

Documentation Roadmap



Documents, Processes, and Procedures

Initial Inventory in Preparation for Self-Study Design – 4/12/2017

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

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Requirements of Affiliation

Requirements of Affiliation – TO BE COMPLETED BY STEERING COMMITTEE Documents to include: 2014 Periodic Review Report and follow up communications 2016 Monitoring Report and Appendices	<u>Documents, Processes, and Procedures</u>	
1. The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency within the Middle States region (Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands), as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates.	To be addressed by Compliance workgroup	Charter to operate in Pennsylvania and to award postsecondary degrees Articles of Incorporation 1869 (on file)
2. The institution is operational, with students actively pursuing its degree programs.	To be addressed by Compliance workgroup	Student enrollment, graduation rate, and degrees awarded trends
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.	Not applicable	Not applicable
4. The institution’s representatives communicate with the Commission in English, both orally and in writing.	To be addressed by Compliance workgroup	Accreditation materials and documentation submitted in English. Meetings with accreditation representatives conducted in English.
5. The institution complies with all applicable government (usually Federal and state) policies, regulations, and requirements.	To be addressed by Compliance workgroup	Relevant reports and surveys submitted per federal and state guidelines (Student Financial Aid, Registrar, Title IX, Institutional Research, Sponsored Research & Government Grants, Environmental Health & Safety/Risk Management) (on file) HEOA consumer information page Jeanne Cleary Act
6. The institution complies with applicable Commission, interregional, and inter-institutional policies. These policies can be viewed on the Commission website, www.msche.org.	To be addressed by Compliance	Compliance with accreditation related processes (Self-Study, Periodic Review,

	workgroup	Annual Institutional Profiles) (on file)
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.	Standard I	Mission Statement Strategic Plan documents
8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.	Standards III, IV, V, VI	College assessment resource guide Academic Department Annual Reports and Administrative and Academic Support department annual reports (on file) Academic programs external reviews (on file) Administrative unit external reviews Dean's Report (annual reports) Post graduation outcomes HEOA consumer information page with student outcomes Core strategic indicators
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.	Standards III, V	Academic Department Annual Reports and Administrative and Academic Support department annual reports (on file) Academic programs external reviews (on file) Academic Council guidelines/review process
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	Core strategic indicators College assessment resource guide Strategic plan progress reporting structure (on file) Board of Trustees Strategic Indicator Dashboards (Core , Enrollment Management Committee, Academic Affairs) (on file)

		<p>Academic Department Annual Reports and Administrative and Academic Support department annual reports (on file)</p> <p>Academic programs external reviews (on file)</p> <p>Schedule for institutional and departmental specific survey, assessment, research, and data collection (on file)</p>
<p>11. The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.</p>	Standard VI	<p>Audited financial statements Income Tax Returns (Form 990) VP Finance and Administration presentations (on file)</p>
<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>	Standard VII	<p>Income Tax Returns (Form 990) Board of Trustee Bylaws (on file; currently in revision process)</p>
<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 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>	Standard VII	<p>Income Tax Returns (Form 990) Board of Trustee and Senior Leadership Conflict of Interest forms (on file) Board of Trustee Bylaws – Article XVI (on file)</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>	To be addressed by Compliance workgroup	<p>Audited financial statements Income Tax Returns (Form 990)</p>
<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>	Standard III	<p>Listing of faculty in academic departments Faculty Handbook: recruitment and appointment of faculty policies Faculty Handbook: tenure and promotion policies</p>

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.

Click here to enter text.

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	<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 	<p>1a and b Mission Statement Transformative Education strategic plan 2012-2017 Ursinus 150 strategic plan 2017-2020</p> <p>Presentations related to Ursinus 150 (Town Halls, community conference, faculty meetings, staff assembly meetings, student meetings) (on file)</p> <p>Campus Planning and Priorities Committee charge and meeting agendas (on file)</p> <p>1c. Board of Trustee meeting minutes (on file)</p>

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.

1d.

[Faculty Governance Committees](#) charged with planning
Senior Leadership budgeting priorities planning
Operating Budget process redesign (2016-17 for FY18) (on file)
Core Curriculum Revision process (on file)
[Current Core Curriculum assessment](#) (on file)
[Teaching and Learning Institute](#) programs and workshops

Academic Department Annual Reports and Administrative and Academic Support department annual reports (on file)

1e.

[Faculty Development](#) initiatives (fellowships, sabbaticals, professional conference travel, small research grants)
[Faculty Grant](#) support (institutional, scholarly)
[Promotion and tenure process](#)

1f.

[Mission Statement](#)
[Transformative Education strategic plan 2012-2017](#)
[Ursinus 150 strategic plan 2017-2020](#)

Presentations related to Ursinus 150 (Town Halls, community conference, faculty meetings, staff assembly meetings, student meetings) (on file)

Ursinus internal portal "Idea Exchange"

1g.

[College assessment resource guide](#)

Strategic plan progress reporting structure (on file)

Board of Trustees Strategic Indicator Dashboards (Core, Enrollment Management Committee, Academic Affairs) (on file)

Academic Department Annual Reports and Administrative and Academic Support department annual reports (on file)

Academic programs external reviews (on file)

Schedule for institutional and departmental specific survey, assessment, research, and data collection (on file)

<p>2. Institutional goals are realistic, appropriate to higher education and consistent with mission.</p>	<p>Transformative Education strategic plan 2012-2017 Ursinus 150 strategic plan 2017-2020</p>
<p>3. Institutional goals focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission.</p>	<p>Current Core Curriculum student learning goals Revised Core Curriculum learning goals (draft)</p> <p>Transformative Education strategic plan 2012-2017 Ursinus 150 strategic plan 2017-2020</p> <p>Administrative and Academic Support department annual reports (on file) – demonstrate linking goals to mission and strategic plan</p>
<p>4. Periodic assessment of mission and goals to ensure that they are relevant and achievable.</p>	<p>College assessment resource guide Strategic plan progress reporting structure (on file)</p>

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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.

Click here to enter text.

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Complete the following table:

Standard II Criteria	<u>Documents, Processes, and Procedures</u>
1. Commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.	<p>Faculty handbook: Ursinus College endorses the following statement on academic freedom provided by the American Association of University Professors and the Association of American Colleges</p> <p>Intellectual property policy (Approved by the Board of Trustees on January 21, 2017)</p>
2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.	<p>Ursinus Diversity Statement Ursinus Diversity Committee Diversity Committee Campus Climate Survey Diversity Committee reports (on file) Transformative Education strategic plan progress reports Priority 4 (on file) Creation of College Adviser on Diversity cabinet level position (June 2016) Bias Incident Reporting form Prevention and Advocacy education Rainbow Resource Center through Office of Diversity and Inclusion Office of the Chaplain programs and support services Wellness Center Commitment to Diversity Academic Honesty policy – in student handbook Student Handbook Athletics Department Manual HR Non-Discrimination Statement HR Harassment policy Student Code of Conduct HR online training modules for all employees (WeComply): <i>Workplace Diversity; Reporting Requirements; Information Security; Preventing Discrimination and Harassment</i></p>
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.	<p>Student Handbook Athletics Department Manual Student Code of Conduct Reporting student misconduct Student sexual misconduct resources Guide For Student Concerns Student ADA grievance process Grade Appeal – academic policies section of catalog Faculty Handbook – PDF online – Dismissal of Faculty and Right of Appeal HR Resolution of Employee Concerns HR Harassment policy</p>
4. The avoidance of conflict of interest or the appearance of such conflict in all	<p>Income Tax Returns (Form 990)</p>

activities and among all constituents.	Board of Trustees and Senior Leadership conflict of interest forms (on file) Board of Trustee Bylaws – Article XVI (on file) Grants – conflict of interest form
5. Fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees.	Faculty Handbook: recruitment and appointment of faculty policies Faculty Handbook: tenure and promotion policies HR Employee Evaluation Practices Faculty search procedures and practices document (Dean’s Office Resources) Annual and triennial faculty evaluations memo (Dean’s Office Resources) HR Pilot program for evaluating staff (on file) HR Affirmative Action and Equal Opportunity Policy HR Non-Discrimination Statement HR Work Place Rules
6. Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.	Websites and materials that are promotional/advertising tools. Communications with prospective students and families Internal communications Board of Trustees, Senior Leadership, others HEOA consumer information page Jeanne Cleary Act
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.	Admission Office Affordability web page Net Price Calculator Grants, Scholarships & Loans Office of Student Financial Assistance
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 accurate fashion; d. The institution's compliance with the Commission's policies.	HEOA consumer information page – as per federal requirement Jeanne Cleary Act Student Handbook Athletics Department Manual 8b – Steering committee responsibility 8c. – not applicable 8d. - Compliance with accreditation related processes (Self-Study, Periodic Review, Annual Institutional Profiles) (on file)
9. Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.	HR online training modules for all employees (WeComply): <i>Workplace Diversity; Reporting Requirements; Information Security; Preventing Discrimination and Harassment</i> Board of Trustee review of ByLaws and committee charges (on file)

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

Click here to enter text.

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Complete the following table:

Standard III Criteria	Documents, Processes, and Procedures
<p>1. Certificate, undergraduate, graduate and/or professional programs leading to a degree or other recognized higher education credential, designed to foster a coherent student learning experience and to promote synthesis of learning.</p>	<p>Course Catalog (Ursinus Plan for Liberal Studies; The Core; Study in Depth; Independent Learning Experience)</p> <p>Core Curriculum Revision process (on file) Revised Core Curriculum learning goals (draft)</p>
<p>2. Student learning experiences that are:</p> <ul style="list-style-type: none"> a. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies; b. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are qualified for the positions they hold and the work they do; c. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are sufficient in number; d. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation; e. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures. 	<p>2a, 2b</p> <p>Faculty Handbook: recruitment and appointment of faculty policies Faculty Handbook: evaluation Faculty Handbook: tenure and promotion policies Faculty SPTQ course evaluations (internal use only) Faculty profiles on academic department websites Faculty search procedures and practices document (Dean's Office Resources) Annual and triennial faculty evaluations memo (Dean's Office Resources)</p> <p>2c</p> <p>Student/Faculty ratio trends (on file) Faculty full and part time headcount/ FTE trends (on file)</p> <p>2d</p> <p>Faculty Development initiatives (fellowships, sabbaticals, professional conference travel, small research grants) Faculty Grant support (institutional, scholarly) Center for Writing and Speaking Library Teaching and Learning Institute Ursinus Institute for Student Success (supporting faculty advising) Faculty Handbook: pre-tenure leave; sabbatical; LOA Annual and triennial faculty evaluations memo (Dean's Office Resources)</p> <p>2e</p> <p>Faculty Handbook: evaluation Faculty Handbook: tenure and promotion policies Annual and triennial faculty evaluations memo (Dean's Office Resources)</p>

<p>3. Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion.</p>	<p>Course Catalog Majors and Minors listing on web Requirements for Graduation College Core Requirements checklist Degree Audit via Colleague Academic department advising worksheets (on file) First Year Advising Guide</p>
<p>4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.</p>	<p>Majors and Minors listing on web Research and Creative Projects Our Centers Cooperative Programs International Programs & Exchanges U.S. Exchanges Service Internships Philadelphia Experience</p> <p>Supporting academic progress Ursinus Institute for Student Success (tutoring, help session, disability services, first year advising) Center for Writing and Speaking Library Teaching and Learning Institute</p>
<p>5. At institutions that offer undergraduate education: A general education program, free standing or integrated into academic disciplines, that:</p> <ol style="list-style-type: none"> 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; 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; In non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills. 	<p>5a Core Curriculum Revised Core Curriculum (on file)</p> <p>5b Core Curriculum Learning goals Revised Core Curriculum learning goals (draft) Writing and Oral Speaking Learning goals</p> <p>5c. – not applicable</p>

6. In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula.	Not applicable
7. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third party providers.	International Education Committee – Study Abroad programs Permission to study-elsewhere forms (Registrar’s office) Permission to finish-elsewhere forms (Registrar’s office)
8. Periodic assessment of the programs providing student learning opportunities.	College assessment resource guide Core Assessment process and schedule Academic Department Annual Reports (on file) Administrative and Academic Support department annual reports (on file) Academic programs external reviews (on file) Student Support Service units external reviews Academic Council guidelines/review process (on file)
Other relevant items to review:	PA Department of Education teacher certification program review American Chemical Society program approval review cycle

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.

Click here to enter text.

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Complete the following table:

Standard IV Criteria	<u>Documents, Processes, and Procedures</u>
<p>1. Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:</p> <ul style="list-style-type: none"> a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds; b. a process by which students who are not adequately prepared for the study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals; c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience; d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement. 	<p>1 Admission Office application process Admission Office application requirements Ursinus Institute for Student Success Student Handbook Athletics Department Manual</p> <p>1a Admission Office Affordability web page Net Price Calculator Grants, Scholarships & Loans Office of Student Financial Assistance Student Billing Office Tuition and fees HEOA consumer information page – as per federal requirement</p> <p>1b. Not applicable Assistance available to all students: Ursinus Institute for Student Success including Math help room Physics help room HEP help room Center for Writing and Speaking</p> <p>1c. New Student Orientation Ursinus Institute for Student Success (tutoring, help session, disability services, first year advising) Center for Writing and Speaking Wellness and Counseling Diversity and Inclusion Career and Professional Development Career and Professional Development 4 year career action plan Leadership and Development Student Handbook Athletics Department Manual</p> <p>1d.</p>

	Career and Professional Development Post graduation outcomes Post graduation destination reports Career and Professional Development – annual report
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.	Advanced placement and transfer credit policy Permission to study-elsewhere form Permission to finish-elsewhere form
3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.	Faculty Handbook: confidentiality of student records Student Life Handbook: confidentiality of student records
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.	Student Handbook Athletics Department Manual Student Activities funding processes and procedures Student Government Student organization adviser manual Club sport manual Greek Life Student-Athlete Advisory Committee NCAA Division III reporting requirements - Athletics
8. If applicable, adequate and appropriate institutional review and approval of student support services, designed, delivered, or assessed by third-party providers.	International Education Committee – Study Abroad programs Dining services surveys (external 3 rd party) Housekeeping services External consultant for Enrollment Management Financial auditors
9. Periodic assessment of the effectiveness of programs supporting the student experience.	College assessment resource guide Administrative and Academic Support department annual reports (on file) Student Support Service units external reviews Ursinus Institute for Student Success – goal to review and assess effectiveness of programs designed for retention <u>Survey research assessment:</u> National Survey of Student Engagements (NSSE) Higher Education Data Sharing Consortium Senior Survey (HEDS) Residential Experience survey

	Wellness survey First Year Advising survey Sophomore Chats Retention Interviews MISO Library survey Higher Education Data Sharing Consortium Campus Climate Survey Post-graduation outcomes CPD Internship Evaluation Report CPD Annual Report with internship, advising, and other program usage assessment Dining services surveys (external 3 rd party)
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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.

Click here to enter text.

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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>	<p>College and department student learning goals Core Curriculum Learning goals Revised Core Curriculum learning goals (draft) Writing and Oral Speaking Learning goals Academic program curriculum maps (on file)</p>
<p>2. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:</p> <ul style="list-style-type: none"> a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals; b. articulate how they prepare students in a manner consistent with their missions for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals; and, c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders. 	<p>2a,b College assessment resource guide Core Assessment process and schedule Academic Department Annual Reports (on file) Administrative and Academic Support department annual reports (on file) Academic programs external reviews (on file) Student Support Service units external reviews Senior Exit Interviews (integrated into academic department annual reports)</p> <p>Outcomes Assessment Committee process – assessing the assessment</p> <p>2c. HEOA consumer information page Post-graduation outcomes</p> <p>Regular assessment and data sharing sessions at structured meetings (College Council meetings 2014-2015, Department Heads Meetings 2015-2016 and current, periodic Academic Affairs division meetings, Faculty Salons, Faculty Common Hours, Faculty Meetings) (on file)</p>

<p>3. Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution’s mission, such uses include some combination of the following:</p> <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>3a, b, c, d</p> <p>College assessment resource guide Core Assessment process and schedule Academic Department Annual Reports (on file) Administrative and Academic Support department annual reports (on file) Academic programs external reviews (on file) Student Support Service units external reviews (on file) Ursinus Institute for Student Success Teaching and Learning Institute Center for Writing and Speaking Library Faculty evaluation process (peer observation, self-evaluation and reflection, plans for professional development) (faculty handbook) Annual and triennial faculty evaluations memo (Dean’s Office Resources)</p> <p>3e. College-wide budget process with opportunities for departments and programs to request additional resources (on file) Operating Budget process redesign (2016-17 for FY18) (on file)</p> <p>3f. Regular assessment and data sharing sessions at structured meetings (College Council meetings 2014-2015, Department Heads Meetings 2015-2016 and current, periodic Academic Affairs division meetings, Faculty Salons, Faculty Common Hours, Faculty Meetings) (on file)</p> <p>Creation of Board of Trustees Strategic Indicator Dashboards (Core, Enrollment Management Committee, Academic Affairs Committee) (on file)</p> <p>Keep the Promise Campaign website designed for alumni and donors</p> <p>3g. Enrollment and Student Profile trends (retention, graduation, post-grad outcomes)</p> <p>3h. College assessment resource guide Core Assessment process and schedule</p>
<p>4. If applicable, adequate and appropriate institutional review and approval of <u>assessment services</u> designed, delivered, or assessed by third party providers.</p>	<p>External assessment personnel funded through grants External reviewer by third-party consultants (process to select academic external</p>

	reviewers)
5. Periodic evaluation of the assessment processes utilized by the institution for the improvement of educational effectiveness.	College assessment resource guide Outcomes Assessment Committee – assessing the assessment rubric and summary (on file) Core Assessment process and schedule Academic Department Annual Reports (on file) Administrative and Academic Support department annual reports (on file) Academic programs external reviews (on file) Administrative and Student Support Service units external reviews Budget process (proposal, discussion, submission) Operating Budget process redesign (2016-17 for FY18) (on file)
Other relevant documents:	2016 MSCHE Monitoring Report

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 Single Audit (A133)

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.

Click here to enter text.

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 VI Criteria	<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.	Mission Statement Transformative Education strategic plan 2012-2017 Ursinus 150 strategic plan 2017-2020 Campus Planning and Priorities Committee charge (on file) Academic Department Annual Reports (on file) Administrative and Academic Support department annual reports (on file) Academic programs external reviews (on file) Administrative and Student Support Service units external reviews
2. Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results.	College assessment resource guide Strategic plan progress reporting structure (on file) Campus Planning and Priorities Committee charge Board of Trustees Strategic Indicator Dashboards (Core , Enrollment Management Committee, Academic Affairs) (on file) Presentations related to Ursinus 150 (Town Halls, community conference, faculty meetings, staff assembly meetings, student meetings) (on file) Academic Department Annual Reports (on file) Administrative and Academic Support department annual reports (on file) Communications from President's Office
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.	Budget process (proposal, discussion, submission) Operating Budget process redesign (2016-17 for FY18) (on file) Strategic plan progress reporting structure (on file) Faculty meetings presenting financial sustainability status and projection (Most recent faculty meeting 4/5/17; prior meeting dates on file) Town Hall presentation (Nov. 10, 2016) (on file) Staff Assembly (June 2016 meeting) Student Meeting
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.	Transformative Education strategic plan 2012-2017 Ursinus 150 strategic plan 2017-2020 Board of Trustee Bylaws (on file) Campus master plan – in progress Faculty hiring and evaluation practices (Dean's Office Resources) Staff hiring and evaluation practices (on file)
5. Clear assignment of responsibility and accountability.	Transformative Education strategic plan 2012-2017 – implementation plan with assigned responsibilities (on file) Ursinus 150 strategic plan 2017-2020 - process

	Academic Affairs Responsibilities documents (on file) Review and update process for staff position descriptions (spring 2017)
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.	Campus master plan – in progress Technology Refresh 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.	Audited 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.	Academic Department Annual Reports (on file) Administrative and Academic Support department annual reports (on file) Academic programs external reviews (on file) Administrative and Student Support Service units external reviews Review and update process for staff position descriptions (spring 2017) Faculty hiring and evaluation practices (Dean's Office Resources) Staff hiring and evaluation practices (on file) Budget process (proposal, discussion, submission) Operating Budget process redesign (2016-17 for FY18) (on file)
9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.	College assessment resource guide Strategic plan progress reporting structure (on file) Budget process (proposal, discussion, submission) Operating Budget process redesign (2016-17 for FY18) (on file) Academic Department Annual Reports (on file) Administrative and Academic Support department annual reports (on file) Academic programs external reviews (on file) Administrative and Student Support Service units external reviews
Other relevant documents:	2016 MSCHE Monitoring Report

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 purposed, 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.

Click here to enter text.

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 VII Criteria	<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>	<p>Board of Trustee Articles of Incorporation, Constitution and Bylaws (on file) Organization Chart as of fall 2016 Faculty Governance Structure and Committee Charges Staff Assembly Student Government</p>
<p>2. A legally constituted governing body that:</p> <ul 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; 	<p>Board of Trustee Articles of Incorporation, Constitution and Bylaws (on file) Board of Trustees 2016-17 Income Tax Returns (Form 990) Board of Trustee and Senior Leadership Conflict of Interest forms (on file) Board of Trustee Bylaws – Article XVI (on file) Charges for each Board Committee Board of Trustee Bylaws Article I: Board Authority and Responsibilities (on file)</p>

<ul style="list-style-type: none"> h. establishes and complies with a written conflict of interest policy designed to ensure that impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest; and, i. supports the Chief Executive Officer in maintaining the autonomy of the institution. 	
<p>3. A Chief Executive Officer who:</p> <ul style="list-style-type: none"> a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body; b. has appropriate credentials and professional experience consistent with the mission of the organization; c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission; d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness. 	<p>Board of Trustee Bylaws Article I: Board Authority and Responsibilities (on file)</p> <p>Board of Trustee Bylaws Article VIII: Term, Authority, and Responsibilities of the President (on file)</p> <p>Organization Chart as of fall 2016</p>
<p>4. An administration possessing or demonstrating:</p> <ul style="list-style-type: none"> a. an organizational structure that is clearly defined and that clearly defines reporting relationships; b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities; c. members with credentials and professional experience consistent with the mission of the organization and their functional roles; d. skills, time, assistance, technology, and information systems expertise 	<p>Board of Trustee Articles of Incorporation, Constitution and Bylaws (on file)</p> <p>Organization Chart as of fall 2016</p> <p>Presentations related to the status of the College (Ursinus 150, Town Halls, community conference, faculty meetings, staff assembly meetings, student meetings) (on file)</p> <p>Senior leadership resumes/CVs (on file)</p> <p>Campus Planning and Priorities Committee charge (on file)</p>

<p>required to perform their duties;</p> <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>Academic Department Annual Reports (on file)</p> <p>Administrative and Academic Support department annual reports (on file)</p> <p>Academic programs external reviews (on file)</p> <p>Administrative and Student Support Service units external reviews</p> <p>Required reporting senior leadership to the faculty (Faculty Meeting minutes)</p>
<p>5. Periodic assessment of the effectiveness of governance, leadership, and administration.</p>	<p>Workplace climate survey (October 2016)</p> <p>Faculty Meeting workplace climate survey presentation (Spring 2017)</p> <p>Staff Town hall workplace climate survey presentation (Spring 2017)</p> <p>Staff evaluation pilot program (2015-16)</p> <p>Periodic review and update of the Faculty Handbook led by Faculty Governance Committee</p> <p>Board of Trustee committee evaluations of President and senior leadership (on file)</p>
<p>Other relevant documentation:</p>	<p>Presidential Search prospectus (spring 2015)</p>

Ursinus internal portal documents: (accessible via Grizzly Gateway; will need to bring out from password protected site for peer evaluators)

✓	📁	NAME
	📁	Academic Affairs Responsibilities
	📁	Academic Council Guidelines
	📁	Background Clearance Forms - 2016
	📁	Beginning of Term memos to faculty
	📁	Deans Report
	📁	Department Administrative Assistants References
	📁	Department Chair Resources
	📁	Department Chairs, Program Coordinators, Centers Directors Listing
	📁	Faculty Affairs Committee
	📁	Faculty Committees
	📁	Faculty Development
	📁	Faculty Evaluation and Hiring Documents
	📁	Faculty Events
	📁	Faculty Handbook
	📁	Faculty Search Guidelines
	📁	Forms for student issues
	📁	Honors Program
	📁	Intellectual Property Policy
	📁	IRB and IACUC Guidelines
	📁	Meals with Students
	📁	Promotion and Tenure
	📁	SPTQs
	📁	Student Initiated Majors
	📁	Summer Fellows Programs
	📁	Teaching and Advising Documents