



September 3, 2021

Middle States Self-Study Design DRAFT 2



Cheyney University of Pennsylvania

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I. Institutional Overview

History

Founded in 1837 Cheyney University of Pennsylvania is the oldest of the Historically Black Colleges and Universities in the United States. Cheyney University was established as the African Institute on February 25, 1837, through the bequest of Richard Humphreys, a Quaker philanthropist who lived in Philadelphia. The mission of the institution which was shortly thereafter renamed the Institute of Colored Youth (ICY), was to provide higher learning to persons of African descent. The Institute for Colored Youth (ICY) in Philadelphia provided free classical education for qualified young people. The 19th century ICY was known for its quality faculty and its exemplary students. Past faculty obtained degrees from universities such as Harvard University and Oberlin College and were integral to the production of outstanding graduates. Current Cheyney University faculty and students continue this tradition of academic excellence.

In 1903, the Institute was moved to George Cheyney's 275-acre farm, about 25 miles west of Philadelphia. In 1914, the name of the Institute was changed to Cheyney Training School for Teachers; in 1922, it became the State Normal School at Cheyney State College. In 1983, the Institution became Cheyney University of Pennsylvania when it joined Pennsylvania's State System of Higher Education (PASSHE or the State System).

Cheyney University is one of the 14 universities within PASSHE. The State System's founding legislation Act 188 of 1982 as amended through July 1, 2020, states the powers and responsibilities for the governing bodies of the State System. The State System is governed by a 20-member Board of Governors appointed by the Governor of Pennsylvania with the advice and consent of the Senate for terms of four years. The Board of Governors has the oversight for planning and coordinating the development and operation of the PASSHE system.

The Chief Executive Officer of the system is the Chancellor. The Chancellor is responsible for professional staff in the central office and advises the Board of Governors on the formulation of policies to govern the PASSHE system. The PASSHE Board of Governors may also delegate tasks to the Chancellor. The PASSHE Board of Governors, with the assistance of the Chancellor, appoints the University Presidents.

Like all PASSHE Universities, Cheyney University has an 11-member Council of Trustees. Trustees are nominated and appointed by the Governor with the advice and consent of the Senate. Under the terms of Act 188, the Council of Trustees carries out the Board of Governors' policies and deals with a variety of Cheyney University issues.

President Aaron A. Walton, a former Senior Vice President of Highmark, Inc and former Vice Chair of the PASSHE Board of Governors was appointed as Cheyney University of Pennsylvania's Interim President on May 31, 2017, and President on November 13, 2017. Prior to being tapped to lead Cheyney University, President Walton served as co-chair of the Cheyney Task Force appointed by the Board of Governors. The Task Force developed and approved, a "conceptual framework" for a new business model for Cheyney which included the creation of the Institute For The Contemporary African American Experience (ICAAE). On July 31, 2018, Governor Tom Wolf joined President Walton and other officials on Cheyney's campus to announce the official launch of the ICAAE.

Cheyney University currently offers 10 major academic programs and 6 minors through its School of Undergraduate Studies. The School has four Departments: The Department of Business, Education and Professional Studies, The Department of Humanities, The Department of Natural and Applied Sciences, and The Department of Social and Behavioral Sciences.

Total Cheyney University employees include 35 permanent and 21 temporary faculty members, and 82 management and staff. Faculty and staff are represented by several Collective Bargaining Units: The Association of Pennsylvania State College and University Faculties (APSCUF), The International

Union, Security, Police and Fire Professionals of America (SPFPA), The Office and Professional Employees International Union (OPEIU), The American Federation of State, County and Municipal Employees (AFSCME), and The State College & University Professional Association (SCUPA).

Currently the University is planning for the 2021-2022 Academic Year with a moderate projected Full Time Equivalent (FTE) growth of 631 students, which is a projected 7% growth compared with the 2020-2021 Academic Year. To reach this projected enrollment the University expects a 2021 Fall Semester enrollment of 650 students, compared with 624 students for the Fall 2020 Semester.

Confronting Challenges

The Impact of Pennsylvania State System of Higher Education Changes

Over the past decade, PASSHE Universities, including Cheyney University, have confronted enrollment and revenue challenges. As an example, the State System has lost 21% of its enrollments and, because it has not yet adjusted cost structures. As the Commonwealth of Pennsylvania is 48th in the nation in terms of public expenditure on higher education, it is severely challenged financially. The PASSHE Board of Governors initiated a comprehensive System Redesign in 2016. On July 14, 2021, the Board of Governors unanimously approved University integrations in the West and Northeast. Bloomsburg, Lock Haven and Mansfield Universities in the East and California, Clarion and Edinboro Universities in the West, will be fully integrated by Fall 2024.

As part of the System Redesign, the State System created the Comprehensive Planning Process (CPP), which is a “strategic planning toolset that aligns Board-affirmed metrics, university goals, net price strategies, budgets, and academic planning to enable results and underpin individual and institutional accountability and sustainability”

(<https://www.passhe.edu/SystemRedesign/Pages/redesign.aspx>). Additionally, in accordance with Board of Governor’s Policy 2019-01, University Financial Sustainability, and System Procedure/Standard 2019-40-A, Financial Sustainability, universities that are in financial sustainability plan categories 2 or 3

(this includes Cheyney) were requested to submit Sustainability Plans and Mid-Year Progress summaries.

The Sustainability Progress summary is based on the information provided in the University's Comprehensive Planning Process (CPP) templates and provides a higher level of detail on fiscal milestones, strategies for revenue, expenditures, and a summary of progress against milestones.

Responding to Middle States Commission on Higher Education Requests

In accordance with the Middle States Commission on Higher Education's (MSCHE) action on November 15, 2018, Cheyney University of Pennsylvania, submitted on August 15, 2019, a Show Cause Progress Report and an updated teach out plan, to document

evidence that the institution has achieved and can sustain ongoing compliance with the Commission's standards, requirements, policies and procedures, and federal compliance requirements. The show cause report must include: (1) documented financial resources, funding base, and plans to assure long-term financial stability (Requirement of Affiliation 11); (2) continued implementation of budget reductions agreed to as part of the Pennsylvania State System of Higher Education (PASSHE)-authorized debt-forgiveness plan; (3) written confirmation from PASSHE that this is the case; and (4) documented steps taken to resolve the issues associated with the \$29.6 million potential liability to the U.S. Department of Education (Standard VI Planning, Resources and Institutional Improvement) (p.2).

As directed by the above Commission action, on September 9-10, 2019, a Visiting Team representing MSCHE visited Cheyney University to follow-up on the University's submission of its show cause progress report. On November 21, 2019, the Middle States Commission on Higher Education voted,

To reaffirm accreditation because the institution is now in compliance with Standard VI (Planning, Resources, and Institutional Improvement) and Requirement of Affiliation 11. To note that the Commonwealth of Pennsylvania, Office of the Governor, has provided written

assurance of the elimination of Cheyney University's debt to the Pennsylvania State System of Higher Education (PASSHE) and the Office of the Chancellor. (Middle States Commission on Higher Education, *Cheyney University of Pennsylvania*.

<https://www.msche.org/institution/0480/>)

The Commission also acted

To request a monitoring report, due September 1, 2020, demonstrating sustainability of implemented corrective measures and further evidence of (1) documented financial resources, funding base, and plans to assure long-term financial stability (Requirement of Affiliation 11); and (2) fiscal and human resources adequate to support its operations (Standard VI Planning, Resources and Institutional Improvement). (Middle States Commission on Higher Education, *Cheyney University of Pennsylvania*. <https://www.msche.org/institution/0480/>)

In accordance with the Middle States Commission on Higher Education's (MSCHE) action on November 21, 2020, Cheyney University of Pennsylvania submitted on December 1, 2020, a monitoring report (the due date was extended by the Commission due to the Pandemic). The report demonstrated the sustainability of implemented corrective measures and further evidence of (1) documented financial resources, funding base, and plans to assure long-term financial stability (Requirement of Affiliation11) as well as (2) fiscal and human resources adequate to support its operations (Standard VI Planning, Resources, and Institutional Improvement).

As directed by the above Commission action, on February 10-11, 2021 a Visiting Team representing MSCHE visited Cheyney University, virtually due to the pandemic, to follow-up on the University's submission of its monitoring report.

During the virtual visit, the Visiting Team met via zoom with several individuals including members of Cheyney's Administrative Team and staff, a member of the Council of Trustees, and a

member of PASSHE's Board of Governors. In the Team's judgement, the institution met both Requirements of Affiliation 11 and Standard VI, Planning, Resources, and Institutional Improvement. On June 24, 2021, the Commission acted

To acknowledge receipt of the monitoring report. To note that the institution hosted a virtual site visit in lieu of an on-site visit in accordance with United States Department of Education (USDE) guidelines published March 17, 2020. To remind the institution of the Commission's action of March 4, 2021. In addition, to request that the next self-study, in preparation for a visit in 2022-2023, provide further evidence of (1) clearly stated institutional and unit-level objectives that are linked to mission and that reflect outcomes drawn from assessment results (Standard VI) and (2) adequate fiscal and human resources, including physical and technical infrastructure, to support operations (Standard VI). (Middle States Commission on Higher Education, *Cheyney University of Pennsylvania*. <https://www.msche.org/institution/0480/>)

Subsequently, during this time Cheyney University also submitted a Mid-Point Peer Review which was evaluated by a peer review team. On March 4, 2021, the Commission acted

To note that the Mid-Point Peer Review has been conducted. To request that the next self-study, in preparation for a visit in 2022-2023, provide further evidence of (1) published information regarding student achievement, including student outcome measures (Standard IV); (2) policies, processes and programs to admit, retain and facilitate the success of all students (Standard IV); (3) demonstrated strategies to measure and assess the adequacy of institutional resources to support mission and goals (Standard VI); (4) improved financial viability and sustainability (Standard VI); (5) enrollment management planning linked to budget development (Standard VI); and (6) strategies to address enrollment decline (Standard VI). (Middle States Commission on Higher Education, *Cheyney University of Pennsylvania*. <https://www.msche.org/institution/0480/>)

Cheyney University's Response to the COVID-19 Pandemic

Original Fall 2020 projections anticipated an enrollment of closer to 650 students; however, the realities of the impact of COVID-19 at that time caused the Administration to shift enrollment scenarios to that of a flattened enrollment for Academic Year 2020-2021 and then project a moderate increase of 4% for the Academic Year 2021-2022. The biggest impact felt during the Fall 2020 Semester was in the number of new first-year students. The University welcomed 222 new first-year students to Cheyney. This fell below the Administration's original projections of 275 students largely due to a summer melt that was 215% higher than the year prior. A substantial proportion of the students who withdrew their deposit (75%) did not attend another institution, a fact that can be attributed to COVID-19 (health, financial, or other concerns).

The University's final Fall 2020 enrollment landed at 627, requiring the Administration to look closely at the annual budget and reduce the projected annualized Full-Time Equivalent (FTE) students from 631 to 600. This conservative enrollment projection aligned in the University's planning and budgeting processes. The actual annualized FTE came in at 588 students, just slightly below the budgeted 600 students.

With the appointment of Mark Corbin as Director of University Health and Wellness, the University created a comprehensive Reopening Guide which enabled the University to offer face-to-face instruction (along with online and hybrid formats) throughout the 2020-2021 Academic Year. The Administration's decision was not made lightly and was done so to support Cheyney University students' progress toward their degrees while mitigating health and safety risks.

As a part of the University's Reopening Plan, the Administration decided to accelerate the Fall 2020 semester with an early start on August 10 and early end of the semester on November 20. This approach was aimed at avoiding a possible spike of COVID-19 during influenza season in late fall and winter. Other factors contributing to the decision to reopen were the relatively small size of the

campus population, the remote campus location, enhanced safety measures, and academic performance of minorities in remote learning courses. Subsequently, the Spring 2021 semester started a week early and did not include a Spring Break in order to mitigate the risk of students and employees traveling, potentially contracting coronavirus and returning to campus. The Fall 2021 Semester includes a shortened Thanksgiving break as an additional measure to minimize the spread of COVID-19 due to travel away from campus.

The Reopening Guide was followed and evaluated as the year progressed and the University safely completed the academic year with very few confirmed COVID-19 cases on campus (8 students and 11 staff members).

As stated previously, the University is planning for the 2021-2022 Academic Year with a moderate projected FTE growth of 631 (projected 7% growth compared with the 2020-2021 Academic Year). To reach this projected enrollment the University expects a fall enrollment of 650 students (compared with 624 last fall). As the University approaches the end of the add-drop period and the roster verification date for the Fall 2021 semester the Institution is currently trending towards achieving this goal.

The Cheyney University Transformation

In 2017, under the leadership of President Aaron A. Walton, Cheyney University began a transformation that replaced its traditional university operations with one having a singular focus on decisions that benefit all students first, then those that demonstrate that the preservation of our legacy institution. After conducting internal assessments on academics, financials, people, processes, services, infrastructure and culture, the institution adopted a its own theory of change with a “shrink-to-grow” approach. The University needed to be right-sized and become more attentive to the changing economy while maintaining its mission to “equip and empower students of diverse backgrounds to be visionary leaders in their chosen field.” Therefore, changes were made to its budget, strategic enrollment plan,

academic program array, organizational structure, and campus footprint. Cheyney University has been transformed through a compelling vision with a new leadership team who is executing bold strategies centered around student success, financial strength, and the highest standard of excellence.

Early results have shown a steady growth in enrollment from 2018, a higher academic profile for incoming and completing students, and a holistic community of learners based on their character development and social responsibility. The new model for higher education also features a major component formed by public-private partnerships which enable career-informed curricula and generate nontraditional sources of income. The public-private partnerships are possible through the development of Institute for the Contemporary African American Experience (ICAAE) in 2018 to serve as a catalyst and facilitator in creating networks, fostering communications, and developing and testing solutions to contemporary issues among diverse individuals, organizations, and communities.

In January 2020, the ICAAE completed a research project on race as it relates to access to economic opportunities in the Philadelphia region. The study was funded by a grant from the Starbucks Foundation. The study's findings, while disturbing in many aspects, also revealed prospects for hope and some innovative recommendations to alleviate the region's economic and employment disparities that have contributed to a workforce population that lacks the skills to compete in a 21st century job market. Government, private industry, workforce development programs and universities all have a role to play in better preparing applicants and motivating them to take a more productive approach to move ahead.

Cheyney University's Strategic Partnerships

An analysis of the campus physical assets was completed as part of the situational assessment performed in 2017. The results revealed the underutilization of campus facilities with a potential to monetize these spaces if industry partners could be solicited to further the academic and student mission of the institution. Once the ICAAE was launched in 2018 with the endorsement of Pennsylvania

Governor, Tom Wolf, the University began crafting a strategy to recruit and retain public-private businesses as strategic industry partners. In 2019, Cheyney University entered into an agreement with Mosaic Development Partners, a minority-owned real estate development company, to coordinate recruitment efforts. Partnerships have been established with the following companies and organizations: Thomas Jefferson University, Epcot-Crenshaw, Navrogen, ASI Chemicals, Sure BioChem Lab, and The Wistar Institute. Future partners will include Advanced Alchemy Labs, American Additive Manufacturing, and Sonali Solar.

The University intends to continue leveraging these partnerships to inform and shape the academic curriculum. Early partners are already involved in creating and delivering courses in the biology discipline in spring 2021 and fall 2021, students have completed internships and industry partners are involved in co-curricular experiences to introduce students to various career competencies. Organizations that already have established strategic relationships with Cheyney University have committed through their academic cooperative agreement to be actively involved in the project elements described above. The University will continue to form these relationships and potential industry partners who will include businesses, non-profit organizations, research institutions, and public utilities or agencies.

II. Institutional Priorities to be Addressed in the Self-Study and Intended Outcomes of the Self-Study

The Steering Committee has approved the following Institutional Priorities for the Cheyney University Self-Study.

Self-Study Institutional Priority 1. Establish Right-fit Enrollment-Attracting academically prepared students and enrolling them through innovative transition programs, offering an expanding program array that matches enrollment trends and is responsive to workforce demands.

Self-Study Institutional Priority 2. Enhance Student Success—Establishing a holistic student support model that bridges academic experiences, co-curricular and social experiences to improve success outcomes, transforming students for life after Cheyney.

Self-Study Institutional Priority 3. Ensure Financial Stability of the University—Enhancing the University’s business model, which monetizes campus assets to generate non-traditional sources of unrestricted revenue, developing a robust fundraising strategy, and resolving legacy financial concerns that stabilizes University Operations.

Self-Study Institutional Priority 4. Promote Standard of Excellence—Transforming Cheyney’s culture to be aligned with its Vision, Mission & Values through talent management, human capital development, shared governance and communication, and University rebranding.

The Committee also approved the following Intended Outcomes for the University’s Self-Study.

Self-Study Intended Outcome 1. Providing Evidence of Compliance with The Middle States Commission on Higher Education Accreditation Standards and Requirements of Affiliation—The Cheyney University Self-Study process and report will demonstrate how the University continues to meet The Middle States Commission on Higher Education Accreditation Standards and Requirements of Affiliation.

Self-Study Intended Outcome 2. Focusing on Continuous Improvement—The Cheyney University Self-Study process and report will focus on continuous improvement in the attainment of the University’s Mission and Cheyney University’s Strategic Plan and Self-Study Institutional Priorities.

Self-Study Intended Outcome 3. Conducting an Inclusive and Transparent Self-Study Process—The Cheyney University Steering Committee and Self-Study Working Groups will engage the University community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the University community.

Self-Study Intended Outcome 4. Aligning the Self-Study Process and Report with the assessment of the current University Strategic Plan and the creation of a new University

Strategic Plan-The Self-Study Working Groups will assess relevant Goals and Objectives of the 2018-2022 Strategic Plan as part of the Institution's Self-Study process. The results of the Institution's Self-Study will be used to inform and develop the new Cheyney University Strategic Plan.

The Middle States Self-Study Steering Committee Co-Chairs, Provost Morris and Executive Director Shehata, in consultation with the Middle States Coordinator, Dr. Manspeaker, and the Associate Provost, Dr. Smith, drafted four Self-Study Institutional Priorities for the members of the Steering Committee to consider. The Co-Chairs derived these Institutional Priorities from the Cheyney University Strategic Plan (<https://cheyney.edu/wp-content/uploads/2018/12/CU-Strategic-Plan.pdf>). The Co-Chairs also reviewed the University's 2021-2022 Presidential Strategic Priorities developed by President Walton in consultation with the President's Executive Council <https://cheyney.edu/presidentsreport/>. The Plan and Strategic Priorities are directly related to Cheyney University's Mission, Vision, and Values.

Cheyney University Mission

Established in 1837, Cheyney University of Pennsylvania continues to build on its legacy as America's first institution of higher education for African-Americans. Our Mission is to equip and empower students of diverse backgrounds to be visionary leaders in their chosen fields. We offer innovative approaches to teaching and quality academic programs that expose our students to pioneering ideas, research, and civic engagement. Our transformative approach to student development emphasizes the whole person, fostering success in the classroom, on campus, and in life.

Cheyney University Vision

Cheyney University of Pennsylvania will be the premier educational model for academic excellence, character development, and social responsibility in all of American higher education.

Cheyney University Values

Scholarship, Diversity, Integrity, Respect, and Service

As the following table demonstrates, the Co-Chairs aligned the Institutional Priorities with the Commission Standard during the Middle States Self-Study Institute.

Table 1

Alignment of Cheyney University Self-Study Priorities with Middle States Commission Standards of Accreditation

Middle States Commission Standards of Accreditation	Cheyney University Self-Study Priorities			
	Establish Right-fit Enrollment	Enhance Student Success	Ensure Financial Stability of the University	Promote Standard of Excellence
I. Mission and Goals	X	X	X	X
II. Ethics and Integrity		X	X	X
III. Design and Delivery of the Student Learning Experience	X	X		
IV. Support of the Student Experience	X	X		
V. Educational Effectiveness Assessment		X		
VI. Planning, Resources, and Institutional Improvement		X	X	X
VII. Governance, Leadership, and Administration			X	X

On May 13, 2021, Members of the Steering Committee discussed possible self-study goals, which correspond to the Self-Study Institutional Priorities and the University's Strategic Plan and Strategic Priorities. During the July 1, 2021, Steering Committee Meeting, members reviewed the proposed institutional priorities and offered modifications. Appendix A illustrates the alignment of the

Cheyney University Self-Study Institutional Priorities with the Cheyney University Strategic Plan Goals and Objectives, and Steering Committee Self-Study Suggestions. The University's Self-Study Institutional Priorities were presented to Working Group members on July 15, 2021.

The Middle States Coordinator, Dr. Manspeaker, in consultation with the Middle States Self-Study Steering Committee Co-Chairs, Provost Morris and Executive Director Shehata, and the Associate Provost, Dr. Smith, drafted four intended outcomes for the Self-Study for the members of the Steering Committee to consider. Dr. Manspeaker derived three of the intended outcomes from the Middle States Self-Study Guide.

Intended Outcome Number 4 is based on 2021-2022 Presidential Strategic Priority Number 4: "Assure that all University activities align with the Strategic Plan." Combining University's Self-Study and its Strategic Plan Assessment is logical since the Self-Study Report and the development of a new strategic plan occur in 2022. This Intended Outcome also corresponds with Collegial Advice offered in the Middle States Commission on Higher Education (MSCHE) Follow-Up Review Team Report Cheyney University dated February 1, 2021.

The Team suggests that the institution strengthen the integration of assessment, planning, budgeting, and resource allocation, particularly as the University closes out the current strategic plan and embarks on developing a new one (p. 6).

Intended Outcome Number 4 also is also aligned with several recommendations from the May 13, 2021, Steering Committee Meeting (see Appendix One). The Intended Outcomes also were shared with the members of the Self-Study Working Groups on July 15, 2021.

III. Self-Study Approach

Cheyney University has elected to use a Standards-Based Approach for this self-study with Working Groups assigned to analyze the University's compliance with each Middle States Commission Standard. Groups also will assess related Middle States Requirements of Affiliation. The Working

Groups also will be assigned to assess relevant Cheyney University Strategic Goals and Objectives and aspects of the Self-Study Institutional Priorities. The University traditionally has used a Standard-Based Approach to conduct a comprehensive self-study.

IV. Organizational Structure and Charges of the Steering Committee and Working Groups

Selection of Cheyney University Self-Study Participants

One of the Self-Study's Intended Outcomes is that the Cheyney University Steering Committee and Self-Study Working Groups will engage the University community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the University community. The University has used a community survey and follow-up messages to recruit administration, staff, and faculty participants for self-study. The Middle-States Co-Chairs and Steering Committee members will recruit students, alumni representatives and Cheyney Partners during August and September 2021 to expand Steering Committee and Working Groups representation. Steering Committee members recognize that the membership of the Steering Committee and Working Groups may change during the Self-Study process. The Steering Committee, however, will strive to keep the number of participants in self-study as constant as possible.

In September 2020 President Walton asked the University's Provost and Chief Academic Officer, Kizzy Morris and the University's Executive Director of Institutional Research, Erika Shehata, to serve as Co-Chairs for the Self-Study. Executive Director Shehata also is serving as the Middle States Accreditation Liaison Officer. The Co-Chairs attended the virtual MSCHE Self-Study Institute in November 2020.

During the Fall 2020 Semester, the Co-Chairs distributed a Community Survey to request volunteers to serve on the Self-Study Working Groups and/or the Steering Committee. Eighteen Faculty members and twenty-eight staff and administrators and seven members of the Executive Team responded to the Community Survey listing their top three choices for Self-Study assignments.

President Walton and the Co-Chairs used the responses to the Community Survey and their knowledge of University personnel to ask individuals to serve on the Steering Committee and as Working Group Chairs. Dr. Odenis Ekwerike, Associate Professor, was selected to serve as the Faculty Liaison to the Middle States Self-Study Steering Committee.

As stated previously, faculty and staff submitted their first, second, and third choices for Working Group assignments on the Community Survey, which the Co-Chairs used to populate the seven Working Groups. Members were assigned to groups based on their preference, expertise, and need. The Co-Chairs and members of the Middle States Executive Leadership Team have continued to contact Cheyney University employees during the summer to fill vacancies due to changes in staff and faculty. The Steering Committee also will add students and Cheyney University community members to each Working Group at the beginning of the Fall Semester. The University recognizes that the membership of the Steering Committee and Working Groups may change during the Self-Study process. Each Working Group will have six to ten members during the Self-Study process.

On December 14, 2020, the Self-Study Co-Chairs introduced the Plan for Cheyney University's Self-Study during a virtual campus-wide meeting and announced the members of the Steering Committee and 7 Working Groups.

Dr. Janet Manspeaker, a retired Cheyney University Political Science Professor, was hired to serve as the Middle States Coordinator in May 2021. During her twenty-four-year tenure at Cheyney University, Dr. Manspeaker served as the Middle States Coordinator and as a Co-Chairperson for the 2006-2007 Cheyney University Middle States Self-Study Steering Committee. She also served as an editor for the 2013-2014 Middle States Self-Study report and was the Chair of the University's Assessment Committee during this period. From 2005 through 2012, Dr. Manspeaker was a member of five Middle States Commission on Higher Education Evaluation Teams.

Membership and Charges for Middle States Self-Study Leadership Units

The University has created two Executive Leadership Units, the Middle States Executive Leadership Team (ELT) and the Middle States Strategic Coordinator Group (SCG), to assist the Steering Committee fulfill its responsibilities during the Self-Study process. The members of these leadership units are members of the Steering Committee. The purposes of the leadership units are to provide guidance, facilitate, and monitor the completion of self-study tasks and the creation of self-study documents in conjunction with the University's timetable. However, the Steering Committee is responsible for leading the entire self-study process. The leader of each Working Group also will serve on the Steering Committee.

Middle States Executive Leadership Team

The membership of the Middle States Executive Leadership Team is as follows,

Ms. Kizzy Morris	Provost & Chief Academic Officer	Co- Chair: Self-Study Steering Committee
Ms. Erika Shehata	Executive Director of Institutional Research & Communications	Co- Chair: Self-Study Steering Committee and Accreditation Liaison Officer
Dr. Gregory Smith	Acting Associate Provost, Professor of Recreation & Leisure Management, The Department of Business, Education and Professional Studies	Middle States Facilitator and Assistant to Co-Chair Morris
Ms. Lauren Moffett	Associate Director of University Communications & Technology	Middle States Communication Coordinator and Assistant to Co-Chair Shehata
Dr. Janet Manspeaker	Retired Political Science Professor, Annuitant Re-hire	Middle States Coordinator

Charge for the Middle States Executive Leadership Team

- Draft key elements of the Self-Study Design for review, revision, and approval of the Steering Committee.
 - Propose Institutional Priorities
 - Propose Intended Outcomes

- Propose Charges and Guiding Questions for Working Groups
- Propose Timeline for the Self-Study
- Be responsible for facilitating the completion of the initial draft of the Self-Study Design for review, revision, and approval by the Steering Committee
- Be responsible for updating Cheyney University Administrative and Academic Units including the President, the Cheyney University Executive Leadership Team, the Cheyney University Council of Trustees, the Cheyney University Strategic Planning and Continuous Improvement Council during the Self-Study Process under the direction of the Steering Committee
- Monitor the membership of the Working Groups and the Steering Committee and add members, in consultation with the Steering Committee, when appropriate
- Monitor the progress of the Working Groups and the Steering Committee in meeting the Self-Study Timetable and advise Working Groups and the Steering Committee when appropriate
- Be responsible for facilitating the completion of the initial draft of the Self-Study Report for review, revision, and approval by the Steering Committee
- Be responsible for managing the Steering Committee’s preparations for Middle States Visits from the Liaison, Evaluation Team Leader, and the Evaluation Team.

Middle States Strategic Coordinator Group

The membership of the Middle States Strategic Coordinator Group is as follows,

Ms. Kizzy Morris	Provost & Chief Academic Officer	Co- Chair: Self-Study Steering Committee
Ms. Erika Shehata	Executive Director of Institutional Research & Communications	Co- Chair: Self-Study Steering Committee and Accreditation Liaison Officer
Dr. Gregory Smith	Acting Associate Provost, Professor of Recreation & Leisure Management, The Department of Business, Education and Professional Studies	Middle States Facilitator and Assistant to Co-Chair Morris

Ms. Lauren Moffett	Associate Director of University Communications & Technology	Middle States Communication Coordinator and Assistant to Co-Chair Shehata
Mr. Clifton Anderson	Senior Advisor and Chief Strategist	President's Representative
Mr. Chris Brown	Executive Director, Office of Information Technology	Middle States Technology Coordinator
Dr. Odenis Ekwerike	Associate Professor, Business Administration	Middle States Self-Study Faculty Liaison
Dr. Carolyn Hall	Coordinator of Assessment and Continuous Improvement	Middle States Self-Study Evidence Manager
Dr. Janet Manspeaker	Retired Political Science Professor, Annuitant Re-hire	Middle States Coordinator
To Be Announced		Lead Author of the Self-Study Report

Charge for Middle States Strategic Coordinator Group Members

- Draft Communication Plan for the Self-Study Design for review, revision, and approval by the Steering Committee
- Implement and Monitor the Self-Study Communication Plan during the Self-Study process
- Make regular reports about the implementation of the Communication plan to the Steering Committee.
- Organize and monitor the TEAMS sites for the Self-Study Groups to facilitate the self-study process
- Develop Reporting Templates for the Working Groups for review, revision, and approval by the Steering Committee.
- Manage the University's Evidence Inventory for the Self-Study Design, Working Group analyses and reports, and the Self-Study Report
- Manage evidence concerns raised by the Steering Committee and Working Groups (gaps)
- Collaborate with Working Groups to encourage communication and reduce duplication of efforts when MSCHE Standards and criteria, MSCHE Requirements of Affiliation, Self-Study Institutional Priorities and Cheyney University Strategic Plan Goals and Objectives overlap.

- Distribute the initial draft of the Self-Study Design for review by the University Community after approval by the Steering Committee
- Facilitate the integration of Working Group drafts and reports to develop an initial draft of the Self-Study Report for review by the Steering Committee
- Distribute the drafts and then final Self-Study Report for review by the University Community after approval by the Steering Committee
- Provide assistance to the Self-Study Steering Committee as members prepare for Middle States Visits from the Liaison, Evaluation Team Leader, and the Evaluation Team.

Middle States Self-Study Steering Committee

The Co-Chairs in consultation with the Steering Committee will be expanding the membership of Steering Committee to correspond with the University's shared governance structure. While several members of the Steering Committee are members of a bargaining unit, the Steering Committee should include official representatives for the Collective Bargaining units represented on campus. During the Fall 2021 Semester, a Council of Trustee representative, an Alumni representative, and student representatives will join the Steering Committee

The current membership of the Steering Committee is as follows,

Ms. Kizzy Morris	Provost & Chief Academic Officer	Co- Chair: Self-Study Steering Committee
Ms. Erika Shehata	Executive Director of Institutional Research & Communications	Co- Chair: Self-Study Steering Committee and Accreditation Liaison Officer
Dr. Gregory Smith	Acting Associate Provost, Professor of Recreation & Leisure Management, The Department of Business, Education and Professional Studies	Middle States Facilitator and Assistant to Co-Chair Morris
Ms. Lauren Moffett	Associate Director of University Communications & Technology	Middle States Communication Coordinator and Assistant to Co-Chair Shehata

Dr. Odenis Ekwerike	Associate Professor of Business Administration, The Department of Business, Education and Professional Studies	Middle States Self-Study Faculty Liaison
Mr. Clifton Anderson	Senior Advisor and Chief Strategist	President's Representative
Dr. Vincent E. Miles	Professor of Social Relations, The Department of Social and Behavioral Sciences	Chair of Working Group 1
Ms. Tonya L. Williams	Director of Student Financial Services	Chair of Working Group 2
Dr. Tamara Hollins	Professor of English, The Department of Humanities	Chair of Working Group 3
Mr. Jeff Jones	Executive Director of Enrollment Management	Chair of Working Group 4
Dr. Sakkar Eva	Professor of Physics, The Department of Natural and Applied Sciences and Curriculum Committee Chair	Chair of Working Group 5
Ms. Victoria Lee Atkins	Interim Controller	Chair of Working Group 6
Mr. James Lewis	Executive Director of Operations	Chair of Working Group 7
Mr. Chris Brown	Executive Director, Office of Information Technology	Middle States Technology Coordinator
Dr. Carolyn Hall	Coordinator of Assessment and Continuous Improvement	Middle States Self-Study Evidence Manager
Dr. Janet Manspeaker	Retired Political Science Professor, Annuitant Re-hire	Middle States Coordinator
To Be Announced		Lead Author of the Self-Study Report

Charge for the Middle States Self-Study Steering Committee

- Provide leadership for the self-study process.
- Identify, in consultation with representatives of the University community, institutional priorities and intended outcomes to be addressed in the self-study which correspond to the University's Mission, Strategic Plan and Middle States Standards of Accreditation and benefit continuous improvement of Cheyney University.
- Develop and maintain Self-Study Working Groups during the self-study process that represent constituencies within the University including students and stakeholders. Note: The Leaders of the Working Groups are members of the Steering Committee

- Establish rigorous lines of inquiry for the respective Working Groups with input from the members of the Working Groups designed to make sure that each Working Group reviews and analyses their assigned MSCH Standards and Criteria, Requirements of Affiliation, Cheyney University Strategic Goals and Objectives and Self-Study Institutional Priorities using relevant University assessment information, institutional processes, documents, and procedures
- Review and approve a Communication Plan designed to ensure that the Steering Committee and Self-Study Working Groups engages the University community in an inclusive and transparent self-appraisal process designed to involve members from all areas of the University community.
- Approve the Timetable for the Self-Study process
- Approve the initial draft of the Self-Study Design for distribution to members of the University Community and University Leadership units for review and discussion
- Approve the final draft of the Self-Study Design prior to submission to the MSCHE Liaison
- Participate in the MSCHE Liaison visit
- Monitor the progress of the analysis of Working Groups to avoid duplication of efforts and to ensure compliance with the University's timeline
- Solicit evidence requests from Working Groups as members conduct their analyses and refer requests to the Executive Leadership Group
- Monitor the development of the University's Evidence Inventory during the Self-Study process
- Review interim Working Group reports and drafts of Self-Study report chapters and identify the most important findings and recommendations to be presented in the Self-Study report and to the University's Strategic Planning and Continuous Improvement Council

- Review and approve the draft of the Self-Study Report. Note: the lead author of the Self-Study Report will be a member of the Steering Committee
- Monitor the distribution of the draft of the Self-Study report to the University Community and conduct formal and informal sessions designed to elicit responses about salient findings and recommendations contained in the report
- Monitor the completion of the final Self-Study Report, including the refinement of the Evidence Inventory and completion of the Verification of Compliance materials.
- Review and approve the final Self-Study Report for submission to MSCHE and the University Community.
- Supervise arrangements to host the Evaluation Team visit.

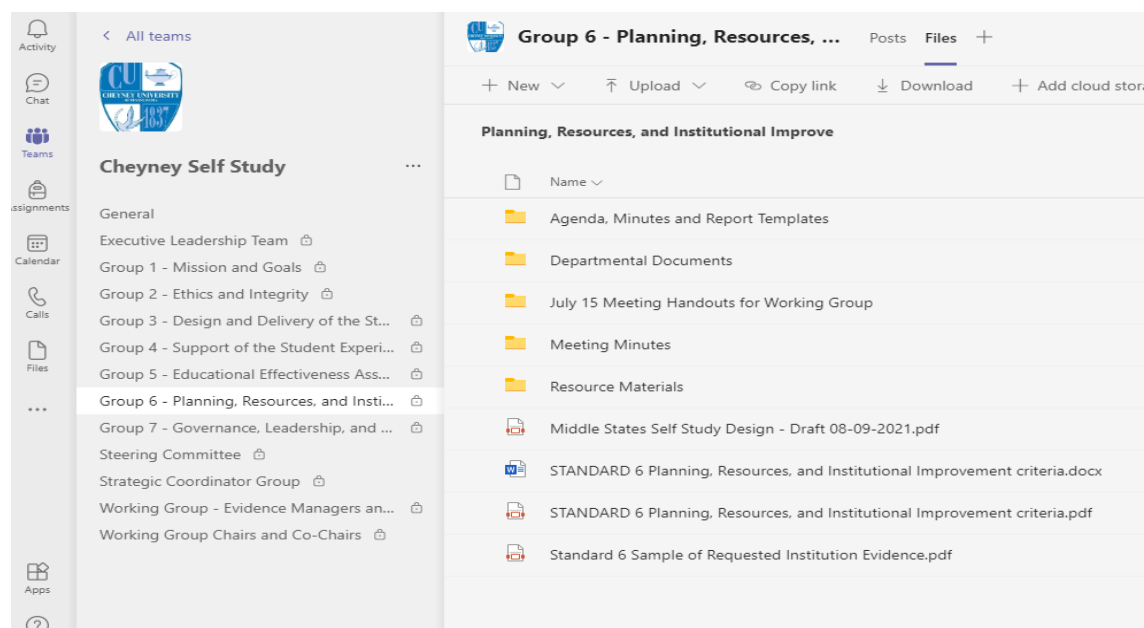
Membership and Lines of Inquiry for Working Groups

The Steering Committee has approved Charges and Lines of Inquiry for each Working Group that are aligned with the University's Strategic Plan, MSCHE Standards and the criteria that encompass each Standard and the MSCHE Requirements of Affiliation. Appendix B demonstrates the basis for each Working Group's Charge and Lines of Inquiry. The Working Groups met on July 15, 2021, to review their charge, assign roles within the Working Group and to begin to review and revise draft lines of inquiry. As Figure 1 demonstrates, the Steering Committee, Leadership Units and Working Groups are using Microsoft Teams during the Self-Study process for purposes of communication, requesting and storing evidence, and submitting meeting minutes and reports. The Middle States Technology Coordinator, Mr. Chris Brown, created channels for each Working Group as well as additional channels for Working Group Chairs and Co-Chairs and Working Group Evidence Managers. Since Working Groups will be analyzing related aspects of the Cheyney Strategic Plan, Self-Study Institutional Priorities in addition to assigned MSCHE Standards, Criteria, and Requirements of Affiliation, the Strategic Coordinator Group will be responsible for ensuring that Working Groups interact with one another. The Strategic Coordinator

Group will review the Working Group meeting minutes, evidence requests, and reports to monitor Group activities and to reduce duplication of effort. Working Group Chairs will also present informal reports during monthly Steering Committee Meetings.

Figure 1

Screen Shot of Cheyney University Middle States Microsoft Teams Channels on August 26, 2021



General Charge for Self-Study Working Groups

The primary function for the Self-Study Working Groups is to conduct a critical analysis of the University's compliance with the Group's assigned MSCHE Standard of Accreditation, MSCHE Requirements of Affiliation, Cheyney University Strategic Plan Goals and Objectives, and Self-Study Institutional Priorities using relevant University assessment information, institutional processes, documents, and procedures. To complete their central role in the self-study process, Working Groups will utilize appropriate evidence to

- Develop and submit specific lines of inquiry for the Working Group to the Steering Committee for approval
- Hold regular meetings in accordance with the Self-Study Timetable

- Submit meeting minutes and requested reports in accordance with the Self-Study Timetable
- Make recommendations for additional evidence needed to complete the Group's analysis to the Self-Study Steering Committee
- Engage the campus community as necessary to identify, collect, and analyze evidence
- Assess the extent to which the University complies with the Group's assigned MSCHE Standard of Accreditation and Criteria and related MSCHE Requirements of Affiliation
- Assess the extent to which the University achieves the Group's assigned Cheyney University Strategic Plan Goals and Objectives.
- Assess the extent to which the University meets the Group's assigned Self-Study Institutional Priorities
- Identify and present the Group's most important findings and recommendations for improvement to the Steering Committee in accordance with the Self-Study timetable
- Submit a draft Chapter to the Self-Study Steering Committee documenting the Group's critical analysis of the University's compliance with the Group's assigned MSCHE Standard of Accreditation, MSCHE Requirements of Affiliation, Cheyney University Strategic Plan Goals and Objectives, and Self-Study Institutional Priorities. The Chapter will include specific findings and recommendations and include the evidence used in the analysis.

Each Working Group is represented on the Self-Study Steering Committee by a Chairperson.

Working Group members also may assign roles within the Group to facilitate the completion of the Group's analysis. These roles include:

- A Chairperson who is responsible for holding meetings, adherence to the timetable, presenting interim reports, requests, and concerns to the Self-Study Steering Committee. The Chairperson also serves as a liaison between the Working Group and the Steering Committee.

- A Co-Chairperson who conducts meetings and submits reports to the Self-Study Steering Committee at the request of the Chairperson or in the absence of the Chairperson. The Co-Chairperson helps the Working Group adhere to the Self-Study timetable.
- A Recorder who is responsible for taking minutes and posting the minutes to the Working Group's TEAMS site. The recorder also helps the Working Group author.
- A Working Group Evidence Administrator who is responsible for working with the Self-Study Evidence Manager to compile relevant assessment material used in the Group's analysis. The Working Group Evidence Administrator also will help identify the necessity of additional documentation or assessment material.
- A Lead Author who is responsible for reviewing and editing the Working Group's preliminary and final reports. Note: The Working Group members may divide responsibility for drafting elements of the Group's preliminary and final reports.

Lines of Inquiry for Working Groups

The Middle States Coordinator developed draft lines of inquiry for each Working Group based on the alignment of MSCHE Standards, MSCHE Requirements of Affiliation, Cheyney Strategic Plan Goals and Objectives, and proposed Self-Study Institutional Priorities (see Appendix B). The Coordinator also developed specific lines of inquiry based on recent Middle States Evaluation Team Reports and Cheyney University Middle States Reports.

The Executive Leadership Team submitted the draft lines of inquiry to the Steering Committee for their review on July 1, 2021, and to Working Group members on July 15, 2021. The Working Group Chairs submitted their Group's Lines of Inquiry to the Steering Committee for approval and inclusion in the second draft of the Self-Study Design by August 30, 2021. During the Fall 2021 Semester, Working Groups may request modifications to their Lines of Inquiry as indicated by their analyses. The Working Group Chairs will submit these requests to the Steering Committee for approval.

Working Group 1

The membership of Working Group 1 is as follows,

Dr. Vincent Edward Miles	Professor of Social Relations, The Department of Social and Behavioral Sciences	Chair
Dr. Eric C. Schumacher	Professor, The Department of Fine Arts, Design & Liberal Studies	Co-Chair
Dr. Tamika Thomas	Assistant Professor, Psychology, The Department of Social and Behavioral Sciences	Recorder
Ms. Jacqueline Goode	Interim Director of Admissions	Working Group Evidence Administrator
Mr. Greg Benjamin	Assistant Director of Admissions/Transfer Coordinator	Co- Lead Author
Mr. Frederick Goode	Director, Center for Career & Professional Development	Co- Lead Author
Mr. Brandon Harrison	TRIO Program Specialist	
Mr. David Horevay	Police Specialist	
President Aaron A. Walton	University President	

Lines of Inquiry for Working Group 1

Working Group 1 will assess the extent to which the University complies with MSCHE Standard of Accreditation I: Mission and Goals and Criteria and MSCHE Requirements of Affiliation 1, 2, 4, and 7. The Working Group also will focus on the University's Mission, Vision, and Values as well as the four Self-Study Institutional Priorities; 1. Establish Right-Fit Enrollment, 2. Enhance Student Success, 3. Ensure Financial Stability of the University and 4. Promote Standard of Excellence. The Working Group will be guided by the following lines of inquiry.

1. To what extent does Cheyney University comply with the criteria for MSCHE Standard I and MSCHE Requirements of Affiliation 1, 2, 4, and 7? – **REQUIRED**

2. To what extent does the Mission of Cheyney University provide the foundation for academic programs, approaches to teaching, and student services at the Institution? How innovative approaches, pioneering ideas, research, civic engagement, and transformative approach to student development are defined and implemented at the University?
3. To what extent does the Mission of the University guide student enrollment initiatives? How does the University attract and engage academically prepared students?
4. What methods does the University use to publicize its Mission and Goals to students, personnel, and the community? How is the University transforming its culture to be aligned with its mission?
5. To what extent is the University's Mission guiding the development of the next Strategic Plan?

Sample of Group 1 Resources

Cheyney University Strategic Plan, Cheyney University President's Report 2021, Our Guiding Philosophy, President's Executive Council Agendas, Strategic Planning Council Minutes, Faculty Senate Minutes

Working Group 2

The membership of Working Group 2 is as follows,

Ms. Tonya L. Williams	Director of Student Financial Services	Chair
Dr. Ikechukwu Ebisike	Associate Professor, Criminal Justice, The Department of Social and Behavioral Sciences	Co-Chair
Ms. Marsha Depte-Brown	Coordinator of Advancement & External Relations	Lead Author
Ms. Ramona O. Dixon	Director of Housing Operations	Recorder
Ms. Taria Gale-Wilkins	Academic Support Manager	Working Group Evidence Administrator
Mr. John Gruenwald	Executive Director of Human Relations, Labor Relations & Compliance	
Ms. Felicia Jenkins	Director of University Housing – Weekend Shift	

Lines of Inquiry for Working Group 2

Working Group 2 will assess the extent to which the University complies with MSCHE Standard II Ethics and Integrity and Criteria and MSCHE Requirements of Affiliation 5,6,13, and 14. The Working Group will evaluate how well the University is meeting Goal 4. Nurture Cheyney's Human Capital of its Strategic Plan. The Working Group also will review aspects of the University's Mission and Self-Study Institutional Priorities 2 Enhance Student Success, 3. Ensure Financial Stability of the University, and 4. Promote Standard of Excellence. The Working Group will be guided by the following lines of inquiry.

1. To what extent does Cheyney University comply with the criteria for MSCHE Standard II and MSCHE Requirements of Affiliation 5,6,13, and 14? **REQUIRED**
2. How does Cheyney University demonstrate its compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements? **REQUIRED**
3. To what extent is the Institution meeting Cheyney University Strategic Plan Goal 4 and related Objectives?
4. How does the University implement mandated employment, conflict of interest, and grievance policies?
5. To what extent does the University demonstrate and assess its ethics and integrity in terms of external and internal communications, policies, and practices?
6. How does Cheyney University demonstrate its compliance with local policies and procedures (especially HR, Finance and Student Handbooks)?
7. How do Cheyney University's Academic Departments demonstrate in their course syllabi compliance with Ethics & Integrity in their course work?
8. How does Cheyney University make aware to Faculty, Staff and students Title IX trainings, initiatives and/or events to discuss policies and procedures?

9. How does Cheyney University demonstrate its ability to regulate mass correspondence and communication received by faculty, staff, students and outside constituents to ensure it does not violate Cheyney's own standards of ethics and integrity?
10. How does Cheyney University demonstrate its ability to make decisions for the campus community based on our own proposed and stated values, ethics and integrity?

Sample of Working Group 2 Resources

Cheyney University Strategic Plan, Cheyney University President's Report 2021, Title III Reports, Title IX Reports, Pennsylvania State System of Higher Education Board of Governors Policies, Faculty Handbook, Student Handbook, Cheyney University Academic Affairs Council Minutes, Cheyney University Policies

Working Group 3

The membership of Working Group 3 is as follows,

Dr. Tamara Hollins	Professor of English, The Department of Humanities	Chair
Dr. Christopher A. Barnes	Associate Professor of Psychology, The Department of Social and Behavioral Sciences	Co-Chair
Dr. Earl Bowen, Jr.	Counselor, Student Affairs	Recorder
Ms. Linda Brawner	Coordinator of Instructional Design and Teaching Innovation	Co- Working Group Evidence Administrator
Dr. Gregory Smith	Acting Associate Provost, Professor of Recreation & Leisure Management, The Department of Business, Education and Professional Studies	Co- Working Group Evidence Administrator
Ms. Stephanie Stevens	Interim Registrar	Lead Author
Ms. Vanessa M Atkins	Director, Life Science & Technology	
Ms. Towanda Collins	Registrar Enrollment Representative, Enrollment Management: Registrar's Office	
Dr. Marietta Dantonio-Madsen	Chair and Associate Professor, The Department of Humanities	

Lines of Inquiry for Working Group 3

Working Group 3 will assess the extent to which the University complies with MSCHE Standard III Design and Delivery of the Student Learning Experience and Criteria and MSCHE Requirements of Affiliation 8, 9, and 15. The Working Group will evaluate how well the University is meeting elements of

Goal 1. Strengthen Academic Quality and Excellence and Goal 5. Cultivate Public Engagement & Citizenship of its Strategic Plan. The Working Group also will review relevant aspects of the University's Self-Study Institutional Priorities 1. Establish Right-Fit Enrollment and 2 Enhance Student Success. The Working Group will be guided by the following lines of inquiry which contain Standard III criteria.

1. Demonstrate the effective design of academic programs.
2. Demonstrate the (resources and) rigor of academic programs that are assessed by appropriately qualified and sufficient faculty who are provided with necessary support.
3. Demonstrate the effective publication of programs of study.
4. Demonstrate the effectiveness of student support services and the enhancement of student success.
5. Demonstrate the effectiveness of general education assessment.
6. Demonstrate the effective assessment of academic programs.

Note: Working Group 3 will work closely with Working Group 5 to avoid duplication of efforts.

Sample of Working Group 3 Resources

Cheyney University Strategic Plan, Cheyney University President's Report 2021, Cheyney University Catalog, Cheyney University General Education Program, Academic Program Reviews, Pennsylvania State System of Higher Education (PASSHE) Academic Degree Policy, PASSHE Policy 1986-04-A: Program Review, PASSHE General Education at State System of Higher Education Universities, Cheyney University Curriculum Committee Minutes, Cheyney University Curriculum Committee Policies, PASSHE System Data.

Working Group 4

The membership of Working Group 4 is as follows,

Mr. Jeffery E. Jones	Executive Director for Enrollment Management	Chair
Ms. Cherelle Box-Thompson	Management Technician	Co-Chair
Ms. Julani Ghana	Director of Academic Success Center	Asst. Co-Chair

Ms. Laura Vargas	Success Coach, Student Affairs	Recorder
Mr. Devon J. Carey	Program Coordinator TRIO- Student Support Services (SSS)	Co-Recorder
Dr. Hazel Spears	Associate Professor of Psychology and First Year Experience, The Department of Social and Behavioral Sciences	Working Group Evidence Administrator
Ms. Rosalyn Denise Henderson	Program Director, TRIO – Student Support Services (SSS)	Co-Working Group Evidence Administrator
Ms. Patricia Walker	Assistant Professor, Recreation & Leisure Management, The Department of Business, Education and Professional Studies	Co-Working Group Evidence Administrator
Dr. Adedoyin Adeyiga	Chair, The Department of Natural and Applied Sciences	Lead Author
Dr. Abdelaziz Bior	Professor of Science, The Department of Natural and Applied Sciences	Co-Lead Author
Mr. Harold Johnson	Director of Student Activities	Co-Lead Author
Dr. Shelly Weeks-Channel	Professor, Education and Leadership Studies, The Department of Business, Education and Professional Studies	
Ms. Katrina Banks	Success Coach, Student Affairs	

Lines of Inquiry for Working Group 4

Working Group 4 will assess the extent to which the University complies with MSCHE Standard IV Support of the Student Experience and Criteria and MSCHE Requirement of Affiliation 8. The Working Group will evaluate how well the University is meeting Goal 2. Advance Student Achievement and Success of its Strategic Plan. The Working Group also will review aspects of the University’s Self-Study Institutional Priorities 1. Establish Right-Fit Enrollment and 2. Enhance Student Success. The Working Group will be guided by the following lines of inquiry.

IMPORTANT - Working Group 4 must address recent requests by MSCHE evaluators. MSCHE posted the following entry on its portal – “March 4, 2021 - To note that the Mid-Point Peer Review has been conducted. To request that the next self-study, in preparation for a visit in 2022-2023, provide further evidence of (1) published information regarding student achievement, including student outcome measures (Standard IV); (2) policies, processes and programs to admit, retain and facilitate the success of all students (Standard IV). Questions 2 and 3 are related to this MSCHE directive.

1. To what extent does Cheyney University comply with the criteria for MSCHE Standard IV and MSCHE Requirement of Affiliation 8? - **REQUIRED**
2. To what extent is the Institution meeting Cheyney University Strategic Plan Goal 2 and related Objectives?
3. Demonstrate that the University provides information regarding student achievement, including student outcome measures. - **REQUIRED**
4. Demonstrate that the University provides information regarding policies, processes, and programs to admit, retain and facilitate the success of all students. - **REQUIRED**
5. How does the University implement and assess its holistic student support model? Has the University's student support model been responsive to students' academic and personal needs?
6. To what extent does the University's student support model enhance retention and help students achieve their educational goals?
7. How does the University develop and assess athletic, student life, and other extracurricular activities?

Sample of Working Group 4 Resources

Cheyney University Strategic Plan, Cheyney University President's Report 2021, Student Handbook, Department Assessment Reports, TRIO Reports, PASSHE System Data, Student outcome measures, Cheyney University policies relating to students

Working Group 5

The membership of Working Group 5 is as follows,

Dr. Sakkar Eva	Professor of Physics, The Department of Natural and Applied Sciences and Curriculum Committee Chair	Chair
Ms. Irma I Aguirre	Director of Student Life	Co-Chair

Dr. Carolyn Hall	Coordinator of Assessment and Continuous Improvement	Recorder
Ms. Mae Stephens	Director of Title III & Grants Administration	Working Group Evidence Administrator
Ms. Daneisha Allen	Character Development & Social Responsibility	Lead Author
Dr. Gooyong Kim	Assistant Professor of Communication Arts, The Department of Humanities	Co- Lead Author
Ms. Tonia Clark	Administrative Assistant I Student Financial Services	
Mr. Jemal Fisher	Administrative Assistant II Business Office & Finance Administration	
Mr. George I. Jones	Grant & Contract Accountant	
Ms. Suzanne Kilian	Director of Intramural Sports	

Lines of Inquiry for Working Group 5

Working Group 5 will assess the extent to which the University complies with Standard V Educational Effectiveness Assessment and MSCHE Requirements of Affiliation 8, 9, and 15. The Working Group will evaluate how well the University is meeting Goal 1: Strengthen Academic Quality and Excellence of its Strategic Plan. The Working Group also will review aspects of the University's Self-Study Institutional Priority 2. Enhance Student Success. The Working Group will be guided by the following lines of inquiry.

1. To what extent does Cheyney University comply with the criteria for MSCHE Standard V and MSCHE Requirements of Affiliation 8, 9, and 15? - **REQUIRED**
2. To what extent is the Institution meeting Cheyney University Strategic Plan Goal 1 and related Objectives?
3. Demonstrate how the University's academic programs have clearly stated course and academic program goals which are interrelated with the University's Mission and Goals, and relevant educational experiences such as internships.

4. How does the University’s faculty and/or other appropriate professionals conduct organized, systematic, and periodic assessments designed to evaluate the level of student of achievement of University, general education program, and academic degree program goals? Discuss the Cheyney University revised academic program process built on market research, quantitative and qualitative enrollment data, and degree-to-occupation outcomes.
5. How does the University use its periodic educational assessment results to improve the educational effectiveness of University academic programs and its general education program?

Note: Working Group 5 will work closely with Working Group 3 to avoid duplication of efforts.

Sample Working Group 5 Resources

University-Wide Outcomes, 2020-2021 Academic Course Catalog, Department and Program Outcomes, Course Syllabi, Program Outcomes, Cheyney University Strategic Plan, Cheyney University President’s Report 2021, Cheyney University General Education Program, Academic Program Reviews, Pennsylvania State System of Higher Education (PASSHE) Academic Degree Policy, PASSHE Policy 1986-04-A: Program Review, PASSHE General Education at State System of Higher Education Universities, Cheyney University Curriculum Committee Minutes, Cheyney University Curriculum Committee Policies, PASSHE System Data, Academic Program Assessment Reports

Working Group 6

The membership of Working Group 6 is as follows,

Ms. Victoria L. Atkins	Interim Controller	Chair
Ms. Cynthia Moultrie	Executive Director of Finance & Administration	Co-Chair
Ms. Irene A. Losak-Scheivert	Administrative Assistant II, Operations & Facilities Management	Recorder
Ms. Christa Cobb	Director of Diversity, Inclusion & Social Responsibility	Working Group Evidence Administrator
Dr. Jacqueline Pollard	Adjunct Professor, Department of Humanities	Lead Author

Mr. Cerick Julian Austin	Director of Student Success and Wellness	
Ms. Tia Brown	Assistant Director of Compliance & Student Conduct	
Dr. Steven Hughes	Professor and Director of Aquaculture Research & Education Laboratory, The Department of Natural and Applied Sciences	
Ms. Tracey Smith	Success Coach, Student Affairs	

Lines of Inquiry for Working Group 6

Working Group 6 will assess the extent to which the University complies with Standard VI Planning, Resources, and Institutional Improvement and MSCHE Requirement of Affiliation 10. The Working Group will evaluate how well the University is meeting Goal 3: Manage and Secure Fiscal Resources and Facilities Needed to Enhance Institutional Effectiveness and Goal 6: Use Technology Effectively to Enhance Teaching and Learning including support services, Business Processes, and the Procurement of External Support of its Strategic Plan. The Working Group also will review aspects of the University's Self-Study Institutional Priorities 2. Enhance Student Success, 3. Ensure Financial Stability of the University, and Priority 4. Promote Standard of Excellence. The Working Group will be guided by the following lines of inquiry.

IMPORTANT - Working Group 6 must address recent requests by MSCHE evaluators. MSCHE posted the following entry on its portal – “March 4, 2021 - To note that the Mid-Point Peer Review has been conducted. To request that the next self-study, in preparation for a visit in 2022-2023, provide further evidence ... (3) demonstrated strategies to measure and assess the adequacy of institutional resources to support mission and goals (Standard VI); (4) improved) improved financial viability and sustainability (Standard VI); (5) enrollment management planning linked to budget development (Standard VI); and (6) strategies to address enrollment decline (Standard VI). Questions 3 through 7 are related to this MSCHE directive. Questions 8 and 9 are related to Cheyney University submissions to MSCHE.

1. To what extent does Cheyney University comply with the criteria for MSCHE Standard V and MSCHE Requirement of Affiliation 10? - **REQUIRED**
2. To what extent is the Institution meeting Cheyney University Strategic Plan Goals 3 and 6 and related Objectives?
3. Demonstrate that the University has clearly stated institutional and unit-level objectives that are linked to its Mission and that reflect outcomes drawn from assessment results. -
REQUIRED
4. Demonstrate how the University has consolidated current plans (Sustainability, Presidential Priorities, and Strategic Plan) with measurable targets and priorities. - **REQUIRED**
5. Demonstrate how the University utilizes well-documented approaches to budgeting and well-documented processes for assessment of academic and administrative units. -
REQUIRED
6. Demonstrate how the University conducts and utilizes periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources. - **REQUIRED**
7. Demonstrate how the University has adequate fiscal and human resources, including physical and technical infrastructure, to support operations. Discuss Campus Monetization revenue and the Administration's use of specific benchmarks in enrollment, revenue, operating margin, student to faculty and non-faculty ratios, and other board-affirmed metrics to assure long-term financial stability. - **REQUIRED**
8. To what extent does the University adhere to expenditure and revenue projections and has made the appropriate adjustments when necessary to maintain a balanced budget? -
REQUIRED

9. Demonstrate the effectiveness of the University's business model in terms of increasing the growth and stability of the Institution. - **REQUIRED**

Note: Working Group 6 will work closely with Working Group 7 to avoid duplication of efforts.

Sample Working Group 6 Resources

Cheyney University Strategic Plan, Cheyney University President's Report 2021, Cheyney University of Pennsylvania SHOW CAUSE PROGRESS REPORT Submitted to Middle States Commission on Higher Education August 15, 2019, Monitoring Report Submitted to: The Middle States Commission on Higher Education December 1, 2020, Supplemental Information Report Submitted to: The Middle States Commission on Higher Education February 28, 2020, Updated Response to the Visiting Team Report of The Middle States Commission on Higher Education September 9-10, 2019 Team Visit November 13, 2019, Follow-Up Review Team Report Effective Date: February 1, 2021 CHEYNEY UNIVERSITY Team Visit: February 10-11, 202, Cheyney University Sustainability Plan

Working Group 7

The membership of Working Group 7 is as follows,

Mr. James K Lewis	Executive Director of Operations	Chair
Dr. Mark Asuzu	Associate Professor, Business Administration, The Department of Business, Education, and Professional Studies	Co-Chair
Mr. Herbert Black	Assistant Professor, Hotel, Restaurant and Tourism Management, The Department of Business, Education and Professional Studies	
Dr. Mark T. Corbin	Director University Health & Wellness	
Mr. Vernell Edwards	Assistant Registrar & Transfer Coordinator	
Ms. Lauronda Fletcher	Bursar	
Mr. Curtis T. Word	Program Coordinator, Honors Academy	

Lines of Inquiry for Working Group 7

Working Group 7 will assess the extent to which the University complies Standard VII Governance, Leadership, and Administration and MSCHE Requirements of Affiliation 11 and 12. The Working Group will evaluate how well the University is meeting Goal 3: Manage and Secure Fiscal Resources and Facilities Needed to Enhance Institutional Effectiveness and Goal 6: Use Technology Effectively to Enhance Teaching and Learning including support services, Business Processes, and the Procurement of External Support of its Strategic Plan. The Working Group also will review aspects of the University's Self-Study Institutional Priorities 3. Ensure Financial Stability of the University, and Priority 4. Promote Standard of Excellence. The Working Group will be guided by the following lines of inquiry, which contain Standard VII criteria.

1. Demonstrate that Cheyney University has a clearly articulated and transparent governance structure that outlines its roles, responsibilities and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students.
2. Demonstrate that the University's governing body, the Council of Trustees, operates in a way that is independent and has relevant expertise to ensure accountability and integrity in completing its fiduciary responsibility
3. Demonstrate how the Council of Trustees meet its responsibilities as outlined in Act 188 including making recommendations to the chancellor for the appointment and retention and/or dismissal of the president, approving schools and academic programs, reviewing, and approving the recommendations of the president pertaining to annual operating and capital budget requirements for forwarding to the Board of Governors. [Discuss ACT 188 as part of the answer]
4. How does Cheyney leadership ensure compliance with written conflict of interest policies?

5. Demonstrate that the President of Cheyney University has appropriate credentials and professional experience consistent with the mission of the organization.
6. Demonstrate how the President is meeting his responsibilities as outlined in Act 188. (Standard VII Criteria 3 a, b, and c).
7. Demonstrate how Cheyney University has a clearly defined organizational structure that clearly defines reporting relationships.
8. Demonstrate that Cheyney University administrators and staff have the requisite credentials and professional experience consistent with their functional roles
9. Demonstrate that the Institution conducts systematic and periodic assessments of the effectiveness of administrative personnel, administrative units, and University leadership.
10. With respect to the specific lines of inquiry pursued for this Standard, describe the University's progress in implementing the relevant strategic plan goals? What strengths, aspirations, and forward-thinking recommendations for continuous improvement with an enhanced focus on excellence and equity have emerged through the process?

Note: Working Group 7 will work closely with Working Group 6 to avoid duplication of efforts.

Sample Working Group 7 Resources

Cheyney University Strategic Plan, Cheyney University President's Report 2021, Cheyney University Governance Structure, PASSHE Board of Governors Policies, Cheyney University Policies

V. Reporting Guidelines and Self-Study Products Timetable

Reporting Guidelines and Editorial Prerogative

As indicated in their respective Charges, members of the Self-Study Working Groups are responsible for assessing the extent to which the University complies with the Group's assigned MSCHE Standard of Accreditation and Criteria and related MSCHE Requirements of Affiliation, assigned Cheyney University Strategic Plan Goals and Objectives, and assigned Self-Study Institutional Priorities using

relevant University assessment information, institutional processes, documents, and procedures. The Working Groups will submit interim reports culminating in a draft Chapter indicating their findings and recommendations to the Self-Study Steering Committee. The reports and Chapters will be based on the evidence used in Groups' analyses. Since Working Group members are assessing the current Cheyney University Strategic Plan, in addition to the University's compliance with MSCHE Standards and Requirements of Affiliation, the Steering Committee has elected not to limit the length of Working Group reports and draft Chapter submissions.

The Lead Author of the Self-Study report, in consultation with the Lead Authors of the Working Groups, will combine the draft Chapters into a Draft Self-Study Report which will be reviewed, revised, and approved by the Steering Committee. As the Final Self-Study Report should be no more than 200 double-spaced pages, the Steering Committee members, in consultation with the Lead Author of the Self-Study Report and the Chairs of each Working Group, will exercise their editorial prerogative to create a concise, coherent Self-Study Report using a uniform APA style, format, and structure. As a result, some of the Working Groups' findings and recommendations may not be included in the Self-Study Report. All Working Group findings and recommendations, however, will be saved and formally submitted to the Cheyney University President, the President's Executive Council, and the Strategic Planning and Continuous Improvement Council as part of the assessment and development of a new University Strategic Plan.

The Working Group Draft Chapter Outline and Draft Chapter submissions will be organized using the following structure:

1. **Description of the Lines of Inquiry and Working Group Strategies**-discussion of research questions which guided the Group's analyses. The discussion should include the strategies used by members to fulfil the Group's Charge

2. **Collaboration with other Working Groups**-description of how the Working Group members worked with members of other Working Groups with regards to assessment information and to avoid duplication of efforts.
3. **Assessment Information used to conduct analyses**-list and description of University assessment information, institutional processes, documents, and procedures that members of the Group used in their analyses of their Lines of Inquiry
4. **Analytical Report**- presentation of the findings for each Line of Inquiry
5. **Areas of Strength**-presentation of evidence-based areas of strength based on the Group's Analytical Report that are consistent with the Group's assigned Standards, Criteria, CU strategic goals and Self-Study institutional priorities
6. **Suggestions for Improvement and University growth**-presentation of evidence-based suggestions for improvement and advancement opportunities based on the Group's Analytical Report that are consistent with the Group's assigned Standards, Criteria, CU strategic goals and Self-Study institutional priorities Opportunities for innovation and institutional advancement. The suggestions will include recommendations for the University's new strategic plan.
7. **Recommended strategies on Continuous Quality Improvement**—discussion of methods or approaches that appropriate University decision-makers could use to address the Group's suggestions for improvement and growth.

The Working Group authors will use templates designed by the Executive Leadership Team and approved by the Steering Committee to submit their Group's reports and draft Chapter (see Appendix D – Working Group Templates).

Self-Study Products Timetable

The Steering Committee has approved the following timetable for Self-Study deliverables.

Table 2*Timetable for Self-Study Products*

Products	Unit/Responsibilities	Deadline
Self-Study Design		
Self-Study Design Preparation- Self-Study Institutional Priorities and Self-Study Intended Consequences, Charges for Self-Study Units and Draft Lines of Inquiry	Self-Study Co-Chairs submit Priorities and Intended Consequences to Steering Committee for review	July 1, 2021
Self-Study Design Preparation- distribution of Self-Study Institutional Priorities and Self-Study Intended Consequences and Charges for Self-Study Units and Draft Lines of Inquiry	Executive Leadership Team presents Self- Study Design material to Working Groups for review	July 15, 2021
Self-Study Design Rough Draft	Executive Leadership Team presents Self- Study Design Rough Draft to Steering Committee for approval to distribute the first draft of the Self-Study Design to the University following Steering Committee revisions and comments	July 30, 2021
Self-Study Design Draft 1	Executive Leadership Team distributes Self-Study Design Draft 1 to University Community for comments and revisions	August 9, 2021
Self-Study Design Draft 2	Executive Leadership Team submits Self- Study Design Draft 2 to the Steering Committee for approval to submit Draft to MSCHE Liaison	August 30, 2021
Self-Study Design	Executive Leadership Team submits Self- Study Design to the Steering Committee for approval to distribute the document to the University Community	October 1, 2021
Self-Study Report		
Self-Study Report Preparation- Evidence Assessment Report	Working Groups submit Reports to the Steering Committee	September 3, 2021
Interim Progress Report	Working Groups submit Reports to the Steering Committee	October 15, 2021
Draft Chapter Outline	Working Groups submit Reports to the Steering Committee	December 3, 2021
Responses to Draft Chapter Outlines	Steering Committee submits Response to Working Groups	December 10, 2021
Draft Chapter	Working Groups submit Reports to the Steering Committee	February 15, 2022
Response to Draft Chapter	Submitted to Working Groups by Steering Committee	February 28, 2022
Final Chapter Draft with Evidence Inventory	Working Groups submit Reports to the Steering Committee	March 15, 2022

Table 2 (continued).

Draft Self-Study Report	The Strategic Coordinator Group submits Draft Report to the Steering Committee for approval to distribution the Draft to the University Community for comments and revisions	April 1, 2022
Final Self-Study Report	The Strategic Coordinator Group submits the Final Report to the Steering Committee for approval	September 15, 2022
Final Self-Study Report, Verification of Federal Compliance and Evidence Inventory	The Self-Study Co-Chairs submit the Report, Verification and Evidence Inventory to the MSCHE Portal	(Six weeks before Evaluation Team Visit)

VI. Organization of the Final Self-Study

Following MSCHE recommendations, the University's final Self-Study Report will include an executive summary, introductory chapter, chapters for each Standard and assigned Cheyney University Strategic Plan Goals and Self-Study Institutional Priorities, and a concluding chapter. Each chapter related to a specific Standard and corresponding criteria and Strategic Plan goals and objectives will include:

- A heading indicating Standard, Requirement of Affiliation, Strategic Plan Goals, and Institutional Priority under consideration.
- Cross-references to relevant materials in other parts of the report and within the Evidence Inventory.
- Analytically based inquiry and reflection.
- Conclusions, including strengths and suggestions for improvements, with references to appropriate assessment material, including recommendations for the University's new strategic plan
- Recommended strategies on Continuous Quality Improvement related to the chapter's conclusions.

VII. Verification of Compliance Strategy

The members of Working Group Two are responsible for completing the University's Verification of Compliance process. The Self-Study Co-Chairs selected members for this Working Group based on their expertise in federal, PASSHE and/or Commonwealth regulations. Working Group members include the Coordinator of Advancement & External Relations, the Director of Housing Operations, the Executive Director of Human Resources Labor Relations & Compliance, the Director of Student Financial Services, and the Academic Support Manager. Members of the Executive Leadership Team will work closely with this Group to provide the requisite evidence and to facilitate communication with the Steering Committee and the other Working Groups.

VIII. Self-Study Timetable, includes the University Communications Plan

The Strategic Coordinator Group is responsible for implementing and monitoring distribution of self-study information and reports. Ms. Lauren Moffett, the University's Associate Director of University Communications & Technology will assume the central role as the Middle States Communication Coordinator. During the Self Study, the University will use a variety of communications methods. As an example, Ms. Moffett and the Middle States Technology Coordinator, Mr. Chris Brown, created a Microsoft Form to evaluate the first draft of the University's Self-Study Design. As demonstrated by Figure 2, the Co-Chairs distributed the Draft and the Form to the University community via SharePoint and the University's Middle States email account. The Communication Coordinator will implement a similar process to distribute Self-Study Report Drafts to the University community.

Figure 2

Screenshot of the Middle States Self-Study Design Feedback Form Introduction

SharePoint

Cheyney Campus Community

Middle States Commu... + New Page details Analytics

Documents

Recycle bin

Edit

Community Documents

+ New Upload Edit in grid view Share Copy link Sync Download Export to Excel All Documents

Name	Modified	Modified By
Middle States Self Study Design - ...	Yesterday at 4:33 PM	Lauren Moffett
MSCHE Standards of Accreditation...	March 15	Chris Brown

CU Middle States Self-Study Design Feedback Form

Dear Campus Community,

The document shared in the "Community Documents" above, "Middle States Self-Study Design", is the roadmap for our upcoming self-study process. The document, developed collaboratively by members of the Steering Committee, communicates to campus constituencies and the Middle States Commission the intended outcomes for the self-study; our plan for addressing the Standards of Accreditation, Requirements of Affiliation, and federal compliance requirements; the organizational structure of the Steering Committee and its Working Groups; and the timetable for major reporting deadlines and events. The Self-Study Design will provide guidance to the Steering Committee and Working Groups and help to assess their progress throughout the self-study process.

The Self-Study Design is currently in its first draft. Please read the Self-Study Design and use this form to provide your feedback. This form is organized into sections that correspond to sections in the draft document. **Your input is requested by August 18, 2021.**

Hi Lauren, when you submit this form, the owner will be able to see your name and email address.

1. I. Institutional Overview

Enter your answer

2. II. Institutional Priorities to be Addressed in the Self-Study and Intended Outcomes of the Self-Study.

The Communications Coordinator in consultation with the other members of the Strategic Coordinator Group also will post regular Middle States Updates on the University's Webpage during the self-study process.

The University will use the following timetable during the Self-Study. This timetable includes key elements of the University's Communication Plan. The Steering Committee will add elements to the timetable during the Self-Study as needed.

Table 3*Timetable for Cheyney University Self-Study and Middle States Evaluation Visits*

Date(s)	Activity/Task
November 2020	Co-Chairs Morris and Shehata attend Middle States Self-Study Institute
November 2020	Self-Study Co-Chairs distribute Community Survey to solicit Self-Study Participation
November - December 2020	Self-Study Co-Chairs assemble Steering Committee and determine membership of Working Groups
December 2020	Self-Study Co-Chairs introduce the Plan for Cheyney University's Self-Study and announce the members of the 7 Working Groups using a PowerPoint Presentation University Faculty, Staff and Administration during a virtual campus-wide meeting
January – May, 2021	Steering Committee begins to meet The University hires additional personnel for Self-Study The University has a remote meeting with Commission staff liaison (2 nd and 3 rd week)
June-July 2021	The Executive Leadership Team, in consultation with the Steering Committee, drafts Self-Study Design for Steering Committee approval
June 15, 2021	The Middle States Self-Study Co-Chairs and Assistant Co-Chair present an update to the Council of Trustees
July 15, 2021	Working Groups meet and begin the self-study process with a Virtual Meeting
August 10, 2021	After approval by the Steering Committee, the Executive Leadership Team electronically distributes Self-Study Design Draft 1 to the University Faculty, Staff and Administration on August 2 for comments and suggestions The Self-Study Co-Chairs present the Self-Study Design Draft 1 to the President and the President's Executive Council and submit a copy to the Council of Trustees The Middle States Communication Coordinator posts the Self-Study Design Draft 1 on the University's Website with an email address for suggestions and revisions. The Coordinator also posts the Draft on the Working Groups' Microsoft Team Channels.
August 2, 2021	The Executive Leadership Team, in consultation with the President, the Steering Committee, the Council of Trustees, begins to develop a draft agenda for the Middle States Commission Staff Liaison Self-Study Preparation Visit to the University
August 27, 2021	Initial deadline for comments and suggestions for Self-Study Design Draft 1 Executive Leadership Team, in consultation with Steering Committee, revises Self-Study Design.
September 1, 2021	The Steering Committee approves the Self-Study Design Draft 2, which is submitted to the Middle States Liaison two weeks before the Liaison's visit

Table 3 (continued).

September 3, 2021	The Middle States Accreditation Liaison Officer submits the Self-Study Design to the Middle States Portal no later than two weeks before the Middle States Commission Staff Liaison Self-Study Preparation Visit to the University
September 10, 2021	<p>After approval by the Steering Committee, the Executive Leadership Team electronically distributes Self-Study Design Draft 2 to the University Faculty, Staff, and Administration</p> <p>The Self-Study Co-Chairs present the Self-Study Design Draft 2 to the President and the President's Executive Council and submit a copy to the Council of Trustees</p> <p>The Middle States Communication Coordinator posts the Self-Study Design Draft 2 on the University's Website and on the Working Groups' Microsoft Teams Channels with an email address for comments</p> <p>The Middle States Communication Coordinator posts the date and time of the Open Session for faculty, staff, and students with the Middle States Commission Staff Liaison on the University's Website and the Working Groups' Microsoft Teams Channels. The Strategic Coordinator Group and the Steering Committee also notify members of the Cheyney University community.</p>
September 2021	The Steering Committee prepares for the Middle States Commission Staff Liaison Self-Study Preparation Visit to the University
September 21, 2021	The Self-Study Co-Chairs and Assistant Co-Chair present an update to the Council of Trustees
September 22, 2021	Middle States Commission Staff Liaison Self-Study Preparation Visit to the University (virtual)
October 15, 2021	The Executive Leadership Team, in consultation with the Steering Committee, revises the Self-Study Design to meet Middle State Recommendations. The Middle States Communication Coordinator distributes the accepted Self-Study Design to the University community via the University's Website and Microsoft Teams.
July 2021 – February 2022	Working Groups gather and analyze data and submit progress reports, interim chapters, and draft chapters to Steering Committee using the Timetable for Self-Study Products (see Table 2)
December 21, 2021	The Middle States Self-Study Co-Chairs and Assistant Co-Chair present an update to the Council of Trustees
February 15, 2022	Working Group Chairs Submit Draft Chapters to Steering Committee using Microsoft Teams
February 28, 2022	<p>The Steering Committee responds to draft Chapters using Microsoft Teams</p> <p>The Strategic Coordinator Group begins to draft the Self-Study Report</p>
March 15, 2022	Working Groups submit Final Chapter Drafts with Evidence Inventory to the Steering Committee using Microsoft Teams
April 1, 2022	The Strategic Coordinator Group completes Self-Study Report Draft 1 for review and approval by the Steering Committee

Table 3 (continued).

April 1 – May 30, 2022	<p>Upon approval by the Steering Committee and Working Groups, the Co-Chairs present Self-Study Report Draft 1 to the University Community for review and comment</p> <p>The Middle States Communication Coordinator posts the Self-Study Report Draft 1 on the University’s Website with an email address for suggestions and revisions. The Coordinator also posts the draft on the Working Groups’ Team Channels.</p> <p>The Self-Study Co-Chairs present the Self-Study Report Draft 1 to the President and the President’s Executive Council and submit a copy to the Council of Trustees</p> <p>The Steering Committee and Working Groups present excerpts of the Self-Study Reports at Department Meetings, Collective Bargaining Meetings, and Town Hall meetings for the students, faculty, staff, and members of the Community.</p>
January – May 2022	<p>The Middle States Evaluation Team Chair and Team members are selected and approved by the President</p> <p>The President and Middle States Evaluation Team Chair selects the dates for The Middle States Evaluation Team Chair Visit and Middle States Self-Study Evaluation Team Visit</p> <p>The Self-Study Co-Chairs submit a copy of the accepted University’s Self-Study Design to the Evaluation Team Chair</p>
June – September 2022	<p>The Middle States Strategic Coordinator Group completes revisions to the Self-Study Report for Steering Committee approval</p>
September 2022	<p>Upon approval by the Steering Committee and Working Groups, the Co-Chairs present Self-Study Report Draft 2 to the University Community for comment</p> <p>The Middle States Communication Coordinator posts the Self-Study Report Draft 2 on the University’s Website with an email address for comments. The Coordinator also posts the Report on the Working Groups’ Team Channels.</p> <p>The Self-Study Co-Chairs present the Self-Study Report Draft 2 to the President and the President’s Executive Council and submit a copy to the Council of Trustees</p>
June – September 2022	<p>The Executive Leadership Team, in consultation with the President, the Steering Committee, and the Council of Trustees, develops a draft agenda for the Middle States Evaluation Team Chair Visit to the University</p>
September – November 2022	<p>Self-Study Co-Chairs send the University’s Self-Study Report Draft 2 to Middle States Evaluation Team Chair (two weeks before visit)</p> <p>The Cheyney University Community prepares for Evaluation Team Chair’s Visit</p>
September – November 2022	<p>The Middle States Evaluation Team Chair visits the University</p>

Table 3 (continued).

December 2022	Upon approval by the Steering Committee and Working Groups, the Co-Chairs present the finalized Self-Study Report to the University Community. The Middle States Communication Coordinator posts the Self-Study Report on the University's Website with an email address for comments. The Coordinator also posts the Report on the Working Groups' Team Channels. The Self-Study Co-Chairs present the Self-Study Report to the President and the President's Executive Council and submit a copy to the Council of Trustees
December 2022 – February 2023	The Executive Leadership Team, in consultation with the President, the Middle States Evaluation Team Chair, the Steering Committee, and the Council of Trustees, develops a draft agenda for the Middle States Evaluation Team Visit
December 2022 – March 23, 2023	The University Community prepares for Self-Study Evaluation Team Visit under the guidance of the President, Executive Leadership Team, and the Steering Committee The Middle States Communication Coordinator posts updates on the University's Website and on the Working Groups' Teams Channels. The Middle States Communication Coordinator posts the date and time of Open Sessions for faculty, staff, and students with the Middle States Evaluation Team on the University's Website and the Working Groups' Microsoft Teams Channels. The Strategic Coordinator Group and the Steering Committee also notify members of the Cheyney University community.
February – March 2023	Final Self-Study Report/ Verification of Compliance/Evidence Inventory uploaded to MSCHE portal (six weeks before team visit)
February – May 2023	The Middle States Self-Study Evaluation Team visits the University The Middle States Evaluation Team submits its report The University submits its Institutional Response
June – November 2023	The Middle States Commission meets to determine action

IX. Evaluation Team Profile

Cheyney University requests that the Chair of the Middle States Evaluation Team is a president of an accredited Historically Black College or University (HBCU). Moreover, the University requests that Evaluation Team members have broad experience in higher education which includes working at institutions which serve significant percentages of underrepresented groups, such as African Americans, Native Americans, Hispanic Americans, and first-generation college students. It is important to the University that the Evaluation Team Chair and the Evaluation Team members can relate to historically underfunded institutions like Cheyney University. Evaluation team members should be able to

objectively assess the learning environment of the Institution. Members of the Evaluation Team should also understand collective bargaining unit agreements and have experience with enrollment and retention issues at Historically Black Colleges and Universities.

X. Evidence Inventory

The University is using Microsoft Teams to populate and manage the Self-Study Evidence Inventory. Dr. Carolyn Hall, the University's Coordinator of Assessment and Continuous Improvement is serving as the Middle States Self-Study Evidence Manager. Dr. Hall has over 16 years of experience working on the campuses of HBCUs, where she has assisted in various Quality Enhancement Plans, Metacognitive Studies, and Data Assessment. During the Self-Study Dr. Hall will work closely with Working Groups to meet their evidence requirements. Dr. Hall also will organize the University's Evidence Inventory for the Self-Study report. Each Working Group has a Working Group Evidence Administrator who is responsible for working with Dr. Hall to compile relevant assessment material used in the Group's analysis. The Working Group Evidence Administrator also will help identify the necessity of additional documentation or assessment material.

Since Working Group members are assessing the current Cheyney University Strategic Plan, in addition to the University's compliance with MSCHE Standards and Requirements of Affiliation, the Steering Committee has elected not to limit the length of Working Group reports and draft Chapter submissions. Working Groups, therefore, will assess substantial numbers of documents. The Self-Study Evidence Manager, Dr. Hall, will work with the Working Group Evidence Administrators to meet evidence requests from the Working Groups. Throughout the self-study process, Dr. Hall will work with the respective Evidence Administrators to refine the evidence for the Self-Study Report.

Working Group Meeting Minutes have a document request section (see Appendix C). The Middle States Coordinator will monitor Working Group Minutes throughout the self-study analysis process. The Coordinator will ensure that document requests are submitted to the Self-Study Evidence

Manager, the Strategic Coordinator Group, and the Steering Committee and are addressed in a timely manner.

Working Groups Chairs will submit an Evidence Assessment Report to the Steering Committee on September 3, 2021 (see Appendix C). The Self-Study Evidence Manager, Strategic Coordinator Group, and the Steering Committee will review these reports and solicit requisite documents from the appropriate departments.

In addition to Working Group Meeting Minutes and the Evidence Assessment Report, Working Groups will include a draft Evidence Inventory with their Interim Progress Reports on October 15, 2021, and their draft Chapter Outlines on December 3, 2021. The Self-Study Evidence Manager, Dr. Hall, will work with the Working Group Evidence Administrators and Working Group authors to refine Chapter Evidence Inventories for the final Chapter Drafts due on March 15, 2022.

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Appendix A

Alignment of Cheyney University's Strategic Plan, the 2021-2022 Presidential Strategic Priorities, and Steering Committee Suggestions with Proposed Self-Study Institutional Priorities and Outcome.

2018-2022 Cheyney University Strategic Plan Goals	Cheyney University Presidential Strategic Priorities 2021-2022*	Steering Committee Suggestions for Self-Study Priorities (May 13, 2021)	Proposed Self-Study Institutional Priorities and Outcome
<p>Goal 1: Strengthen Academic Quality and Excellence</p> <p>Objective 1. Develop and strengthen the academic programs</p> <p>Objective 2. Enhance the teaching and learning environment</p> <p>Objective 3. Expand student success services</p> <p>Objective 4. Further develop high-impact educational practices to improve student learning and persistence</p> <p>Objective 5. Cultivate skills for students to improve college persistence, graduate school placement and career readiness</p> <p>Objective 6. Manage enrollment to establish a student profile of diverse students who are motivated and high-achieving, and likely to make progress at the institution.</p>	<p>1. Continue to evaluate all university actions based on two filters:</p> <ul style="list-style-type: none"> • What is in the best interest of the students? • What helps preserve this legacy institution? <p>2. Execute all processes to positively impact Student Success, Financial Strength, and a Standard of Excellence</p>	<p>Related to Plan Goal 1: Strengthen Academic Quality and Excellence</p> <ul style="list-style-type: none"> • Focus on our strengths, look at areas of small representation, use data to bring in more students • Data vs industry standards. • Importance of Data; improving ourselves based on data • Course objectives align with departmental goals • Ensure our majors align with industry need • Define what 'transformative' means, with the self-study • Making sure we're appreciating the student voice, unique population • Not just Keystone students • Understand the 'mind state' of our students • What do they expect: Course, degree, experience at Cheyney University? • Excellent product, but not for our actual students • First generation students/Parents • Data vs industry standards. 	<p>Self-Study Institutional Priority 1. Establish Right-fit Enrollment-</p> <p>Attracting academically prepared students and enrolling them through innovative transition programs, offering an expanding program array that matches enrollment trends and is responsive to workforce demands.</p>
<p>Goal 2: Advance Student Achievement and Success</p> <p>Objective 1. Foster a nurturing culture of civility, respect, and support in which students are welcome, valued, and safe</p> <p>Objective 2. Develop a campus-wide student support model that is holistic and responsive to student needs</p> <p>Objective 3. Utilize an approach to student programming that addresses personal, professional and character development</p>	<p>Student Success (incorporates Goals 1 and 2)</p> <p><i>Goal 1: Strengthen Academic Quality and Excellence</i></p> <p><i>Goal 2: Advance Student Achievement & Success</i></p> <ul style="list-style-type: none"> • Attract more academically prepared students (<i>Goal 1, Objective 6: Manage enrollment to establish a student profile of diverse students who are motivated and high-achieving, and likely to make progress at the institution</i>) 	<p>Related to Plan Goal 2: Advance Student Achievement and Success</p> <ul style="list-style-type: none"> • Address student retention, wholistic basis, consistency • All areas, students will want to make this their home, ALL 4 years • Change culture to a culture of stewardship, these are 'our sons and daughters' • We connect with them outside of the classroom • Every student encounter as a teaching and learning moment mutually • Public Safety, change culture, "policing the campus" 	<p>Self-Study Institutional Priority 2. Enhance Student Success-</p> <p>Establishing a holistic student support model that bridges academic experiences, co-curricular and social experiences to improve success outcomes, transforming students for life after Cheyney.</p>

2018-2022 Cheyney University Strategic Plan Goals	Cheyney University Presidential Strategic Priorities 2021-2022*	Steering Committee Suggestions for Self-Study Priorities (May 13, 2021)	Proposed Self-Study Institutional Priorities and Outcome
<p>Goal 2: Advance Student Achievement and Success -continued</p> <p>Objective 4. Enhance cultural and educational outreach</p> <p>Objective 5. Enhance the capacity of the center for career and professional services</p> <p>Objective 6. Enhance health and wellness services for students</p> <p>Objective 7. Increase enrollment and student readiness for college</p>	<p>Student Success (incorporates Goals 1 and 2) <i>Goal 1: Strengthen Academic Quality and Excellence</i> <i>Goal 2: Advance Student Achievement & Success Continued</i></p> <ul style="list-style-type: none"> Establish process to address needs in the areas of; academic support, mental health support, social/behavioral support, technological support, financial support, university navigational support (<i>Goal 2, Objective 2: Develop a campus-wide student support model that is holistic and responsive to student needs</i>) 	<p>Related to Plan Goal 2: Advance Student Achievement and Success – continued</p> <ul style="list-style-type: none"> “Train our students, not punish” This is their home; we reinforce values to make them good citizens Judicial process, justice-oriented, teachable moments vs punishments “Teachable price” Focusing on students, key area of consensus Emphasize the new reality, mental wellness is key Our students come here with issues, give them support Prioritize mental wellness counseling, infuse areas of the community Healthier! Awareness of trauma, SELF CARE at ALL levels Trauma begets trauma, need to identify Need to interact effectively, improve ourselves to improve our communication Lessons in self-efficacy, self-accountability Regardless of relationship, negatives become teachable moments Taking the time Recognize the achievements of our students, ‘outstanding students’ by department Most improved students Recognizing younger alum, students will identify with these alum Letting alumni know, “you can be part of the spotlight” 	
<p>Goal 3: Manage and Secure Fiscal Resources and Facilities Needed to Enhance Institutional Effectiveness</p> <p>Objective 1. Relocate and repurpose the Cheyney foundation</p> <p>Objective 2. Update and implement the Cheyney university master plan</p> <p>Objective 3. Create a model of long-term financial stability</p> <p>Objective 4. Pursue commercial development opportunities</p> <p>Objective 5. Expand strategic partnerships</p>	<p>Financial Strength <i>Goal 3: Manage and Secure Fiscal Resources and Facilities Needed to Enhance Institutional Effectiveness</i></p> <ul style="list-style-type: none"> Create an effective supplemental financial business model through the proliferation of appropriate public /private partnerships on and off campus to support long term financial sustainability efforts (<i>Goal 3, Objective 4: Pursue commercial development opportunities.</i>) 	<p>Related to Plan Goal 3: Manage and Secure Fiscal Resources and Facilities Needed to Enhance Institutional Effectiveness</p> <ul style="list-style-type: none"> Utilize our alumni more effectively Looking at fundraising, what other universities are doing Publicity, new alum do not feel engaged Unveil strategies that might attract alum to give back University has already responded to some standards, financial info Use our base to build upon, demonstrated our competency Transparent policies/procedures Show/cause reports 	<p>Self-Study Institutional Priority 3. Ensure Financial Stability of the University- Enhancing the University’s business model, which monetizes campus assets to generate non-traditional sources of unrestricted revenue, developing a robust fundraising strategy, and resolving legacy financial concerns that stabilizes University Operations.</p>

2018-2022 Cheyney University Strategic Plan Goals	Cheyney University Presidential Strategic Priorities 2021-2022*	Steering Committee Suggestions for Self-Study Priorities (May 13, 2021)	Proposed Self-Study Institutional Priorities and Outcome
	<p>Financial Strength <i>Goal 3: Manage and Secure Fiscal Resources and Facilities Needed to Enhance Institutional Effectiveness -continued</i></p> <ul style="list-style-type: none"> • Partner with the Cheyney Foundation, Cheyney University National Alumni Association, and blue-ribbon committee to lead the university's fundraising activities (<i>Goal 3, Objective 1: Relocate and repurpose the Cheyney Foundation</i>) • •Align cost structure with revenues (<i>Goal 3, Objective 3: Create a model of long-term financial stability</i>) •Optimize the use of grants to fund critical initiatives (<i>Goal 3, Objective 5: Expand strategic partnerships</i>) 		
<p>Goal 4: Nurture Cheyney's Human Capital</p> <p>Objective 1: enhance workforce professional development opportunities Objective 2: cultivate a thriving culture of shared purpose and community</p> <p>Objective 3: develop an environment that promotes high professional standards and an effective workforce</p> <p>Objective 4: improve and enhance the student experience</p>	<p>Standard of Excellence <i>Goal 4: Nurture Cheyney's Human Capital</i> <i>Goal 5: Cultivate Public Engagement & Citizenship</i></p> <ul style="list-style-type: none"> •Continue to transform Cheyney culture to align with the vision, mission, and values of the university (<i>Goal 4 Objective 1: Enhance workforce professional development opportunities</i>) • Upgrade talent at every level of the organization (<i>Goal 4, Objective 3: develop an environment that promotes high professional standards and an effective workforce</i>) • Provide appropriate training and development for employees (<i>Goal 4 Objective 1: Enhance workforce professional development opportunities</i>) 	<p>Related to Goal 4: Nurture Cheyney's Human Capital</p> <ul style="list-style-type: none"> • Better engage the entire community, meetings focus on smaller subsets • Higher levels of engagement, all parties feel included, contractors on up • Feel we're part of the process • We're all stewards of the institution, opportunity to look beyond, student amenities • •HBCU experience, the family experience, community centered, WE'RE UNIQUE • Need to feel belonging, valued • Customer service principles, we should be utilizing • Parents, as well • Being open to expressions/comments without backlash • We want feedback, open communication 	<p>Self-Study Institutional Priority 4. Promote Standard of Excellence- Transforming Cheyney's culture to be aligned with its vision, mission & values through talent management, human capital development, shared governance and communication, and University rebranding.</p>

2018-2022 Cheyney University Strategic Plan Goals	Cheyney University Presidential Strategic Priorities 2021-2022*	Steering Committee Suggestions for Self-Study Priorities (May 13, 2021)	Proposed Self-Study Institutional Priorities and Outcome
	<p>Standard of Excellence <i>Goal 4: Nurture Cheyney's Human Capital</i> <i>Goal 5: Cultivate Public Engagement & Citizenship – continued</i></p> <ul style="list-style-type: none"> • Rebrand the University (<i>Goal 5, Objective 4: Enhance the University's brand and instill a sense of pride in the Cheyney Community</i>) 		
<p>Goal 5: Cultivate Public Engagement & Citizenship</p> <p>Objective: 1. Foster a sense of social responsibility and increase community involvement within the entire Cheyney community</p> <p>Objective 2. Increase the capacity of the university to better serve the regional community through accessible programming</p> <p>Objective 3. Cultivate strong relationships with Cheyney alumni</p> <p>Objective 4. Enhance the university's brand and instill a sense of pride in the Cheyney community</p> <p>Objective 5. Increase Cheyney's involvement in the community</p>	<p>3. Demonstrate strategic value of Cheyney's HBCU status to the State of PA, PASSHE, Nationally, and the Community</p>	<p>Related to Plan Goal 5: Cultivate Public Engagement & Citizenship</p> <ul style="list-style-type: none"> • Better engage the entire community, meetings focus on smaller subsets • We're all stewards of the institution, opportunity to look beyond, student amenities • HBCU experience, the family experience, community centered, WE'RE UNIQUE • Appreciating our own diversity, preparing our students • Unconscious biases exist, HBCU-ness • Publicity, new alum do not feel engaged • Teach around what is in our Mission, all hands-on deck • Focus on Diversity, Equity, and Inclusion (DEI), shared perspective that since we're an HBCU, we don't need this training • We do need it on our campus! • Appreciating our own diversity, preparing our students • Unconscious biases exist, HBCU-ness 	

2018-2022 Cheyney University Strategic Plan Goals	Cheyney University Presidential Strategic Priorities 2021-2022*	Steering Committee Suggestions for Self-Study Priorities (May 13, 2021)	Proposed Self-Study Institutional Priorities and Outcome
<p>Goal 6: Use Technology Effectively to Enhance Teaching and Learning including support services, Business Processes, and the Procurement of External Support</p> <p>Objective 1. Utilize reliable and emerging technologies and information resources to support innovative and transformative teaching, learning, and research, and efficient business operations</p> <p>Objective 2. Update the website</p> <p>Objective 3. Enhance the library through technology</p>	<p>4. Assure that all University activities align with the Strategic Plan</p>	<p>Related to Strategic Priority that all University activities align with the Strategic Plan</p> <ul style="list-style-type: none"> • What’s happening on campus, what will continue • not a ‘check the box’ exercise • Use this as a vehicle for the continued transformation of Cheyney Policies, procedures, knowledge, replicability • How do we see ourselves as an educational institution? <ul style="list-style-type: none"> • Mission and goals, transparency, on web, consistent <ul style="list-style-type: none"> • An assessment of our current strategic plan – tying items into the strategic plan. • At all levels of the institution • History of goals being ‘not long lived’ • Self-Study informing the next Strategic plan in tandem, groups align, to benefit whole community • Standards we agree to meet, systems we put in place, repeatable, not ‘reinventing the wheel’, demonstrating we’re meeting the standards • Identified gaps, consider how to handle them, how to ‘fill them’ • Used to continue our strategic plan • Identify policies and procedures, reflect new strategic plan • It will be important to have a strategic goal that we can check off met goals, and then create/develop replacement for the met goals. • SWOT – strength, weakness, opportunities, and technology is always a good start 	<p>Recommended Self-Study Outcome Note: The Self-study will have additional outcomes.</p> <p>Aligning the Self-Study Process and Report with the assessment of the current University Strategic Plan and the creation of a new University Strategic Plan – The Self-Study Working Groups will assess relevant Goals and Objectives of the 2018-2022 Strategic Plan as part of the Institution’s Self-Study process. The results of the Institution’s Self-Study will be used to inform and develop the new Cheyney University Strategic Plan.</p>

*Cheyney University’s Institutional Response to the Visiting Team Report of The Middle States Commission on Higher Education February 10-11, 2021 Virtual Team Visit dated March 2, 2021, included these Presidential Strategic Priorities 2021-2022. The Presidential Strategic Priorities were developed from the Cheyney University 2018-2022 Strategic Plan. Note: Strategic Plan Goals and Objectives are italicized.

Appendix B

Table aligning the Cheyney University Strategic Goals and Objectives and the Self Study Institutional Priorities with the Middle States Commission on Higher Education (MSCHE) Standards for Accreditation and the criteria that encompass each Standard and the MSCHE Requirements of Affiliation

MSCHE Standards and Criteria and Corresponding Requirements of Affiliation	Cheyney University Strategic Goals and Objectives	Self-Study Institutional Priorities
<p>WORKING GROUP 1</p> <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.</p> <p>Criteria An accredited institution possesses and demonstrates the following attributes or activities:</p> <ol style="list-style-type: none"> 1. clearly defined mission and goals that: <ol 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 curricular development, and the definition of institutional and educational outcomes; e. include support of scholarly inquiry and creative activity, at 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; 2. institutional goals that are realistic, appropriate to higher education, and consistent with mission; 3. goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission; and 4. periodic assessment of mission and goals to ensure they are relevant and achievable. 	<p>WORKING GROUP 1</p> <p>The University’s Mission, Vision, and Values correspond to Standard 1 and provide the foundation for the University’s Strategic Plan</p> <p>Vision: Cheyney University of Pennsylvania will be the premier educational model for academic excellence, character development, and social responsibility.</p> <p>Mission: Established in 1837, Cheyney University of Pennsylvania continues to build on its legacy as America’s first institution of higher education for African-Americans. Our Mission is to equip and empower students of diverse backgrounds to be visionary leaders in their chosen fields. We offer innovative approaches to teaching and quality academic programs that expose our students to pioneering ideas, research, and civic engagement. Our transformative approach to student development emphasizes the whole person – fostering success in the classroom, on campus, and in life.</p> <p>Values: Scholarship, Diversity, Respect, Integrity, Service</p>	<p>WORKING GROUP 1</p> <p>Self-Study Institutional Priority 1. Establish Right-fit Enrollment- Attracting academically prepared students and enrolling them through innovative transition programs, offering an expanding program array that matches enrollment trends and is responsive to workforce demands.</p> <p>Self-Study Institutional Priority 2. Enhance Student Success- Establishing a holistic student support model that bridges academic experiences, co-curricular and social experiences to improve success outcomes, transforming students for life after Cheyney.</p> <p>Self-Study Institutional Priority 3. Ensure Financial Stability of the University- Enhancing the University’s business model, which monetizes campus assets to generate non-traditional sources of unrestricted revenue, developing a robust fundraising strategy, and resolving legacy financial concerns that stabilizes University Operations.</p>

MSCHE Standards and Criteria and Corresponding Requirements of Affiliation	Cheyney University Strategic Goals and Objectives	Self-Study Institutional Priorities
<p>WORKING GROUP 1</p> <p>MSCHE REQUIREMENTS OF AFFILIATION 1 The institution has a statement of mission and goals, approved by its governing body that defines its purpose within the context of higher education</p> <p>2 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> <p>4 The institution is operational, with students actively pursuing its degree programs.</p> <p>7 The institution’s representatives communicate with the Commission in English, both orally and in writing.</p>		<p>WORKING GROUP 1</p> <p>Self-Study Institutional Priority 4. Promote Standard of Excellence- Transforming Cheyney’s culture to be aligned with its vision, mission & values through talent management, human capital development, shared governance and communication, and University rebranding.</p>
<p>WORKING GROUP 2</p> <p>Standard II Ethics and Integrity Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.</p> <p>Criteria An accredited institution possesses and demonstrates the following attributes or activities:</p> <p>1a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights;</p> <p>2. a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives;</p> <p>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> <p>4. the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents;</p> <p>5. fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees;</p>	<p>WORKING GROUP 2</p> <p>Ethics and Integrity are embedded in the University’s Mission, Vision and Values and throughout the Strategic Plan</p> <p>Vision: Cheyney University of Pennsylvania will be the premier educational model for academic excellence, character development, and social responsibility.</p> <p>Mission: Established in 1837, Cheyney University of Pennsylvania continues to build on its legacy as America’s first institution of higher education for African-Americans. Our Mission is to equip and empower students of diverse backgrounds to be visionary leaders in their chosen fields. We offer innovative approaches to teaching and quality academic programs that expose our students to pioneering ideas, research, and civic engagement. Our transformative approach to student development emphasizes the whole person – fostering success in the classroom, on campus, and in life.</p>	<p>WORKING GROUP 2</p> <p>Self-Study Institutional Priority 2. Enhance Student Success- Establishing a holistic student support model that bridges academic experiences, co-curricular and social experiences to improve success outcomes, transforming students for life after Cheyney.</p> <p>Self-Study Institutional Priority 3. Ensure Financial Stability of the University–Enhancing the University’s business model, which monetizes campus assets to generate non-traditional sources of unrestricted revenue, developing a robust fundraising strategy, and resolving legacy financial concerns that stabilizes University Operations.</p>

MSCHE Standards and Criteria and Corresponding Requirements of Affiliation	Cheyney University Strategic Goals and Objectives	Self-Study Institutional Priorities
<p>WORKING GROUP 2</p> <p>Standard II Ethics and Integrity Criteria Continued 6honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications;</p> <p>7. as appropriate to its mission, services or programs in place: a. to promote affordability and accessibility; b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt;</p> <p>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; and</p> <p>9periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented</p> <p>MSCHE REQUIREMENTS OF AFFILIATION 5 The institution complies with all applicable government (usually Federal and state) policies, regulations, and requirements. 6 The institution complies with applicable Commission, interregional, and inter-institutional policies. These policies can be viewed on the Commission website, www.msche.org.</p> <p>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> <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>	<p>WORKING GROUP 2</p> <p>Values: Scholarship, Diversity, Respect, Integrity, Service</p> <p>Strategic Plan Goal 4: Nurture Cheyney’s Human Capital</p> <p>Objective 1: enhance workforce professional development opportunities</p> <p>Objective 2: cultivate a thriving culture of shared purpose and community</p> <p>Objective 3: develop an environment that promotes high professional standards and an effective workforce</p> <p>Objective 4: improve and enhance the student experience</p>	<p>WORKING GROUP 2</p> <p>Self-Study Institutional Priority 4. Promote Standard of Excellence- Transforming Cheyney’s culture to be aligned with its vision, mission & values through talent management, human capital development, shared governance and communication, and University rebranding.</p>

MSCHE Standards and Criteria and Corresponding Requirements of Affiliation	Cheyney University Strategic Goals and Objectives	Self-Study Institutional Priorities
<p>WORKING GROUP 3</p> <p>Standard III Design and Delivery of the Student Learning Experience An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.</p> <p>Criteria An accredited institution possesses and demonstrates the following attributes or activities:</p> <ol style="list-style-type: none"> 1. certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning; 2. student learning experiences that are designed, delivered, and assessed by faculty (fulltime or part-time) and/or other appropriate professionals who are: <ol style="list-style-type: none"> a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies; b. qualified for the positions they hold and the work they do; c. sufficient in number; d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation; e. reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures; 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. 4. sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress; 5. at institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that: <ol 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; and 	<p>WORKING GROUP 3</p> <p>Strategic Plan Goal 1: Strengthen Academic Quality and Excellence</p> <p>Objective 1. Develop and strengthen the academic programs</p> <p>Objective 2. Enhance the teaching and learning environment</p> <p>Objective 3. Expand student success services</p> <p>Objective 4. Further develop high-impact educational practices to improve student learning and persistence</p> <p>Objective 5. Cultivate skills for students to improve college persistence, graduate school placement and career readiness</p> <p>Objective 6. Manage enrollment to establish a student profile of diverse students who are motivated and high-achieving, and likely to make progress at the institution.</p> <p>Strategic Plan Goal 5: Cultivate Public Engagement & Citizenship</p> <p>Objective: 1. Foster a sense of social responsibility and increase community involvement within the entire Cheyney community</p> <p>Objective 2. Increase the capacity of the university to better serve the regional community through accessible programming</p> <p>Objective 3. Cultivate strong relationships with Cheyney alumni</p> <p>Objective 4. Enhance the university's brand and instill a sense of pride in the Cheyney community</p>	<p>WORKING GROUP 3</p> <p>Self-Study Institutional Priority 1. Establish Right-fit Enrollment-Attracting academically prepared students and enrolling them through innovative transition programs, offering an expanding program array that matches enrollment trends and is responsive to workforce demands.</p> <p>Self-Study Institutional Priority 2. Enhance Student Success- Establishing a holistic student support model that bridges academic experiences, co-curricular and social experiences to improve success outcomes, transforming students for life after Cheyney.</p>

MSCHE Standards and Criteria and Corresponding Requirements of Affiliation	Cheyney University Strategic Goals and Objectives	Self-Study Institutional Priorities
<p>WORKING GROUP 3</p> <p>Standard III Design and Delivery of the Student Learning Experience continued Criteria 5c. in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills;</p> <p>6in institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula;</p> <p>7adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers; and</p> <p>8periodic assessment of the effectiveness of programs providing student learning opportunities.</p> <p>MSCHE REQUIREMENTS OF AFFILIATION 8 The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.</p> <p>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</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>	<p>WORKING GROUP 3</p> <p>Strategic Plan Goal 5: Cultivate Public Engagement & Citizenship continued</p> <p>Objective 5. Increase Cheyney’s involvement in the community</p>	
<p>WORKING GROUP 4</p> <p>Standard IV Support of the Student Experience Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.</p> <p>Criteria An accredited institution possesses and demonstrates the following attributes or activities: 1. clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including: a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;</p>	<p>WORKING GROUP 4</p> <p>Strategic Goal 2: Advance Student Achievement and Success</p> <p>Objective 1. Foster a nurturing culture of civility, respect, and support in which students are welcome, valued, and safe</p> <p>Objective 2. Develop a campus-wide student support model that is holistic and responsive to student needs</p> <p>Objective 3. Utilize an approach to student programming that addresses personal, professional and character development</p>	<p>WORKING GROUP 4</p> <p>Self-Study Institutional Priority 1. Establish Right-fit Enrollment- Attracting academically prepared students and enrolling them through innovative transition programs, offering an expanding program array that matches enrollment trends and is responsive to workforce demands.</p>

MSCHE Standards and Criteria and Corresponding Requirements of Affiliation	Cheyney University Strategic Goals and Objectives	Self-Study Institutional Priorities
<p>WORKING GROUP 4</p> <p>Standard IV Support of the Student Experience continued Criteria 1b. a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals; c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;1d. 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> <p>2. policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches;</p> <p>3. policies and procedures for the safe and secure maintenance and appropriate release of student information and records;</p> <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> <p>5if applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers; and</p> <p>6periodic assessment of the effectiveness of programs supporting the student experience.</p> <p>MSCHE REQUIREMENTS OF AFFILIATION 8 The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.</p>	<p>WORKING GROUP 4</p> <p>Strategic Goal 2: Advance Student Achievement and Success continued</p> <p>Objective 4. Enhance cultural and educational outreach</p> <p>Objective 5. Enhance the capacity of the center for career and professional services</p> <p>Objective 6. Enhance health and wellness services for students</p> <p>Objective 7. Increase enrollment and student readiness for college</p>	<p>WORKING GROUP 4</p> <p>Self-Study Institutional Priority 2. Enhance Student Success- Establishing a holistic student support model that bridges academic experiences, co-curricular and social experiences to improve success outcomes, transforming students for life after Cheyney.</p>
<p>WORKING GROUP 5</p> <p>Standard V Educational Effectiveness Assessment Assessment of student learning and achievement demonstrates that the institution’s students have accomplished educational goals consistent with their program of study, degree level, the institution’s mission, and appropriate expectations for institutions of higher education.</p> <p>Criteria An accredited institution possesses and demonstrates the following attributes or activities: 1clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution’s mission;</p>	<p>WORKING GROUP 5</p> <p>Strategic Goal 1: Strengthen Academic Quality and Excellence</p> <p>Objective 1. Develop and strengthen the academic programs</p> <p>Objective 2. Enhance the teaching and learning environment</p> <p>Objective 3. Expand student success services</p>	<p>WORKING GROUP 5</p> <p>Self-Study Institutional Priority 2. Enhance Student Success- Establishing a holistic student support model that bridges academic experiences, co-curricular and social experiences to improve success outcomes, transforming students for life after Cheyney.</p>

MSCHE Standards and Criteria and Corresponding Requirements of Affiliation	Cheyney University Strategic Goals and Objectives	Self-Study Institutional Priorities
<p>WORKING GROUP 5</p> <p>Standard V Educational Effectiveness Assessment continued Criteria</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 mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals; c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders; <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; h. implementing other processes and procedures designed to improve educational programs and services; <p>4. if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and</p> <p>5. periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.</p> <p>MSCHE REQUIREMENTS OF AFFILIATION</p> <p>8 The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.</p> <p>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</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>	<p>WORKING GROUP 5</p> <p>Strategic Goal 1: Strengthen Academic Quality and Excellence – Continued</p> <p>Objective 4. Further develop high-impact educational practices to improve student learning and persistence</p> <p>Objective 5. Cultivate skills for students to improve college persistence, graduate school placement and career readiness</p>	

MSCHE Standards and Criteria and Corresponding Requirements of Affiliation	Cheyney University Strategic Goals and Objectives	Self-Study Institutional Priorities
<p>WORKING GROUP 6</p> <p>Standard VI Planning, Resources, and Institutional Improvement The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.</p> <p>Criteria An accredited institution possesses and demonstrates the following attributes or activities:</p> <ol style="list-style-type: none"> 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; 2. clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results; 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; 4. fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered; 5. well-defined decision-making processes and clear assignment of responsibility and accountability; 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; 7. an annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter; 8. strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals; and 9. periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources. <p>MSCHE REQUIREMENTS OF AFFILIATION 10 Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments</p>	<p>WORKING GROUP 6</p> <p>Strategic Plan Goal 3: Manage and Secure Fiscal Resources and Facilities Needed to Enhance Institutional Effectiveness</p> <p>Objective 1. Relocate and repurpose the Cheyney foundation</p> <p>Objective 2. Update and implement the Cheyney university master plan</p> <p>Objective 3. Create a model of long-term financial stability</p> <p>Objective 4. Pursue commercial development opportunities</p> <p>Objective 5. Expand strategic partnerships</p> <p>Strategic Plan Goal 6: Use Technology Effectively to Enhance Teaching and Learning including support services, Business Processes, and the Procurement of External Support</p> <p>Objective 1. Utilize reliable and emerging technologies and information resources to support innovative and transformative teaching, learning, and research, and efficient business operations</p> <p>Objective 2. Update the website</p> <p>Objective 3. Enhance the library through technology</p>	<p>WORKING GROUP 6</p> <p>Self-Study Institutional Priority 2. Enhance Student Success-Establishing a holistic student support model that bridges academic experiences, co-curricular and social experiences to improve success outcomes, transforming students for life after Cheyney.</p> <p>Self-Study Institutional Priority 3. Ensure Financial Stability of the University—Enhancing the University's business model, which monetizes campus assets to generate non-traditional sources of unrestricted revenue, developing a robust fundraising strategy, and resolving legacy financial concerns that stabilizes University Operations.</p> <p>Self-Study Institutional Priority 4. Promote Standard of Excellence—Transforming Cheyney's culture to be aligned with its vision, mission & values through talent management, human capital development, shared governance and communication, and University rebranding.</p>

MSCHE Standards and Criteria and Corresponding Requirements of Affiliation	Cheyney University Strategic Goals and Objectives	Self-Study Institutional Priorities
<p>WORKING GROUP 7</p> <p>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.</p> <p>Criteria An accredited institution possesses and demonstrates the following attributes or activities:</p> <p>1. a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff and students.</p> <p>2. a legally constituted governing body that:</p> <p>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;</p> <p>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;</p> <p>c. ensures that neither the governing body nor its individual members interferes in the day-to-day operations of the institution;</p> <p>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;</p> <p>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;</p> <p>f. appoints and regularly evaluates the performance of the Chief Executive Officer;</p> <p>g. is informed in all its operations by principles of good practice in board governance;</p> <p>h. establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest;</p> <p>i. supports the Chief Executive Officer in maintaining the autonomy of the institution;</p>	<p>WORKING GROUP 7</p> <p>Strategic Plan Goal 3: Manage and Secure Fiscal Resources and Facilities Needed to Enhance Institutional Effectiveness</p> <p>Objective 1. Relocate and repurpose the Cheyney foundation</p> <p>Objective 2. Update and implement the Cheyney university master plan</p> <p>Objective 3. Create a model of long-term financial stability</p> <p>Objective 4. Pursue commercial development opportunities</p> <p>Objective 5. Expand strategic partnerships</p> <p>Strategic Plan Goal 6: Use Technology Effectively to Enhance Teaching and Learning including support services, Business Processes, and the Procurement of External Support</p> <p>Objective 1. Utilize reliable and emerging technologies and information resources to support innovative and transformative teaching, learning, and research, and efficient business operations</p> <p>Objective 2. Update the website</p> <p>Objective 3. Enhance the library through technology</p>	<p>WORKING GROUP 7</p> <p>Self-Study Institutional Priority 3. Ensure Financial Stability of the University—Enhancing the University’s business model, which monetizes campus assets to generate non-traditional sources of unrestricted revenue, developing a robust fundraising strategy, and resolving legacy financial concerns that stabilizes University Operations.</p> <p>Self-Study Institutional Priority 4. Promote Standard of Excellence—Transforming Cheyney’s culture to be aligned with its vision, mission & values through talent management, human capital development, shared governance and communication, and University rebranding.</p>

MSCHE Standards and Criteria and Corresponding Requirements of Affiliation	Cheyney University Strategic Goals and Objectives	Self-Study Institutional Priorities
<p>WORKING GROUP 7</p> <p>Standard VII Governance, Leadership, and Administration continued Criteria</p> <p>3. Chief Executive Officer who: 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> <p>4. an administration possessing or demonstrating: a. an organizational structure that is clearly documented and that clearly defines reporting relationships; b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities; c. members with credentials and professional experience consistent with the mission of the organization and their functional roles; d. skills, time, assistance, technology, and information systems expertise required to perform their duties; e. regular engagement with faculty and students in advancing the institution's goals and objectives; f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations; and</p> <p>5. periodic assessment of the effectiveness of governance, leadership, and administration.</p> <p>MSCHE REQUIREMENTS OF AFFILIATION</p> <p>11 The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis</p> <p>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>		

Appendix C

Sample Working Group Agenda Template

Middle States Self-Study Working Group 6 Meeting Agenda Template

Location: [Address or Room Number]

Date: [Meeting Date]

Time: [Meeting Time]

Agenda Items

- I. Approval of minutes from last meeting

- II. [Easily add your own content – such as Open Issues.]
 - a. [To replace tip text (such as this) with your own, just select a paragraph and start typing.]
 - b. [For best results when selecting text to replace, don't include space to the left or right of the characters in your selection.]

- III. [Content – such as New Business.]
 - a. [This outline uses Heading 2 (formats the sentence with Roman numeral numbering) and Heading 3 (formats the sentence with lowercase letter numbering).]
 - b. [To quickly get these heading styles or any of the text formatting you see in this document, on the Home tab of the ribbon, check out the Styles gallery.]

- IV. [Agenda item]
 - a. [Agenda detail 1]
 - b. [Agenda detail 2]
 - c. [Agenda detail 3][Agenda item]

- V. Next Meeting Date and Time

- VI. Adjournment

Sample Working Group Minutes Template (abbreviated)

Cheyney University Self-Study Working Group 6 Meeting Minutes

Location: [Address or room number]

Date: [Date]

Time: [Time]

Members: **BOLD** if Present

Ms. Victoria L. Atkins, Chair

Ms. Cynthia Moultrie, Co-Chair

Ms. Irene A. Losak-Scheivert, Recorder

Ms. Christa Cobb, Working Group Evidence Administrator

Ms. Jacqueline Pollard, Lead Author

Mr. Cerick Julian Austin

Ms. Tia Brown

Dr. Steven Hughes

Ms. Tracey Smith

Agenda items

1. [It's easy to make this template your own. To replace placeholder text, just select it and start typing. Don't include space to the right or left of the characters in your selection.]
2. [Apply any text formatting you see in this template with just a click from the Home tab, in the Styles group. For example, this text uses the List Number style.]

Agenda for Next Meeting

1. [List the items to be discussed at the next Meeting.]
2. [Apply any text formatting you see in this template with just a click from the Home tab, in the Styles group. For example, this text uses the List Number style.]

Action items	Owner(s)	Deadline	Status
[Action item 1]	[Name(s) 1]	[Date 1]	[Status 1, such as Pending, In Progress or Complete]
[Action item 2]	[Name(s) 2]	[Date 2]	[Status 2]

Requests for Documents

1. [Document.] [From – The Department or Office Responsible for the Document] [Deadline for receipt]
2. [Document.] [From – The Department or Office Responsible for the Document] [Deadline for receipt]

Adjournment

Meeting was adjourned at [] by []. The next Working Group meeting is scheduled for []

Minutes submitted by : []

Sample Evidence Report Template – Page 1

Cheyney University Self-Study Working Group 6 Evidence Report Template

Report is due September 3, 2021

	A (Worksheet is included on Sheet 2)	B	C
1	Working Group 6 Lines of Inquiry (See Comment at the end of this sheet)*	Evidence Acquired for Assessment (include Document Name and Doc. URL/Location)	Requests for Additional Evidence (include Document Name and Department/Location)
2	1. To what extent does Cheyney University comply with the criteria for MSCHE Standard V and MSCHE Requirement of Affiliation 10?		
3	STANDARD VI: Planning, Resources, and Institutional Improvement		
4	<i>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.</i>		
5	MSCHE Standard VI Criteria		
6	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.		
7	2. Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results.		
8	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.		
9	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.		
10	5. Clear assignment of responsibility and accountability.		
11	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.		
12	7. An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter.		

Sample Interim Progress Report Template

Working Group 6 Interim Progress Report Template

Due October 15

Please complete the following requests and attach an updated Evidence Report.

I. Group Strategies/Methods

Discuss the methods or strategies members of the Group are using to assess the degree to which the University complies with the Group's assigned MSCHE Standard of Accreditation and Criteria and related MSCHE Requirements of Affiliation and achieves the Group's assigned Cheyney University Strategic Plan Goals and Objectives and Self-Study Institutional Priorities. **Please be specific and include individual assignments.**

II. Methods of Community Engagement

Discuss how the Group has or will engage the campus community as necessary to identify, collect, and analyze evidence

III. Collaboration with other Working Groups

Discuss any collaboration with other Working Groups. Please be specific.

IV. Initial Analytical Report

Present initial findings for each Line of Inquiry. **Be sure to refer to the documents, policies, procedures, etc. used as the bases for these initial findings.**

- I. To what extent does Cheyney University comply with the criteria for MSCHE Standard V and MSCHE Requirement of Affiliation 10?

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.

Standard VI Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

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;
2. clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results;
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;
4. fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;
5. well-defined decision-making processes and clear assignment of responsibility and accountability;
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;
7. an annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter;

8. strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals; and
9. periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.

MSCHE REQUIREMENT OF AFFILIATION

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

2. To what extent is the Institution meeting Cheyney University Strategic Plan Goals 3 and 6 and related Objectives?

Strategic Plan Goal 3: Manage and Secure Fiscal Resources and Facilities Needed to Enhance Institutional Effectiveness

Objective 1. Relocate and repurpose the Cheyney foundation

Objective 2. Update and implement the Cheyney University Master Plan

Objective 3. Create a model of long-term financial stability

Objective 4. Pursue commercial development opportunities

Objective 5. Expand strategic partnerships

Strategic Plan Goal 6: Use Technology Effectively to Enhance Teaching and Learning including support services, Business Processes, and the Procurement of External Support

Objective 1. Utilize reliable and emerging technologies and information resources to support innovative and transformative teaching, learning, and research, and efficient business operations

Objective 2. Update the website

Objective 3. Enhance the library through technology

3. Demonstrate that the University has clearly stated institutional and unit-level objectives that are linked to its Mission and that reflect outcomes drawn from assessment results.
4. Demonstrate how the University has consolidated current plans (Sustainability, Presidential Priorities, and Strategic Plan) with measurable targets and priorities.
5. Demonstrate how the University utilizes well-documented approaches to budgeting and well-documented processes for assessment of academic and administrative units.
6. Demonstrate how the University conducts and utilizes periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.
7. Demonstrate how the University has adequate fiscal and human resources, including physical and technical infrastructure, to support operations. Discuss Campus Monetization revenue and the Administration's use of specific benchmarks in enrollment, revenue, operating margin, student to faculty and non-faculty ratios, and other board-affirmed metrics to assure long-term financial stability.
8. To what extent does the University adhere to expenditure and revenue projections and has made the appropriate adjustments when necessary to maintain a balanced budget?

9. Demonstrate the effectiveness of the University's business model in terms of increasing the growth and stability of the Institution.

V. Updated Evidence Inventory

Please update and attach your Group's Evidence Inventory using the Evidence Inventory Report submitted on September 3, 2021.

VI. Additional Information

Please include any concerns, comments, and/or suggestions that members of the Group wish to report to the Steering Committee.

Submitted by

Sample Working Group Draft Chapter and Draft Chapter Outline Template

Chapter Outline due date: December 3, 2021

Draft Chapter due date: February 15, 2022

Final Chapter Draft with Evidence Inventory due date: March 15, 2022

Working Group 6 Draft Chapter and Draft Chapter Outline Template

Please complete the following sections and attach an updated Evidence Report.

I. Description of the Lines of Inquiry and Working Group Strategies

Discuss the Lines of Inquiry which guided the Group's analyses and the strategies used by members to fulfill the Group's Charge.

II. Collaboration with other Working Groups

Describe how the Working Group members worked with members of other Working Groups with regards to assessment information and to avoid duplication of efforts.

III. Assessment Information used to conduct analyses

List and describe the University assessment information, institutional processes, documents, and procedures that members of the Group used in their analyses of their Lines of Inquiry

IV. Analytical Report

Present findings for each Line of Inquiry. **Be sure to refer to the documents, policies, procedures, etc. used as the bases for these findings.**

1. To what extent does Cheyney University comply with the criteria for MSCHE Standard V and MSCHE Requirement of Affiliation 10?

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.

Standard VI Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

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;
2. clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results;
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;
4. fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;
5. well-defined decision-making processes and clear assignment of responsibility and accountability;

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;
7. an annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter;
8. strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals; and
9. periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.

MSCHE REQUIREMENT OF AFFILIATION

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

2. To what extent is the Institution meeting Cheyney University Strategic Plan Goals 3 and 6 and related Objectives?

Strategic Plan Goal 3: Manage and Secure Fiscal Resources and Facilities Needed to Enhance Institutional Effectiveness

- Objective 1. Relocate and repurpose the Cheyney foundation
- Objective 2. Update and implement the Cheyney University Master Plan
- Objective 3. Create a model of long-term financial stability
- Objective 4. Pursue commercial development opportunities
- Objective 5. Expand strategic partnerships

Strategic Plan Goal 6: Use Technology Effectively to Enhance Teaching and Learning including support services, Business Processes, and the Procurement of External Support

- Objective 1. Utilize reliable and emerging technologies and information resources to support innovative and transformative teaching, learning, and research, and efficient business operations
- Objective 2. Update the website
- Objective 3. Enhance the library through technology

3. **Demonstrate that the University has clearly stated institutional and unit-level objectives that are linked to its Mission and that reflect outcomes drawn from assessment results.**
4. **Demonstrate how the University has consolidated current plans (Sustainability, Presidential Priorities, and Strategic Plan) with measurable targets and priorities.**
5. **Demonstrate how the University utilizes well-documented approaches to budgeting and well-documented processes for assessment of academic and administrative units.**
6. **Demonstrate how the University conducts and utilizes periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.**

7. **Demonstrate how the University has adequate fiscal and human resources, including physical and technical infrastructure, to support operations. Discuss Campus Monetization revenue and the Administration's use of specific benchmarks in enrollment, revenue, operating margin, student to faculty and non-faculty ratios, and other board-affirmed metrics to assure long-term financial stability.**
8. **To what extent does the University adhere to expenditure and revenue projections and has made the appropriate adjustments when necessary to maintain a balanced budget?**
9. **Demonstrate the effectiveness of the University's business model in terms of increasing the growth and stability of the Institution.**

V. Areas of Strength-

Present evidence-based areas of strength based on the Group's Analytical Report that are consistent with the Group's assigned Standards, Criteria, CU strategic goals and Self-Study institutional priorities

VI. Suggestions for Improvement and University growth

Present evidence-based suggestions for improvement and advancement opportunities based on the Group's Analytical Report that are consistent with the Group's assigned Standards, Criteria, CU strategic goals and Self-Study institutional priorities Opportunities for innovation and institutional advancement. Be sure to include suggestions for the new Cheyney University Strategic Plan.

VII. Recommended strategies on Continuous Quality Improvement

Discuss what methods or approaches that appropriate University decision-makers could use to address the Group's suggestions for improvement and growth.