

Evidence Inventory

Requirements of Affiliation



**Evidence of Institutional Ability to Meet the Expectations of the
Requirements of Affiliation of the Middle States Commission on
Higher Education**

**To be completed in conjunction with Standard II
Ethics and Integrity**

<u>Requirement of Affiliation</u>	<u>Documentation</u>
<p>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.</p>	<ul style="list-style-type: none"> • A133 Audits • Program Participation Agreement, US Department of Education • 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. • The Middle States Association of Universities and Schools Standards for Accreditation and Requirements of Affiliation • The Teacher Education Accreditation Council Guide to Accreditation • TEAC Operations Policy Manual, 2012 Edition • The New Jersey State Board of Nursing • New Jersey Administrative Code, Title 13, Law & Public Safety, Chapter 37, NJ Board of Nursing • The Commission on Collegiate Nursing Education • The International Accreditation Council for Business Education • New Jersey Commission on Higher Education • National Association of State Directors of Teacher Education and Certification • New Jersey Bureau of Teacher Education and Academic Credentials • State of New Jersey Department of Education • State Approving Agency for Veterans' Benefits • Sloan-C Consortium for asynchronous Learning • National Council for State Authorization Reciprocity Agreements • University Catalogs • Strategic Plan
<p>2. The institution is operational, with students actively pursuing its degree programs.</p>	<ul style="list-style-type: none"> • Middle States' documentation • Middle States' website
<p>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.</p>	<ul style="list-style-type: none"> • Not applicable
<p>4. The institution's representatives communicate with the Commission in</p>	<ul style="list-style-type: none"> • Middle States Correspondence

English, both orally and in writing.	
5. The institution complies with all applicable government (usually Federal and state) policies, regulations, and requirements.	<ul style="list-style-type: none"> • 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. • Financial Aid Documentation • Title IX • The Middle States Association of Universities and Schools Standards for Accreditation and Requirements of Affiliation • The Teacher Education Accreditation Council Guide to Accreditation • TEAC Operations Policy Manual, 2012 Edition • The New Jersey State Board of Nursing • New Jersey Administrative Code, Title 13, Law & Public Safety, Chapter 37, NJ Board of Nursing • The Commission on Collegiate Nursing Education • The International Accreditation Council for Business Education • New Jersey Commission on Higher Education • National Association of State Directors of Teacher Education and Certification • New Jersey Bureau of Teacher Education and Academic Credentials • State of New Jersey Department of Education • State Approving Agency for Veterans' Benefits • Sloan-C Consortium for asynchronous Learning • National Council for State Authorization Reciprocity Agreements • University Catalogs
6. The institution complies with applicable Commission, interregional, and inter-institutional policies. These policies can be viewed on the Commission website, www.msche.org .	<ul style="list-style-type: none"> • Commission website, www.msche.org
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.	<ul style="list-style-type: none"> • Board of Trustee By-Laws • Board of Trustee Minutes • Mission Statement • Strategic Plan • Values Statement • Vision Statement
8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.	<ul style="list-style-type: none"> • President's Annual Report • Website • Institutional Advancement Office • Mission Integration office
9. The institution's student learning	<ul style="list-style-type: none"> • Institutional Assessment Plan

<p>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.</p>	<ul style="list-style-type: none"> • NSSE • Surveys • Student Board results
<p>10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.</p>	<ul style="list-style-type: none"> • Institutional Assessment Plan • Institutional Assessment Results • Budgeting Process • Strategic Plan • Mission Statement
<p>11. The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.</p>	<ul style="list-style-type: none"> • Budget • Board Minutes and Resolutions • Audits • Financial Documents
<p>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.</p>	<ul style="list-style-type: none"> • Website • Organizational Chart • Board Minutes and Resolutions • Board Policies and Procedures
<p>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</p>	<ul style="list-style-type: none"> • Board Bios • Board By-Laws • Board Policies

<p>members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution's district/system or other chief executive officer shall not serve as the chair of the governing body.</p>	
<p>14. The institution and its governing body/bodies will make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities.</p>	<ul style="list-style-type: none"> • Website • University Catalogs • Middle State Self-Study 2009 • Middle States PRR 2015 • Middle States Correspondence
<p>15. The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.</p>	<ul style="list-style-type: none"> • Organizational chart • University handbook • AS&D end of year reports • Faculty meeting agendas

Evidence Inventory



Documents, Processes, and Procedures

**Evidence of Institutional Ability to Meet the Expectations of the
Standards for Accreditation of the Middle States Commission on
Higher Education**

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.

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.

Complete the following table

<u>Standard I Criteria</u>	<u>Documents, Processes, and Procedures</u>
<p>1. Clearly defined mission and goals that:</p> <ul style="list-style-type: none"> a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement; b. address external as well as internal contexts and constituencies; c. are approved and supported by the governing body; d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curriculum development, and the definition of institutional and educational outcomes; e. include support of scholarly inquiry and creative activity, at all levels and of the type appropriate to the institution; f. are publicized and widely known by the institution's internal stakeholders; g. are periodically evaluated. 	<ul style="list-style-type: none"> • Board minutes designating approval of Strategic Plan and Mission Statement • Curriculum and Program Development Procedures and Plans • Curriculum Development and Approval Process • Faculty and Staff Publications • Faculty Handbook • Finance Plan • HR Manual and Employee Handbooks • Institutional Assessment Plans • Institutional Dashboards and Research Documents • Institutional Publications • Institutional Research Reports and Survey Results • Middle States Periodic Review Report 2015 • Middle States Progress Report 2017 • Middle States Self-Study Report 2009 • Middle States' documentation • Middle States' website • Mission, Vision, Values Statements • New Jersey Commission on Higher Education • Procedures for development of Strategic Plan, Mission Statement, Vision Statement, Values Statement • Process documents, minutes, notes, etc. for development of Strategic Plan and Mission Statement • Strategic Plan • Strategic Planning Documents • The Middle States Association of Universities and Schools Standards for Accreditation and Requirements of Affiliation • University Catalogs • University Website • University, divisional, department, financial, facilities, etc. plans and documents

<p>2. Institutional goals are realistic, appropriate to higher education and consistent with mission.</p>	<ul style="list-style-type: none"> • Graduate Admissions Standards • New Program Proposals • Strategic Plan • Undergraduate Admissions Standards
<p>3. Institutional goals focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission.</p>	<ul style="list-style-type: none"> • FYE • Institutional Assessment Plan • Institutional Assessment Results • Program Review • Student Success Programs
<p>4. Periodic assessment of mission and goals to ensure that they are relevant and achievable.</p>	<ul style="list-style-type: none"> • Institutional Assessment Plan • Annual Reports • Middle States Self-Study Report 2009 • Middle States Periodic Review Report 2015 • Middle States Progress Report 2017

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.

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.

Complete the following table:

Standard II Criteria	<u>Documents, Processes, and Procedures</u>
5. Commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.	<ul style="list-style-type: none"> • By-laws • Contracts • Drug and Alcohol-Free Workplace Policy • Employee Handbook • Faculty Handbook • Faculty Manuals • Federal Family & Medical Leave Act • Form/by-laws that specify faculty responsibility • Institutional training • Intellectual Property Policy • New Jersey Family Leave Act • Student Handbook • Travel Reimbursement Policy • Vacation Donation Policy • VPAA documents
1. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.	<ul style="list-style-type: none"> • Career Services • International Study and Services • Student Handbook • Technology Training and Development Services
2. 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.	<ul style="list-style-type: none"> • Code of Conduct • Diversity and Inclusion Statement and Formal Charge • HR Policy Manual • Ombudsman Policy • Sexual Harassment Policy • Student Affairs • Student Handbook • Title IX • University Catalogs

	<ul style="list-style-type: none"> • Websites
3.The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.	<ul style="list-style-type: none"> • Conflict of Interest Policy • No Conflict of Interest Policy
5.Fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees.	<ul style="list-style-type: none"> • Affirmative Action Policy • Anti-Discrimination Policy • Equal Opportunity Policy • HR Policy Manual • HR, Hiring Policies
6.Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.	<ul style="list-style-type: none"> • Annual Institutional Profile • Audit, Finance Committee • Annual Institutional Profile • Audit, Finance Committee • Campus Security Reports • Faculty Handbook • Master Plan
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.	<ul style="list-style-type: none"> • Cost of Attendance • Financial Aid Process • Student Handbook
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 assessments, graduation, retention, certification and licensure or licensing board pass rates; b. The institution's compliance with the Commission's Requirements of Affiliation; c. Substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and	<ul style="list-style-type: none"> • Board of Trustee Policies • Faculty Handbook • HR Policies and Procedures • Institutional Research Reports • No Conflict Statements • Website

<p>accurate fashion;</p> <p>d. The institution's compliance with the Commission's policies.</p>	
<p>9. Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.</p>	<ul style="list-style-type: none"> • Institutional Assessment Plan • Website

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.

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.

Complete the following table:

Standard III Criteria	<u>Documents, Processes, and Procedures</u>
8. 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.	<ul style="list-style-type: none"> • Academic newsletters • Accreditation • Assessment reports of capstone courses/projects for last few years • Departmental assessment reports • Director of Mission Integration’s yearly list of all service completed by university members • End of year reports from each school • GECC assessment for the last few years • GECC current list of courses satisfying theme areas • List of faculty led service opportunities from Student Engagement (SGA) • New Program Proposals • Registrar • Registrar generated list of faculty and student counts • Strategic plan • Syllabi and Program Outcomes • Syllabi from capstone courses in all programs • University Catalogs • Web Advisor • Student Academic Success
9. Student learning experiences that are: <ul style="list-style-type: none"> a. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies; 	<ul style="list-style-type: none"> • Comparisons and Benchmarks from other institutions • Enrollment Reports • Faculty Handbook • Faculty Review and Evaluation • Grant Funding • Institutional Research Reports • Student course evaluation form • Test results for all “exit” exams (e.g., Praxis II, ETS proficiency profiles) • Technology Training and Development

<p>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;</p> <p>c. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are sufficient in number;</p> <p>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;</p> <p>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.</p>	
<p>10. Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion.</p>	<ul style="list-style-type: none"> • Academic Advising Reports • General Education Requirements • Graduation Reports and Rates • Time to Degree Reports
<p>11. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.</p>	<ul style="list-style-type: none"> • Advising • Clinical Field Work Reports • Institutional Assessment Plan • NSSE Data • Transfer Student Advising

<p>1. At institutions that offer undergraduate education: A general education program, free standing or integrated into academic disciplines, that:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> • Admissions Standards • Enrollment Reports • General Education Requirements • Strategic Plan • University Catalogs • Website
<p>2. In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula.</p>	<ul style="list-style-type: none"> • Enrollment Reports • List of grants received by faculty from Institutional Advancement • List of recipients of summer stipends from Faculty Development committee • Report of monies distributed from account of Faculty Development funds • Updated curriculum vitae from all part-time faculty
<p>3. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third party providers.</p>	<ul style="list-style-type: none"> • Not Applicable
<p>8. Periodic assessment of the programs providing student learning opportunities.</p>	<ul style="list-style-type: none"> • Accreditation • Assessment Process and Data • Institutional Assessment Plan • Surveys

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.

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.

Complete the following table:

<u>Standard IV Criteria</u>	<u>Documents, Processes, and Procedures</u>
<p>4. Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:</p> <p style="margin-left: 20px;">a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;</p> <p style="margin-left: 20px;">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;</p> <p style="margin-left: 20px;">c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;</p> <p style="margin-left: 20px;">d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement.</p>	<ul style="list-style-type: none"> • Admissions criteria and acceptance profiles • Athletic Director • Bursar • Career services • Dean of Student Success • Dean of Students • Each school's report of advisee assignments • End of year reports for Student Engagement and Student Success • FAR representative • Financial Aid • Financial Aid summary of aid offered and distributed • Office for Student Success • Office for Student Success end of year reports • Placement test results • Registrar list of developmental courses offered with enrollment • Registrar's office • Stats and acceptance criteria from Admissions • Tutoring opportunities as reported by Student Success office with number of students participating • University Catalogs • Year-end report for orientation programs • Student Handbook

<p>2. Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches.</p>	<ul style="list-style-type: none"> • Student Success Center • University Catalogs • Website
<p>3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.</p>	<ul style="list-style-type: none"> • FERPA regulations and information
<p>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.</p>	<ul style="list-style-type: none"> • Athletics Reports • NCAA regulations • SGA Reports
<p>6. If applicable, adequate and appropriate institutional review and approval of student support services, designed, delivered, or assessed by third-party providers.</p>	<ul style="list-style-type: none"> • Not applicable
<p>7. Periodic assessment of the effectiveness of programs supporting the student experience.</p>	<ul style="list-style-type: none"> • Institutional Research Reports • Middle States Self-Study Report 2009 • Middle States PRR 2015 • Reports from Student Development and Campus Life

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.

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.

Complete the following table:

Standard V Criteria	<u>Documents, Processes, and Procedures</u>
<p>1. Clearly stated student learning outcomes, at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution’s mission.</p>	<ul style="list-style-type: none"> • Annual Academic Assessment Plans and Reports • General Education Goals/Outcomes • Institutional Assessment Council • Institutional Assessment Liaisons • Institutional Assessment Plans and Reports • NSSE • Program Learning Goals/Outcomes • Strategic Plan
<p>2. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:</p> <p style="margin-left: 40px;">a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;</p> <p style="margin-left: 40px;">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,</p> <p style="margin-left: 40px;">c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders.</p>	<ul style="list-style-type: none"> • Academic Deans’ and Department Meeting Minute Notes • Accreditation Reports • Annual Academic Assessment Plans and Reports • Graduation Reports • Enrollment Reports from Programs • Mission Statement • Program Review Documents • Strategic Plan

<p>3. Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution’s mission, such uses include some combination of the following:</p> <ul style="list-style-type: none"> 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. <p>*required</p>	<ul style="list-style-type: none"> • Accreditation Reports • Academic Assessment Plans and Reports • Advising • Assessment SharePoint website • Budget Process and Planning • Conferences • Curriculum Procedures and Processes • Deans’ and Department Meeting Minutes • Enrollment Data and Reports generated by IR • Mission Statement • Professional Development Activities • Strategic Plan • University Communications
<p>4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third party providers.</p>	<ul style="list-style-type: none"> • Assessment Plans and Results • General Education • Surveys
<p>5. Periodic evaluation of the assessment processes utilized by the institution for the improvement of educational effectiveness.</p>	<ul style="list-style-type: none"> • Accreditation Reports • Annual Reports • Departmental Plans implementing Strategic Plan • Middle States Self-study 2009 • Middle States PRR 2015 • Mission • Strategic Plan

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.

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.

Complete the following table:

<u>Standard VI Criteria</u>	<u>Documents, Processes, and Procedures</u>
1. Institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation.	<ul style="list-style-type: none"> • Annual Budget • Annual Budgeting Process • Board of Trustees By-Laws • Campus Facilities Master Plan • Capital Plan • Financial Audit Reports • Financial Planning Documents • Human Resources Policies and Procedures • Institutional Assessment Plan • Institutional Dashboards • Middle States Standards for Accreditation and Requirements of Affiliation • University Catalogs • University Policies and Procedures
2. Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results.	<ul style="list-style-type: none"> • Assessment Plans and Assessment Data • Capital Master Plan
3. A financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives.	<ul style="list-style-type: none"> • Budgeting Policies and Procedures • Finance Policies and Procedures • Planning and Budgeting Documents • Policies and Procedures
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	<ul style="list-style-type: none"> • Human Resources Policies and Procedures • Procurement Policies and Procedures

are delivered.	
5. Clear assignment of responsibility and accountability.	<ul style="list-style-type: none"> • Policies and Procedures Relating to Finance
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.	<ul style="list-style-type: none"> • Annual Institutional Profile
7. An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter.	<ul style="list-style-type: none"> • Annual Financial Statements
8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals.	<ul style="list-style-type: none"> • Facilities Use Reports • Mission • Strategic Plan
9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.	<ul style="list-style-type: none"> • Assessment Plan • Mission • President's Newsletter, Correspondence to Community, etc. • Strategic Plan

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.

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.

Complete the following table:

<u>Standard VII Criteria</u>	<u>Documents, Processes, and Procedures</u>
<p>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.</p>	<ul style="list-style-type: none"> • Administrative Credentials • Annual Fact Books • Annual Institutional Profile • Annual Report • Board Minutes • Board of Trustee Bios • Board of Trustees By-Laws • Board Policies • Conflict of Interest Statements and Policies • Enrollment Management Plans • Faculty Handbook • Faculty Meeting Minutes/Resolutions • Governing Board Minutes/Resolutions • Institutional Announcements • Job Descriptions • Middle States Handbook of Accreditation and Other Publications • Middle States Progress Report 2017 • Middle States Self-Study Report 2009 • Mission Statement • NSEE • Organizational Charts • Performance Evaluation Procedure and Related Materials • Policy on Responsible Use of Computing • Position Descriptions • Satisfaction Surveys • Strategic Plan • Strategic Plan and Strategic Planning Process • University Catalogs

	<ul style="list-style-type: none"> • University Dashboards • University Employee Directory
<p>2. A legally constituted governing body that:</p> <ol style="list-style-type: none"> a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution; b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities; c. ensures that neither the governing body nor individual members interferes in the day-to-day operations of the institution; d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by laws, and the assurance of strong fiscal management; e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution; f. Appoints and regularly evaluates the performance of the Chief Executive Officer; g. is informed in all its operations by principles of good practice in board governance; h. establishes and complies with a written conflict of interest policy designed to ensure that impartiality of the governing body by addressing matters such as payment for services, contractual 	<ul style="list-style-type: none"> • Board Minutes • Board of Trustee Bios • Board of Trustees By-Laws • Board Policies

<p>relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest; and,</p> <p>i. supports the Chief Executive Officer in maintaining the autonomy of the institution.</p>	
<p>3. A Chief Executive Officer who:</p> <p>a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;</p> <p>b. has appropriate credentials and professional experience consistent with the mission of the organization;</p> <p>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;</p> <p>d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness.</p>	<ul style="list-style-type: none"> • Administrative Credentials • Annual Fact Books • Annual Institutional Profile • Annual Report • Board Minutes • Board of Trustee Bios • Board of Trustees By-Laws • Board Policies • Conflict of Interest Statements and Policies
<p>4. An administration possessing or demonstrating:</p> <p>a. an organizational structure that is clearly defined and that clearly defines reporting relationships;</p> <p>b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;</p> <p>c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;</p> <p>d. skills, time, assistance, technology, and information systems expertise required to perform their duties;</p>	<ul style="list-style-type: none"> • Administrative Credentials • Annual Fact Books • Annual Institutional Profile • Annual Report • Board Minutes • Board of Trustee Bios • Board of Trustees By-Laws • Board Policies • Conflict of Interest Statements and Policies

<p>e. regular engagement with faculty and student in advancing the institution's goals and objectives;</p> <p>f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations.</p>	
<p>5. Periodic assessment of the effectiveness of governance, leadership, and administration.</p>	<ul style="list-style-type: none"> • Board Minutes • Institutional Assessment Plan • Institutional Research Reports