhance the enrollment management enterprise.</td>
<td>I. USM academic programs will respond to meet the changing educational and leadership needs of our State, nation, and a growing and increasingly diverse undergraduate and graduate student population.</td>
<td>1. Improve student retention and graduation and increase enrollment.</td>
</tr>
<tr>
<td>II. Academic Transformation: Enhance the academic enterprise to ensure that students learn, graduate in four years or less, and are prepared to succeed in their future careers and other post-graduate opportunities.</td>
<td>I. USM academic programs will respond to meet the changing educational and leadership needs of our State, nation, and a growing and increasingly diverse undergraduate and graduate student population.</td>
<td>2. Strengthen academic programs and faculty.</td>
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<tr>
<td>III. External Relationships: Maintain and establish external relationships and raise $2 million.</td>
<td>IV. The USM will achieve national eminence as mandated by the state legislature and will relentlessly pursue its fundamental mission to serve the public good.</td>
<td>3.4 Improve institutional advancement operations and alumni relations and put in place a strong grants and extramural research office.</td>
</tr>
<tr>
<td>IV. Resource Development and Stewardship: Develop infrastructure for continuous improvement of human and financial resources and facilities.</td>
<td>V. The USM will adhere to the highest standards of stewardship in all of its endeavors, and will promote the effective, efficient, and principled us of state and private resources.</td>
<td>2. Strengthen academic programs and faculty.</td>
</tr>
<tr>
<td>V. Information Technology: Maintain and strengthen IT infrastructure to enable innovative uses of technology for educational and operational excellence.</td>
<td>V. The USM will adhere to the highest standards of stewardship in all of its endeavors, and will promote the effective, efficient, and principled us of state and private resources.</td>
<td>3. Improve administrative operations and shared governance practices.</td>
</tr>
<tr>
<td>VI. Student Experience: Address the needs of our multigenerational student population by creating a campus environment that supports learning inside and outside the classroom, develops team member and leadership skills, fosters academic and career success, and encourages community engagement.</td>
<td>I. USM academic programs will respond to meet the changing educational and leadership needs of our State, nation, and a growing and increasingly diverse undergraduate and graduate student population.</td>
<td>1. Improve student retention and graduation and increase enrollment.</td>
</tr>
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<td>II. Throughout its educational, research, and outreach activities, the USM will strive to produce graduates who are knowledgeable of and sensitive to the cultural, environmental, and technological issues facing a global economy; who understand the importance of and the responsibilities inherent in citizenship and community; and who have the knowledge, skills, and integrity to effectively lead the people and organizations they serve.</td>
<td>2. Strengthen academic programs and faculty.</td>
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</table>

**Source:** USM/CSU 2015
Intended Outcomes of the Self-Study

The Steering Committee anticipates that there will be a balance of outcomes for the University as well as those items that may be discovered as challenges and barriers to success. It is the expectation of the Committee that there will also be unanticipated outcomes as a result of initiating the self-study process.

Key outcomes may include, but not be limited to the following:

- The self-study process will be a meaningful tool in bringing together the campus and the surrounding community for the purpose of achieving results that inform and support decisions that are needed for the future of the University, and furthermore support efforts to achieve the institution’s vision, mission, and goals;

- Development of recommendations that will aid the institution in achieving goals related to undergraduate and graduate education, teaching, scholarly research, and service to the community;

- Evaluating the University’s process for assessment of learning to ensure the mission of Coppin is fully achieved and the goals of the System and State are met;

- Providing meaningful self-study analyses to ensure that the efforts for institutional renewal are sustained, reviewed on a cyclical basis and are utilized to support planning and growth;

- Ensuring that the quality and effectiveness of the institution’s academic programs continue to meet local, regional, and global needs of the marketplace; and

- Determine the impact of the University, its programs, services, and other community activities on the success of student learning and their commitment to community engagement.
Organizational Structure of the Steering Committee and Workgroups

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>COMMITTEE MEMBERS</th>
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| **STANDARD 1: MISSION & GOALS** | Co-Chair: Mr. Michael Bowden  
Assistant Vice President for Planning & Assessment  
Subcommittee Members  
- Dr. Judith Kehe, Interim Assistant Vice President for Academic Affairs  
- Ms. Deborah Burgess-Brunson, Executive Admin., Provost’s Office  
- Ms. Portia Williams, Executive Admin, Planning & Assessment  
- Dr. Rolande Murray, Assistant Professor, Applied Psychology & Rehab. Couns.  
- Student Government Representative – Ms. Rigel Moore |
| 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. |  |
| **STANDARD 2: ETHICS & INTEGRITY** | Co-Chair: Dr. Stephen Danik  
Vice President for Administration & Finance  
Subcommittee Members  
- Ms. Tammy Anderson, Bursar, Controller’s Office  
- Ms. Tara Turner, Director of Development, Institutional Advancement  
- Ms. Crystal Mosely, Controller, Controller’s Office  
- Mr. Thomas Dawson, Assistant Vice President for Procurement  
- Dr. Lisa Early, Assistant Vice President, Human Resources |
| 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 3: DESIGN AND DELIVERY OF THE STUDENT EXPERIENCE** | Co-Chair: Dr. Mary Owens-Southall  
Dean, School of Graduate Studies  
Subcommittee Members  
- Mr. Hyacinth Ezeka, Professor, Accounting, MIS  
- Ms. Karen Barland, Registrar, Records and Registration  
- Ms. Alice Smith – Library  
- Dr. Dionne Curbeam, Director, Instructional Technology  
- Mr. Beryl Harris, Director, Institutional Research |
| 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, program pace/schedule, level, and setting are consistent with higher education expectations. |  |
| **STANDARD 4: SUPPORT OF THE STUDENT EXPERIENCE** | Interim Co-Chairs:  
Ms. Michelle Reynolds  
Director, Counseling Center for Student Development  
Mr. James Hamilton  
Transfer Coordinator, College of Business  
Subcommittee Members  
- Mr. Billy Best, Director of Student Affairs, College of Health Professions  
- Ms. Linda Bowie, Director, Career Services  
- Dr. Irvin Smith, Assistant Professor, College of Health Professions  
- Mr. Kevin Pertee, Director, Residence Life |
| Across all education 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. |  |
### STANDARD 5: EDUCATIONAL EFFECTIVENESS ASSESSMENT

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

**Co-Chair:** Dr. Elaine Sykes  
**Director, First Year Experience, Assistant Professor of Humanities**

**Subcommittee Members**
- Ms. Clarice Tate, Director, Special Projects, College of Business  
- Dr. James Stewart, Assistant Professor, Applied Psychology & Rehab. Couns.  
- Ms. Denise Wattis-Daniels, Director, SIM Center, Asst. Professor, Nursing  
- Ms. Britt Nwaogu, Enrollment/Program Specialist, Planning & Assessment  
- Dr. Charlotte Wood, Assistant Professor, College of Health Professions  
- Dr. Jackie Williams, Chair, Instructional Leaders & Professional Development

### STANDARD 6: 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.

**Co-Chair:** Dr. Mary Wanza  
**Director of the Library**

**Subcommittee Members**
- Mr. Michael Bowden, Assistant Vice President for Planning & Assessment  
- Ms. Lafaithea Stewart, Program Manager, Capital Planning and Budgets  
- Ms. Cherlyn Brace, Assistant Vice President for Finance, Budget Office  
- Mr. Dick Radar, Director, Telecommunications  
- Mr. Roy Thomas, Assistant Vice President, Facilities Management  
- Dr. Ahmed El-Haggan, Vice President/CIO, Information Technology Division

### STANDARD 7: 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.

**Co-Chair:** Dr. Claudia Nelson  
**Assistant Professor, Criminal Justice and Applied Social Sciences**

**Subcommittee Members**
- Mr. Ron Collins, Dean Honors College  
- Ms. Marcia Cephas, Director, Alumni and Donor Relations  
- Mr. Shaquille Carbon, Student Government Association President  
- Dr. Beverly O’Bryant, Dean College of Behavioral and Social Sciences  
- Dr. Joann Christopher-Hicks, Chief of Staff

### COMPLIANCE: WORKGROUP 8

The institution will demonstrate adherence to the 15 Requirements of Affiliation and their alignment to the seven standards through a compliance review process and submit a report as required by the Commission.

**Co-Chair:** Dr. Beverly Downing  
**Interim Provost & VPAA**

**Subcommittee Members**
- Mr. Michael Bowden, A.V. P. for Planning & Assessment  
- Dr. Joann Christopher-Hicks, Chief of Staff  
- Ms. Crystal Mosely, Controller, Controller’s Office  
- Mr. Beryl Harris, Director, Institutional Research  
- Ms. Danielle Predergast, Director, Government Relations
| Goal 1: Enrollment – Enhance the enrollment management enterprise. | Workgroup 1: Mission & Vision | X | X | | | | Goal 2: Academic Transformation – Enhance the academic enterprise to ensure that students learn, graduate in four years or less, and are prepared to succeed in their future careers and other post graduate opportunities. | X | X | X | X | X | X | Goal 3: External Relationships – Maintain and establish external relationships. | X | X | X | X | X | | Goal 4: Resource Development and Stewardship – Develop an infrastructure for continuous improvement of human and financial resources and facilities | X | X | X | X | | | Goal 5: Information Technology – Maintain and strengthen IT infrastructure to enable innovative uses for technology for educational and operational excellence. | X | X | X | | | | Goal 6: Student Experience - Address the needs of our multigenerational student population by creating a campus environment that supports learning inside and outside the classroom, develops team member and leadership skills, fosters academic and career success, and encourages community engagement. | X | X | X | X | X | X | Thematic Emphasis: Community Engagement. The University engages the community by enriching scholarship, research, and creative activity; enhances curriculum, teaching and learning; prepares educated, engaged citizens; strengthens democratic values and civic responsibility; addresses critical societal issues; and contributes to the public good. | X | X | | | | | Coppin State University Self Study Design: Cross Walk of Institutional Goals with Commission Standards/Self Study Working Groups

**Mission:** Coppin State University is an urban, comprehensive, and Historically Black Institution. Building on a legacy of excellence in teacher preparation in the metropolitan community, the university offers quality undergraduate and graduate programs in teacher education, liberal arts, health professions, technology and STEM disciplines. Coppin as an anchor institution, is committed to providing educational access and diverse opportunities for all students while emphasizing its unique role in educating residents of Metropolitan Baltimore and first-generation college students. Coppin is committed to community engagement and partnering with businesses, governmental and non-governmental agencies to meet workforce demands; preparing globally competent students; strengthening the economic development of Baltimore, Maryland and developing stronger strategic partnerships. As a constituent institution of the USM, Coppin will continue to adopt and support USM’s strategic goals.
Charges to the Workgroups

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<tr>
<td>Charge: To determine how effective the University’s mission defines its purpose, the community it serves, linkages to institutional goals, and how well the institution fulfills its stated mission.</td>
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Self-Study Questions:
1. How is the mission effectively communicated, linked and measured throughout the academic, support services, administrative, and other units on campus?
2. How well is the University achieving its mission?
3. What evidence exist within the University community and the community beyond that demonstrates Coppin is fulfilling its mission?
4. How well does the mission meet the needs of internal and external constituencies? How is this measured and assessed?
5. What evidence exist to demonstrate the mission was developed by collaborative participation among the university community?

<table>
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<th>Standard 2: ETHICS &amp; INTEGRITY</th>
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<tbody>
<tr>
<td>Charge: To determine how the University is managing its enterprise and how well it is serving its community, the community at large, and other stakeholders with integrity through meaningful and ethical practices.</td>
<td></td>
</tr>
</tbody>
</table>

Self-Study Questions:
1. What policies and procedures does Coppin State University employ to ensure that internal financial recordkeeping and reporting is being conducted in an ethical manner consistent with external financial reporting guidelines to ensure integrity of the information for use by external stakeholders?
2. Describe the procedures and methods that have been developed and initiated to ensure compliance with USM and State requirements as it pertains to interaction with vendors as well as external community members of the institution who utilize Coppin State’s facilities? How are these processes communicated to ensure stakeholders of the university are given the opportunity to participate?
3. How are administrative processes and requirements for students to matriculate at Coppin State University communicated to ensure that the students are made aware of their responsibilities and expectations as a Coppin State student?
4. What mechanisms does Coppin State employ to communicate and inform employees of the ethical standards and expectations that the State Of Maryland, USM and Coppin State university expects from all employees and what procedures are established to ensure that the university as the employer is conducting itself in an ethical manner as it pertains to its responsibilities to its employees?
5. How does Coppin State University communicate with students and potential students regarding the academic offerings that are available, the requirements of students’ academic performance in order to be successful and the expectations of the courses and academic programs that students will experience while enrolled?
Standard 3: DESIGN AND DELIVERY OF THE STUDENT EXPERIENCE
Co-Chair: Dr. Mary Owens-Southall

Charge: To determine if the University continuously provides rigor within the academic enterprise regardless of the student level and modality of instruction.

Self-Study Questions:
1. How does the University demonstrate that students are challenged with rigor and coherence within its academic programs?
2. To what extent do available resources, human capital, facilities, instructional equipment, library services, and other support services contribute to the learning experiences of our students?
3. What activities, strategies, programs, policies, and practices are used by the University to ensure current and new offerings possess measures that show the success of student learning as a result of content, rigor, and coherence of programs?
4. What are the unique characteristics of the student experience at Coppin State University that prepare students for graduate and professional schools and successful careers?
5. What processes are available to ensure regular and sustained reviews of programs to ensure innovation?
6. How are academic programs designed to meet the needs of 1st Generation and Non-traditional students of the Baltimore community and beyond?

Standard 4: SUPPORT OF THE STUDENT EXPERIENCE
Co-Chair: V.P. of Student Affairs (vacant; interim co-chairs – Michelle Reynolds; James Hamilton)

Charge: To determine the effectiveness of student support services in facilitating the University in achieving goals related overall student success

Self-Study Questions:
1. How do we provide evidence of periodic assessment regarding the effectiveness of programs that support the student experience?
2. How are retention and graduation goals supported through programs and services on campus?
3. How are policies and procedures used to address academic and student support service needs of students?
4. To what extent do services promote student engagement and leadership, interpersonal growth, and civic engagement?
5. How does athletics, Student Affairs, and other extracurricular activities support the student experience on campus? How are they regularly evaluated?

Standard 5: EDUCATIONAL EFFECTIVENESS ASSESSMENT
Co-Chair: Dr. Elaine Sykes

Charge: To determine that the University is periodically assessing student achievement and institutional effectiveness

Self-Study Questions:
1. How are we assessing student achievement and institutional learning outcomes?
2. Are we making good use of multiple measures of assessment?
3. What types of support systems have been established to assist departments and colleges in their assessments?
4. How do we show linkages within the curriculum to student learning outcomes and ultimately, the institution’s mission?
5. How do assessment practices ensure we are accomplishing our mission?
6. Are assessment practices organized in a systematic way and performed by faculty for the purposes of meeting core, department, and institutional-level goals and objectives?
7. How effective are assessment practices for online and distance education programs?
Standard 6: PLANNING, RESOURCES, AND INSTRUCTIONAL IMPROVEMENT
Co-Chair: Dr. Mary Wanza

Charge: To determine if resources are well-planned and aligned to ensure the University achieves its mission.

Self-Study Questions:
1. What processes are in place to ensure proper alignment resources to help the University meet its priorities and how are they assessed?
2. How does the University engage internal and external stakeholders and members of its community in planning and overall institutional improvements?
3. What are the key measures used to ensure sustained and appropriate allocations of resources for the use of campus facilities, technology infrastructure, and other priorities?
4. Does the University’s Information Technology Infrastructure and Program support the research, teaching, learning, community engagement and public service missions?
5. How well is the University’s financial planning and budgeting process informed by the data from the institution’s mission and unit-level goals, strategies, and outcomes?
6. How does the institution demonstrate adequate fiduciary responsibility in addressing concerns cited by audits from the State and the University System of Maryland?

Standard 7: GOVERNANCE, LEADERSHIP, AND ADMINISTRATION
Co-Chair: Dr. Claudia Nelson

Charge: To determine how effective, clearly articulated, and transparent is our governance structure?

Self-Study Questions:
1. Are formal governance structures broadly communicated on campus?
2. How does leadership respond to the needs of students, faculty, and staff?
3. How does the current governance structure ensure shared responsibility for the campus across all governance groups and councils?
4. How does administration ensure transparency, integrity, and shared decision-making across the campus?
5. What are the distinct roles of the members of governance groups as it relates to ensuring strong financial management of the institution in responding to audit findings, meeting the institution’s mission, and overall well-being of financial and academic operations?
Organization of the Final Self-Study Report

I. Executive Summary
   a. Summary of Findings and Recommendations

II. Introduction
    a. Standard 1
       1. Descriptions of Topics Reviewed, Analysis and Evidence Considered and References to Requirements of Affiliation
       2. Analysis of Strengths and Challenges and references to Requirements of Affiliation
       3. Recommendations for Improvement
    b. Standard 2
       1. Descriptions of Topics Reviewed, Analysis and Evidence Considered and References to Requirements of Affiliation
       2. Analysis of Strengths and Challenges and references to Requirements of Affiliation
       3. Recommendations for Improvement
    c. Standard 3
       1. Descriptions of Topics Reviewed, Analysis and Evidence Considered and References to Requirements of Affiliation
       2. Analysis of Strengths and Challenges and references to Requirements of Affiliation
       3. Recommendations for Improvement
    d. Standard 4
       1. Descriptions of Topics Reviewed, Analysis and Evidence Considered and References to Requirements of Affiliation
       2. Analysis of Strengths and Challenges and references to Requirements of Affiliation
       3. Recommendations for Improvement
    e. Standard 5
       1. Descriptions of Topics Reviewed, Analysis and Evidence Considered and References to Requirements of Affiliation
       2. Analysis of Strengths and Challenges and references to Requirements of Affiliation
       3. Recommendations for Improvement
f. **Standard 6**
   1. Descriptions of Topics Reviewed, Analysis and Evidence Considered and References to Requirements of Affiliation
   2. Analysis of Strengths and Challenges and references to Requirements of Affiliation
   3. Recommendations for Improvement

g. **Standard 7**
   1. Descriptions of Topics Reviewed, Analysis and Evidence Considered and References to Requirements of Affiliation
   2. Analysis of Strengths and Challenges and references to Requirements of Affiliation
   3. Recommendations for Improvement

### III. Conclusion

a. Summary of Major Findings and Recommendations

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**Editorial Style and Format**

The specifications for the completed self-study work include the following as detailed below:

- The entire document will be produced using Microsoft Word and Excel, and finally, converted into the format specified on the Commission’s website (using Adobe Acrobat and where possible, hyperlinks within the document, rather than live weblinks).
- The font will be in 12-point Times New Roman Font
- Double-spaced
- Justified paragraphs
- 1-inch margins
- Block style paragraphs
- Main headers will be bold, italicized, centered; subtitles left justified
## Timeline for the Self-Study

<table>
<thead>
<tr>
<th>MONTH</th>
<th>EVENT/ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 2015</td>
<td>Self-Study Institute Attendance</td>
</tr>
<tr>
<td>December 2015</td>
<td>Assembled Steering Committee</td>
</tr>
<tr>
<td>January – May 2016</td>
<td>Prepare Self-Study Design/Documentation Roadmap</td>
</tr>
<tr>
<td>May 2016</td>
<td>Submit Draft of Design/Roadmap to MSCHE Liaison</td>
</tr>
<tr>
<td>May 2016</td>
<td>MSCHE Liaison Visits to Meet with Groups and Provides Feedback</td>
</tr>
<tr>
<td>June –July 2016</td>
<td>Design/Documentation Roadmap Revised Per Liaison</td>
</tr>
<tr>
<td>August-September 2016</td>
<td>Working Groups/Co-Chairs Meet/Gather Documents for Compliance Report</td>
</tr>
<tr>
<td>September 2016</td>
<td>Co-Chairs/Working Groups Begin Evidence/Data Gathering/Interviews/Writing</td>
</tr>
<tr>
<td>Sept.-November 2016</td>
<td>Host Town Halls, Campuswide Surveys, Continue Writing</td>
</tr>
<tr>
<td>December 2016</td>
<td>Steering Committee Updates the Campus/Progress on the Self-Study</td>
</tr>
<tr>
<td>January 2017</td>
<td>First Drafts of Chapters Due</td>
</tr>
<tr>
<td>January 2017-May 2017</td>
<td>Team Chair Selected and Confirmed/Visiting Team Assembled</td>
</tr>
<tr>
<td>April 2017</td>
<td>Second Drafts Due on the Standards from Working Groups</td>
</tr>
<tr>
<td>May-June 2017</td>
<td>Co-Chairs/Liaison Draft the Completed Self-Study</td>
</tr>
<tr>
<td>November 2017</td>
<td>Disseminate Draft of Self-Study to Campus/Team Chair</td>
</tr>
<tr>
<td>December 2017</td>
<td>Compliance Report Submitted</td>
</tr>
<tr>
<td>Dec. – Jan 2018</td>
<td>Self-Study is Edited, Revised based on Feedback from Team Chairperson</td>
</tr>
<tr>
<td>February 2018</td>
<td>Final Version of Self-Study Produced; Sent to Visiting Team</td>
</tr>
<tr>
<td>March/April</td>
<td>Visiting Team Comes to Campus/Interviews/Reviews Evidence</td>
</tr>
<tr>
<td>June 2018</td>
<td>Middle States Commission Meets to Determine Accreditation Action</td>
</tr>
</tbody>
</table>
Profile of the Evaluation Team

Coppin State University’s self-study design is a comprehensive approach to examining all key areas of the institution. Therefore, it is the recommendation of the steering committee that the evaluation team that will visit in spring 2018 be comprised of at least 5-7 members who currently, or recently, have had some experience with institutions that are urban in nature and comprise a student population that is for the most part non-traditional, and finally, preferably in the Middle States Region.

Our recommendations for team members include those who background in higher education enables them to recognize the value of an urban, historically Black institution with a mission that emphasizes access, academic excellence, student success, community service and engagement, and scholarly contributions of the faculty. It will be beneficial if members of the evaluation team have experience in working in urban higher education institutions where the majority of students are female, non-traditional, minority, have work and family obligations, and finally, are commuter rather than mostly residential.
## DOCUMENTATION ROADMAP: Requirements of Affiliation

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>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</td>
<td>(Compliance Review)</td>
<td>CSU Management Letter Audit Reports – Maryland and Responses Office of the President Accreditation Statement – Middle States Specialized Accreditation Statements</td>
</tr>
<tr>
<td>2. The institution is operational, with students actively pursuing its degree programs</td>
<td>(Compliance Review)</td>
<td>CSU Management Letter Office of the President Accreditation Statement – Middle States Specialized Accreditation Statements</td>
</tr>
<tr>
<td>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.</td>
<td>(Compliance Review)</td>
<td>Official Graduation Data via MHEC/USM</td>
</tr>
<tr>
<td>4. The institution’s representatives communicate with the Commission in English, both orally and in writing.</td>
<td>(Compliance Review)</td>
<td>Official Statement from the Institutional Liaison Sample Correspondence between Institutional Liaison and Commission Liaison</td>
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<tr>
<td>5. The institution complies with all applicable government (usually Federal and state) policies, regulations, and requirements.</td>
<td>(Compliance Review)</td>
<td>CSU Management Letter Audit Reports – Maryland and Responses Office of the President Results of Annual Audit</td>
</tr>
<tr>
<td>6. The institution complies with applicable Commission, interregional, and inter-institutional policies. These policies can be viewed on the Commission website, <a href="http://www.msche.org">www.msche.org</a>.</td>
<td>(Compliance Review)</td>
<td>CSU Management Letter Audit Reports – Maryland and Responses Office of the President Results of Annual Audit</td>
</tr>
<tr>
<td>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</td>
<td>(Standard I)</td>
<td>CSU Strategic Plan MHEC and USM Policy on Mission Statements Division of Academic Affairs Strategic Plan Strategic Plans of Colleges and Departments</td>
</tr>
<tr>
<td>8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes</td>
<td>(Standards III, IV, V, VI)</td>
<td>Undergraduate and Graduate Catalogs Annual College Report Outcomes Homepage Updates Reports on Outcomes (VSA/SAM) Public Rankings</td>
</tr>
<tr>
<td>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</td>
<td>(Standards III, V)</td>
<td>Reports on Outcomes (VSA/SAM) Blackboard and other Assessment Reports Retention and Graduation Reports Academic Program Review Outcomes</td>
</tr>
</tbody>
</table>
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.  

| (Standards I, III, IV, V, VI) | CSU Strategic Plan  
| Academic Affairs Strategic Plan  
| Mission Statement  
| Institutional Learning Outcomes  
| General Education SharePoint Site  
| College Annual Reports  
| Curriculum Committee Reports |

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.  

| (Standard VI) | CSU Strategic Plan  
| Academic Affairs Strategic Planning Committee  
| Budget Committee Reports (UBAC)  
| Maryland Office of Legislative Audits Report and Responses  
| USM Internal Audit Reports and Responses |

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.  

| (Standard VII) | CSU Shared Governance Policy  
| Faculty Senate Constitution  
| Student Senate Constitution  
| Staff Senate Governance Document  
| Organizational Chart and/or Structure of Governance and description of each |
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 of car shall not serve as the chair of the governing body.

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.

15. The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with so client responsibility to the institution to assure the continuity and coherence of the institution’s educational programs.

<table>
<thead>
<tr>
<th>(Standard VII)</th>
<th>Review of Conflict of Interest Policy</th>
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<tbody>
<tr>
<td>Compliance Review</td>
<td>CSU Management Letter</td>
</tr>
<tr>
<td>Audit Reports – Maryland</td>
<td>Office of the President</td>
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<td>and Responses</td>
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<td>Office of the President</td>
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<table>
<thead>
<tr>
<th>(Standard III)</th>
<th>Campus undergraduate and graduate catalogs</th>
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<tbody>
<tr>
<td>College-wide Annual Reports</td>
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<tr>
<td>Curriculum Policy and Standards Committee Approvals</td>
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<tr>
<td>Listing of Departmental Faculty and Credentials and courses taught</td>
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<tr>
<td>Grants and Scholarships awarded</td>
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<tr>
<td>Early research experiences</td>
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</table>
THE SEVEN STANDARDS

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.

Assemble the following, as appropriate.

☐ Statements regarding institutional mission and goals
☐ Processes and procedures relevant to mission and goals

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

- Evidence of meetings and involvement among appropriate governance councils
- Evidence of an evaluation process internally and externally

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:
### Standard I Criteria

<table>
<thead>
<tr>
<th>Clearly defined mission and goals that:</th>
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<tbody>
<tr>
<td>a) are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement;</td>
</tr>
<tr>
<td>b) address external as well as internal contexts and constituencies</td>
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<tr>
<td>c) are approved and supported by the governing body</td>
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<tr>
<td>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.</td>
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<tr>
<td>e) include support of scholarly inquiry and creative activity, at all levels and of the type appropriate to the institution.</td>
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<tr>
<td>f) are publicized and widely known by the institution’s internal stakeholders</td>
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<tr>
<td>g) are periodically evaluated.</td>
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</table>

### Documents, Processes, and Procedures

- CSU Strategic Plan
- MHEC and USM Policy on Mission Statement Review
- Division of Academic Affairs Strategic Plan
- Strategic Plans of Colleges and Departments
- Will request documentation of policies, processes, and procedures from the following:
  - Office of the President; involvement with strategic planning
  - Office of Planning & Assessment; involvement with strategic planning
  - College deans, directors, chairs; involvement with strategic planning
- Will request organizational charts, other diagrams and documents from planning office to show connections among planning among the units.

2. Institutional goals are realistic, appropriate to higher education, and consistent with mission

- Will request documentation from Office of President and Planning Office to review alignment with System and Institutional Goals.

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

- Will request documentation of policies, processes, and procedures from the following:
  - Office of the President; involvement with strategic planning; Office of Planning & Assessment; involvement with strategic planning; College deans, directors, chairs;

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

- CSU Strategic Plan
- Division of Academic Affairs Strategic Plan
- Strategic Plans of Colleges and Departments
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.

Assemble the following, as appropriate.

- Recruitment and marketing materials (printed and electronic)
- Public disclosure information required by the Commission and government entities (printed and electronic)
- Institutional by-laws, guidelines, and policies.
- Handbooks (student, faculty, employee, etc.)
- Processes and procedures relevant to ethics and integrity

In the section below, list any other documentation demonstrating the institution’s ability to meet the expectations of this standard that the institution has assembled.

- Outcomes of Legislative Audit Reports and Institutional Responses
- Institutional Management Letter

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard.

This alternative information should be included in the expandable box above.

Complete the following table:
<table>
<thead>
<tr>
<th>Standard II Criteria</th>
<th>Documents, Processes, and Procedures</th>
</tr>
</thead>
</table>
| 1. Commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights | Title IX Survey (Climate) and Results  
Campus Climate Survey |
| 2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives | Title IX Survey (Climate) and Results  
Campus Climate Survey |
| 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 | Title IX Survey (Climate) and Results  
CSU Grievance Policy  
Student Handbooks |
| 4. The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents | Conflict of Interest Training Process  
Intellectual Property Guidelines |
| 5. Fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees | Hiring and Separation Policies of CSU and USM  
Performance Management Process  
Recruitment Processes of faculty, staff, and administrators |
| 6. Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications | University Relations practices on advertising  
Campus undergraduate and graduate catalogs  
Student Handbooks |
| 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 | Campus undergraduate and graduate catalogs  
Student Handbooks |
| 8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:  
   a) The full disclosure of information on institution-wide  
   b) assessments, graduation, retention, certification and licensure or licensing board pass rates  
   c) The institution's compliance with the Commission's Requirements of Affiliation | Special Review Committee Report  
USM Report Calendar  
Maryland Higher Education Commission Reporting Guidelines |
<p>| | |</p>
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<tr>
<td><strong>d)</strong></td>
<td>Substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion</td>
</tr>
<tr>
<td><strong>e)</strong></td>
<td>The institution's compliance with the Commission's policies</td>
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</table>
| **9.** Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented | Title IX Survey (Climate) and Results  
Campus Climate Survey  
Special Review Committee Report  
Student Handbooks |
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.

Assemble the following, as appropriate:

- Student catalogs, handbooks, course catalogs, and other information regarding the student learning experience.
- Program development and approval procedures.
- Faculty review procedures
- Processes and procedures relevant to the Design and delivery of the student learning experience

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled

- Campus undergraduate and graduate catalogs
- Student Handbooks
- General Education SharePoint Website
- Publication of Institutional Learning Outcomes
- College-wide Annual Reports
- Curriculum Policy and Standards Committee Approvals

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard.
4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress

Curriculum Policy and Standards Committee Approvals
Faculty Workload Reports
SASA Program

5. At institutions that offer undergraduate education: A general education program, free standing or integrated into academic disciplines, that:
   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 them to make well-reasoned judgments outside as well as within their academic field;
   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;
   c) In non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills.

Campus undergraduate and graduate catalogs
Student Handbooks
General Education SharePoint Website
Publication of Institutional Learning Outcomes
College-wide Annual Reports
Curriculum Policy and Standards Committee Approvals
Results of Academic Program Reviews

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

Campus undergraduate and graduate catalogs
College-wide Annual Reports
Curriculum Policy and Standards Committee Approvals
Listing of Departmental Faculty and Credentials and courses taught
Grants and Scholarships awarded
Early research experiences

7. Adequate and appropriate institutional review and approval on any student learning opportunities Designed, delivered, or assessed by third party providers

Campus undergraduate and graduate catalogs
College-wide Annual Reports
Curriculum Policy and Standards Committee Approvals
Information Technology Division
Online Instruction Reports

8. Periodic assessment of the programs providing student learning opportunities

Campus undergraduate and graduate catalogs
College-wide Annual Reports
Curriculum Policy and Standards Committee Approvals
<table>
<thead>
<tr>
<th>Standard III Criteria</th>
<th>Documents, Processes, and Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Campus undergraduate and graduate catalogs  &lt;br&gt; Student Handbooks  &lt;br&gt; Proposal Guidelines and Approvals from USM/MHEC  &lt;br&gt; Internal Proposal Guidelines from Curriculum Committees</td>
</tr>
<tr>
<td>2. Student learning experiences that are:</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
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<tr>
<td>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</td>
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<tr>
<td>c) Designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are sufficient in number</td>
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<tr>
<td>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</td>
<td></td>
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<tr>
<td>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</td>
<td></td>
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<tr>
<td>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.</td>
<td>Campus undergraduate and graduate catalogs  &lt;br&gt; Student Handbooks  &lt;br&gt; Plans of Study  &lt;br&gt; Advisement Reports – PeopleSoft, hardcopies</td>
</tr>
</tbody>
</table>
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.

Assemble the following, as appropriate:

- Reports from student support offices
- Student handbooks
- Analysis of enrollment management plan (admission, retention, and completion).
- Processes and procedures relevant to support of the student experience.

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

- Selected Samples of enrollment management strategies and plans; outcomes
- Advertisements, publications of announcements of fairs, recruitment events, open houses

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard.

This alternative information should be included in the expandable box above.

Complete the following table:
<table>
<thead>
<tr>
<th>Standard IV Criteria</th>
<th>Documents, Processes, and Procedures</th>
</tr>
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</table>
| 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:  
  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 | Admissions Applications and Processes  
 Placement Testing procedures and announcements  
 Published Tuition & Fee Schedules  
 Undergraduate and Graduate Catalogs  
 Early Alert Processes and Academic Probation Policies  
 Re-Admittance Processes  
 Student Handbooks  
 New Student Orientation  
 Outcomes of Freshmen Seminar  
 SASA Program Outcomes |
| 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. | Admissions Applications and Processes  
 Placement Testing procedures and announcements  
 Transfer and Transition Services (Records Office) |
| 3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records | Admissions Applications and Processes  
 Records and Registration (FERPA) |
| 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 | Residence Life Enrichment Programs  
 Student Affairs  
 Division of Athletics  
 Annual Athletics Report to USM |
| 5. If applicable, adequate and appropriate institutional review and approval of student support services, Designed, delivered, or assessed by third-party providers | Outcomes of Consulting Arrangements with Royall and Ruffalo Noel-Levitz |
| 6. Periodic assessment of the effectiveness of programs supporting the student experience. | New Student Orientation and SASA Outcomes  
 Outcomes and Yields of recruitment, analyses of enrollment |
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.

Assemble the following, as appropriate:

- **Documentation of an implemented, systematic, and sustained process to assess student learning at all levels and utilization of results**

- **Processes and procedures relevant to educational effectiveness assessment**

In the section below, list any other documentation demonstrating the institution’s ability to meet the expectations of this standard that the institution has assembled.

- Documentation from Academic Transformation initiatives
- Evidence from Curriculum Committee and Graduate Council

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:
### Standard V Criteria

#### 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

- Campus undergraduate and graduate catalogs
- General Education SharePoint Website
- Publication of Institutional Learning Outcomes
- College-wide Annual Reports
- Curriculum Policy and Standards Committee Approvals
- Results of Academic Program Reviews

#### 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:

   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; and,

   c) support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders

- Campus undergraduate and graduate catalogs
- General Education SharePoint Website
- Publication of Institutional Learning Outcomes
- College-wide Annual Reports
- Curriculum Policy and Standards Committee Approvals
- Results of Academic Program Reviews
- Mission Statement
- List of Strategic Goals
- Review of Blackboard Outcomes Assessment, other tools
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:
   a) assisting students in improving their learning;
   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.

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

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

| Campus undergraduate and graduate catalogs |
| General Education SharePoint Website |
| Publication of Institutional Learning Outcomes |
| College-wide Annual Reports |
| Curriculum Policy and Standards Committee Approvals |
| Results of Academic Program Reviews |
| Mission Statement |
| List of Strategic Goals |
| Review of College and Departmental Assessment Reports |
| Review of the Comprehensive Assessment Systems, Software packages |
| Review of Blackboard Outcomes Assessment, other tools |
| Review of College and Departmental Assessment Reports |
| Annual College level reports (4) |
| Curriculum Committee and Graduate Council Reports |
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.

Assemble the following, as appropriate:

☐ The institution’s two most recent externally-audited financial statements, including management letters

☐ Financial projections for the next two years.

☐ Documentation of an implemented, systematic, and sustained institutional assessment process linking planning, assessment and resource allocation decisions.

☐ Institutional strategic planning documents.

☐ Processes and procures relevant to planning, resources and institutional improvement

In the section below, list any other documentation demonstrating the institution’s ability to meet the expectations of this standard that the institution has assembled.

- IPEDS Financial Reports

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard.

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| 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 | CSU Strategic Plan  
Budget Committee Reports (UBAC)  
Facilities Master Plan  
ITD Master Plan  
Space Utilization Committee Outcomes  
SGAP Reports  
Capital and other Legislative Testimony  
Deferred Maintenance Records |
| 2. Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results | CSU Strategic Plan  
Academic Affairs Strategic Planning Committee  
Budget Committee Reports (UBAC) |
| 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 unit’s strategic plans/objectives | CSU Strategic Plan  
Academic Affairs Strategic Planning Committee  
Budget Committee Reports (UBAC)  
Maryland Office of Legislative Audits Report and Responses  
USM Internal Audit Reports and Responses |
| 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 | Budget Committee Reports (UBAC)  
Facilities Master Plan  
ITD Master Plan  
Space Utilization Committee Outcomes  
SGAP Reports |
| 5. Clear assignment of responsibility and accountability | Maryland Office of Legislative Audits Report and Responses  
USM Internal Audit Reports and Responses  
Budget Committee Reports (UBAC) |
| 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 | Budget Committee Reports (UBAC)  
Deferred Maintenance Records  
ITD Master Plan |
| 7. An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit’s accompanying management letter | Maryland Office of Legislative Audits Report and Responses  
USM Internal Audit Reports and Responses  
USM/CSU Management Letter |
| 8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals | Budget Committee Reports (UBAC)  
SGAP Reports  
Capital and other Legislative Testimony |
| 9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources. | Budget Committee Reports (UBAC) |
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.

☐ Assemble the following, as appropriate:
   By-laws and other institutional documents identifying the group legally responsible for the institution and its role in governance.

☐ Conflict of interest policies and other ethics policies of the Board.

☐ A list of current governing board members (name, affiliation, and occupation; members who are remunerated by the institution through salaries, wages or fees; members who are creditors of the institution, guarantors of institutional debt, or active members of businesses of which the institution is a customer).

☐ Organizational chart for the institution (names and titles of the individuals in each position)

☐ Succession planning for board members and senior leadership

☐ Processes and procedures relevant to governance, leadership, and administration

In the section below, list any other documentation demonstrating the institution’s ability to meet the expectations of this standard that the institution has assembled.

A.R.T. Document
Post-Tenure Review Process

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard.

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<th>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,</th>
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<tbody>
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<td>Supports the Chief Executive Officer in maintaining the autonomy of the institution.</td>
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<td>3. A Chief Executive Officer who:</td>
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<td>a) Is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;</td>
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<tr>
<td>b) Has appropriate credentials and professional experience consistent with the mission of the organization;</td>
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<tr>
<td>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;</td>
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<tr>
<td>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.</td>
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<td>4. An administration possessing or demonstrating:</td>
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<tr>
<td>a) An organizational structure that is clearly documented</td>
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<td>b) and that clearly defines reporting relationships;</td>
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<tr>
<td>c) An appropriate size and with relevant experience to</td>
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<tr>
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</table>
### Standard VII Criteria

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.

2. A legally constituted governing body that:
   
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

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Conclusion

It is the expectation at the conclusion of the self-study process, the institution will be provided with an approach that is comprehensive in nature, allowing for data-driven decision making processes. The study will be a research based that will benefit the campus, its constituents and all stakeholders. Students, faculty, staff, and administrators will have a product which can used to inform future initiatives surrounding our strategic goals, academic programs, and institutional resources. This self-study approach will enable the campus to sustain regular efforts of evaluation and assessment for continuous improvement and more importantly, attainment of the institution’s mission.