

William Paterson University
MSCHE 2021 Re-Accreditation
Self-Study Design

I. Institutional Overview
Our History

(Excerpts from <https://www.wpunj.edu/university/university-background.html>)

William Paterson University is a public, regional masters-comprehensive university located approximately 5 miles from the City of Paterson in northern New Jersey. As one of the largest public universities in New Jersey, William Paterson serves over 8500 undergraduate and nearly 1500 graduate students. Richard J. Helldobler became the University's eighth president on July 1, 2018.

The third oldest public institution in New Jersey, the University was founded in 1855 as a normal school in the city of Paterson dedicated to the professional preparation of teachers. The institution continued to expand and evolve, and in 1967, by state mandate, was transformed into a multipurpose liberal arts institution. In 1971, the institution was named after William Paterson (1745-1806), the New Jersey patriot who was a signer of the Constitution, New Jersey's second governor, and a U.S. Supreme Court Justice.

Located on a 370-acre hilly, wooded campus, in suburban Wayne, to which the institution moved from Paterson in 1951, the University offers the best of all worlds. Bordering on High Mountain Park Preserve, nearly 1,200 acres of wetlands and woodlands, it is just three miles from the historic Great Falls in Paterson yet just 20 miles from the rich cultural, artistic, and commercial life of New York City.

William Paterson is the third most diverse public university in New Jersey and nearly 30 percent of its students are the first in their families to attend college. The University was recently designated as a Hispanic-serving institution with more than 25 percent of its students claiming Hispanic heritage.

The University is committed to providing an outstanding and affordable education for its students. For the past six years, the University has held increases in undergraduate tuition and fees to less than two percent. In addition, each year, the University awards more than \$1 million in donor-funded scholarships and another \$10 million in direct institutional support.

The University offers 53 bachelor's degree programs, 24 master's degree programs, and two doctoral programs: the doctorate in clinical psychology and the doctor of nursing practice. Its wide range of degree programs are offered through five academic colleges: Arts and Communication, the Cotsakos College of Business, Education, Humanities and Social Sciences, and Science and Health. An Honors College provides academically gifted students with a rigorous curriculum that includes a challenging array of courses, seminars, and co-curricular activities.

William Paterson's 410 full-time faculty members are highly distinguished and diverse scholars and teachers. They include 41 Fulbright scholars, two Guggenheim Fellows, and recipients of numerous other awards, grants, and fellowships from the National Science Foundation, the National Endowment for the Arts, the National Endowment for the Humanities, the National Institutes of Health, and the U.S. Department of Education.

Students benefit from individualized attention from faculty, small class sizes, and numerous research, internship, and clinical experiences. Approximately 50 percent of students participate in a career-related external learning experience such as internships, clinical rotation, or student teaching before they

graduate. Undergraduate students also are actively involved in research and other scholarly and creative activities with faculty on projects leading to presentations at regional, state, or national conferences or publication in scholarly journals. The University established a week-long series of scholastic events, Explorations, in 2016 to highlight the depth and quality of student and faculty research.

The University was the first public New Jersey college or university to require new undergraduates to take a course on civic engagement. Annually, more than 2,300 students enroll in over 40 different civic engagement courses in a variety of disciplines; students contributed more than 7,200 hours to community service projects. The institution is a founding member of New Jersey Campus Compact, and has been nationally recognized for its leadership in the American Democracy Project.

William Paterson's state-of-the-art facilities provide students with a variety of opportunities for experiential learning including its new 80,000-square-foot, \$40 million academic building, University Hall. Funded in part by \$30 million from the state's "Building Our Future" Bond Act, the facility provides general-use classrooms and dedicated laboratories and clinical spaces for programs in nursing, communication disorders, and public health. The Science Complex encourages an interactive learning environment with nearly 100 research labs and 50 teaching labs, many of which can be configured in multiple ways to enhance faculty and student collaboration. HD-ready TV studios, radio broadcast studios and sound engineering facilities offer students hands-on opportunities in professional facilities, providing the skills needed for internships and careers. Students in the Cotsakos College of Business can take advantage of advanced facilities such as the Russ Berrie Professional Sales Laboratory, a unique computerized multimedia facility that simulates business office environments, and its Global Business and Finance Institute with its simulated trading room. The University Commons, including the John Victor Machuga Student Center, is the hub of campus life, providing students with seamless access to student development services, activities, meeting rooms, and dining venues, all under one roof.

The institution is also committed to supporting veterans and active service members on its campus. The University has been honored as a "Military Friendly School" by militaryfriendlyschools.com and has been included in their Guide to Military Friendly Schools each year since 2011.

The University is committed to sustainability and is a charter signatory of the American College & University Presidents Climate Commitment. Its solar panel installation ranks among the 10 largest university installations in the United States, supplying 15 percent of the institution's energy needs, for a savings of \$10 million over 15 years. Since 2001, William Paterson's electricity consumption has decreased 10 percent and natural gas consumption has decreased 50 percent.

An active campus life includes residential housing for nearly 2,600 students. Social, cultural, and recreational activities include 115 campus clubs and organizations, 13 NCAA Division III intercollegiate sports teams, and six club sports teams. Cultural events take place throughout the year, featuring both William Paterson's own talent and renowned professional artists. Among the programs are concerts presenting jazz, classical, and contemporary music; theater productions; gallery exhibits; and the acclaimed Distinguished Lecturer Series, now in its 38th season.

Following its last decennial self-study and Middle States Commission on Higher Education re-accreditation visit, the University Community created and the Board of Trustees approved Strategic Plan 2012-2022 (<https://www.wpunj.edu/university/strategic-planning.html>) with the following mission, vision and core values.

Our Mission

William Paterson University of New Jersey is a public institution that offers an outstanding and affordable education to a diverse traditional and nontraditional student body through baccalaureate, graduate and continuing education programs. The University's distinguished teachers, scholars and professionals actively challenge students to high levels of intellectual and professional accomplishment

and personal growth in preparation for careers, advanced studies and productive citizenship. Faculty and staff use innovative approaches to research, learning and student support to expand students' awareness of what they can accomplish. The University's graduates embody a profound sense of responsibility to their communities, commitment to a sustainable environment and active involvement in a multicultural world.

Our Vision: The University in 2022

William Paterson University will be widely recognized as the model of outstanding and affordable public higher education characterized by rigorous academic preparation and a wide array of experiential, co-curricular and extra-curricular opportunities. The University will be distinctive for nationally recognized programs that prepare its students for the careers of today and tomorrow and known for its support of the personal growth and academic success of a highly diverse student body. It will be an institution of first choice for students committed to transforming their lives and making a difference.

Our Core Values

At the core of everything the University does, the following five values define its ethos and fundamental beliefs:

Academic Excellence

As individuals and as an institution, we seek to model and to impart to our students the highest standards of knowledge, inquiry, preparation, academic freedom and integrity, as well as an expanded sense of what an individual can accomplish.

Creating Knowledge

We strive to expand the boundaries of knowledge and creative expression in and outside of our classrooms. We help students think imaginatively and critically and encourage innovative solutions to social issues, the challenges of ecological sustainability and economic growth and ethical dilemmas confronting our communities, regions, nation and world.

Student Success

Students are our reason for being. We judge our effectiveness, progress and success in terms of how well we provide a platform for their personal, intellectual and professional development, enabling them to transform their lives and become civically engaged.

Diversity

We value and promote the expression of all aspects of diversity. We maintain a campus culture that welcomes diversity of personal circumstances and experiences and prepares students to become effective citizens in an increasingly diverse, interdependent and pluralistic society.

Citizenship

We challenge our students, faculty, staff and alumni to recognize their responsibility to improve the world around them, starting locally and expanding globally. We offer critical expertise to New Jersey and our region, while our scholarship and public engagement address pressing community needs in the region and beyond in keeping with our public mission.

Our Strategic Goals: 2012-2022

Goal 1: Offer Academic Programs of the Highest Quality

The University will continue to offer and develop outstanding undergraduate and graduate degree programs that prepare students for careers in a wide range of professions or further education. Continuing its commitment to a strong foundation in the arts and humanities, sciences and social sciences, the University will offer distinctive, high quality academic programs that will meet the needs of northern New Jersey and beyond; attract motivated students and outstanding faculty; enable student success; ensure the professional development of the faculty; and raise the visibility of the University. The

University will remain flexible and thoughtful in adapting its academic programs to changing external needs and student interests while helping students think critically about 21st century issues and be prepared for a competitive global marketplace.

Goal 2: Achieve Student Success by Increasing Matriculation, Retention and Graduation

By putting student support, engagement and success at the heart of the institution, the University will steadily and substantially improve student retention rates and four- and six-year graduation rates to reach the top tier of its peer institutions. By 2022, the University will increase enrollment significantly by improving the retention of all students, selectively growing undergraduate enrollment and doubling graduate enrollment.

Goal 3: Provide Students with Exceptional Opportunities Beyond the Classroom

The University will leverage its geographic location, accomplished alumni and connections with institutions and organizations regionally, nationally and internationally to make itself a gateway for students, faculty, staff and alumni to learning resources, career opportunities and cultural experiences beyond the University's physical campus. These experiences will provide students with exceptional preparation for the world and workplace they will enter upon graduation.

Goal 4: Enhance the Sense of Community Throughout and Beyond the University

The University is determined that it will provide a collegiate setting that enables all members of the larger institutional community to attain their educational goals, grow as individuals and establish lasting bonds with their fellow students, faculty, staff and the institution as a whole.

Goal 5: Establish the University as a Model of Outstanding, Affordable Public Higher Education

Continuing rapid increases in higher education tuition and related fees are unsustainable over the next decade. The University is committed to carefully managing tuition costs and fees in the years ahead while it continues to strengthen its financial base and explore new ways of delivering instruction and related programs.

II. Institutional Priorities to be Addressed in the Self Study Development of Priorities

Since the inception of Strategic Plan 2012-2022, a committee has been charged each year to document progress toward achieving goals and objectives of the plan and to assess work that still needs to be done. During the Fall 2018 semester, President Helldobler led the Cabinet and Board of Trustees in a review of past strategic plan progress as well as the current state of the University in order to establish University priorities for the remaining years of Strategic Plan 2012-2022. In addition to Cabinet and Board, these priorities were discussed with University Council, Faculty Senate and numerous smaller groups across campus. The following set of priorities, as well as relevant Key Performance Indicators (KPIs), were adopted by the Board of Trustees at their November 16, 2019 meeting. Subsequently, individual vice-presidential areas as well as the academic colleges established their own Key Performance Indicators reflective of these University priorities:

1. Increase retention
2. Increase enrollment
3. Increase the graduation rate
4. Increase job placement for graduates
5. Develop new revenue sources

The full list of University Key Performance Indicators is included as Appendix A.

Alignment of Mission with Priorities

These priorities are fundamental to achieving the University's Mission to be a model for "outstanding and affordable public higher education," to "prepare its students for the careers of today and tomorrow," and to be "known for its support of the personal growth and academic success of a highly diverse student body." Although recent improvements in our 4-year graduation rate and a record recruitment of first time, first year students were notable achievements, the University saw first year retention between Fall 2017 and Fall 2018 drop to 70% following ten years with an average retention rate of 76.4%.

Despite recent progress in updating our curriculum, changing demographics locally, regionally and nationally make it clear that we need to continue focusing our attention on developing a wider range of professionally oriented academic programs that meet the needs of employers and are delivered in ways that are accessible to both traditional and an increasingly non-traditional student population. And, given that state support for higher education is not likely to increase and that our students are increasingly challenged with funding their higher education, it is clear that we need to develop new revenue models in order to keep a William Paterson education affordable.

Alignment of Strategic Plan with Priorities

These five priorities align with the goals of Strategic Plan 2012-2022 as indicated in the following table:

Priorities	Strategic Plan Goals
Improve retention rates	Goal I Offer academic programs of the highest quality Goal II Achieve student success by increasing matriculation, retention, and graduation Goal III Provide students with exceptional opportunities beyond the classroom Goal IV Enhance the sense of community throughout and beyond the University
Increase enrollment	Goal I Offer academic programs of the highest quality Goal II Achieve student success by increasing matriculation, retention, and graduation Goal V Establish the University as a model of outstanding and affordable public higher education
Improve graduation rates	Goal II Achieve student success by increasing matriculation, retention, and graduation. Goal IV Enhance the sense of community throughout and beyond the University
Increase job placement	Goal I Offer academic programs of the highest quality Goal III Provide students with exceptional opportunities beyond the classroom Goal IV Enhance the sense of community throughout and beyond the University
Develop new revenue sources	Goal I Offer academic programs of the highest quality Goal IV Enhance the sense of community throughout and beyond the University Goal V Establish the University as a model of outstanding and affordable public higher education

Alignment of MSCHE Standards with Priorities

Although it is possible to align each priority with each standard in some way, this table illustrates the two or three priorities that most *strongly* align with each standard:

MSCHE Standards	Increase Retention	Increase Enrollment	Increase Graduation Rate	Increase Job Placement	Develop New Revenue
Standard I: Mission and Goals	Strong		Strong	Strong	
Standard II: Ethics and Integrity	Strong			Strong	
Standard III: Design and Delivery of the Student Learning Experience		Strong	Strong	Strong	
Standard IV: Support of the Student Experience	Strong		Strong	Strong	
Standard V: Educational Effectiveness Assessment	Strong		Strong	Strong	
Standard VI: Planning, Resources, and Institutional Improvement		Strong			Strong
Standard VII: Governance, Leadership, and Administration		Strong			Strong

III. Intended Outcomes of the Self Study

Our self-study, coinciding with the end of our current strategic plan, provides an opportunity for us to celebrate our achievements under Strategic Plan 2012-2022, and identify those challenges that we must address as we prepare for development of our next strategic plan. This self-study will provide us the opportunity to review how well our operations align with our strategic directions and priorities. It will provide evidence and analysis, for both ourselves and our stakeholders, on areas of excellence while simultaneously informing our process of continuous improvement. Our self-study will thus tell the story of how our strategic goals and priorities align with MSCHE Standards of Accreditation and Requirements of Affiliation and will provide a guiding framework to inform our future directions.

Our specific intended outcomes include:

1. Demonstrating how William Paterson University currently meets Middle States Standards for Accreditation, with a focus on how our priorities, as defined by the University Strategic Plan and the University Board of Trustees, align with those standards.
2. Engaging in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community, thus increasing the strength of the community
3. Analyzing the quality and effectiveness of WP's processes for planning and assessment in order to make necessary adjustments to methods and measurements and ensure that the use of assessment data will lead to meaningful programmatic and institutional renewal in support of the next strategic plan.
4. Documenting current assessment practices across all divisions at William Paterson University to identify successes, challenges and opportunities; make recommendations for improvement in the collection, analysis, and use of assessment data as we strive to meet our strategic goals; continuously improve our operations and enhance the educational experience for students.
5. Attending to the improvement of rates of retention, rates of graduation, and post-graduation employment of its students (key institutional priorities), the University will use the self-study to evaluate how it recruits and supports students in ways that will result in their academic success and graduation as well as their personal evolution to engaged and enlightened citizens.

IV. Self Study Approach

We believe that the standards-based approach is a more forthright approach that will make it easier for the working groups to engage with the self-study process and better enable us to tell our story effectively and thoroughly. The standards-based approach better aligns with our intended outcomes for the self-study. While some of our intended outcomes are directly related to our list of priorities (for example, outcome #3, above) some are not (for example, outcomes #2 and #5, above).

V. Organizational Structure of the Steering Committee and Working Groups

Steering Committee Structure and Function

The Steering Committee has two co-chairs, Associate Provost Sandy Hill and Associate Provost Jonathan Lincoln (ALO), recommended by the Provost and confirmed by the President. The Steering Committee comprises two co-chairs from each of seven (7) working groups; each working group is assigned to research one MSCHE standard and draft a chapter of the self-study report related to that standard. Therefore, each steering committee member, through regular meetings and the SharePoint document sharing site, will be able to share focused knowledge on the one standard researched by their working group with other members of the Steering Committee. The Director of Institutional Effectiveness is also a member of the Steering Committee as is a Board member and a second year student who also serves as a student government and Board of Trustees member. The co-chairs of each working group, who comprise the Steering Committee, were invited to serve in that capacity from amongst the working group members at large based on specific expertise or their ability to represent a division or academic unit within the University.

Steering Committee membership and resources (See Preliminary Analysis Report Template, Appendix B and Evidence Repository Spreadsheet, Appendix C) are structured to allow for exchange of information amongst working groups. A SharePoint site has been developed that gives each working group as well as the Steering Committee a collaborative workspace and document repository. Members of the Steering Committee and working groups have access to all documents on the SharePoint site allowing them to review the work of all groups to avoid overlap.

The Steering Committee will meet at least monthly to monitor progress of the working groups, resolve questions that might arise and discuss critical issues uncovered in the research and writing process.

Steering Committee Membership

Name	Title	Affiliation	Group #
Jonathan Lincoln	Associate Provost & ALO	Academic Affairs	Co-chair
Sandra Hill	Associate Provost	Academic Affairs	Co-chair
Nicholas Gramiccioni	Residence Hall Director	Residence Life	1
Loretta McLaughlin-	Associate Dean	College of Arts & Communication	1
Martin Williams	Director	Office of Sponsored Programs	2
Heejung An	Professor	College of Education	2
Barbara Andrew	Dean	Honors College	3
Kendall Martin	Professor	College of Science & Health	3
Eileen Lubeck	Assistant Dean of Students	Student Development	4
Jan Pinkston	Assistant Director	Honors College	4
Dorothy Feola	Associate Dean	College of Education	5

Becky Baird	Associate Director	Residence Life	5
Amy Ginsberg	Dean	College of Education	6
Bernadette Tiernan	Executive Director	School of Continuing & Prof Ed	6
Noreen Chua-Kasak	Web Programmer	Information Technology	7
Ian Marshall	Assistant to Dean & Professor	College of Humanities & Social Science	7
John Galandak	BOT Member	Board of Trustees	BOT
Dylan Johnson	Student Member	Student Government & Board of Trustees	Student
Sesime Adanu	Director	Institutional Effectiveness	IE

Working Group Selection

Members of the working groups include primarily individuals who volunteered or were nominated as part of a University-wide call for nominations. Each working group was assembled from the pool of volunteers based on 1) interest, 2) expertise and 3) type of position (to ensure a mix of faculty, staff, and administrators across all divisions). Several working group members were invited to participate to fill gaps remaining after the nomination process ended. An eighth working group comprises a small number of administrators from different University divisions in positions with access to information necessary to confirm that WP meets the requirements of affiliation.

Working Group Membership

Working Group I. Mission and Goals		
Name	Title	Area
Maureen O'Connor	Director, Major Gifts	Institutional Advancement
Elizabeth Galetz	Assistant Professor	College of Science & Health
Iris DiMaio	Exec. Director Youth Prog.	School of Continuing & Professional Ed.
Nicholas Gramiccioni, co-chair	Residence Hall Director	Residential Life
Loretta McLaughlin-Vignier, co-	Associate Dean & Professor	College of Arts & Communication
Dara Buendia Castillo	Student	Univ. Strategic Plan Committee
Working Group II: Ethics and Integrity		
Michael Corso	Director	Financial Aid
Cris Beam	Assistant Professor	College of Humanities & Social Science
Martin Williams, co-chair	Director	Office of Sponsored Programs
Annette Barron	Adjunct Faculty; Staff	College of Business; Human Resources
Mary Beth Zeman	Senior Director for PR	Marketing & Public Relations Office
Sharon Puchalski	Assistant Professor	College of Science & Health
Heejung An, co-chair	Professor	College of Education
Working Group III: Design and Delivery of the Student Learning Experience		
Barbara Andrew, co-chair	Dean	Honors College
Pamela Brillante	Associate Professor	College of Education
Robert Harris	Asst. Director, Acad. Tech.	Instruction & Research Technology
Kendall Martin, co-chair	Professor	College of Science & Health
Margaret Renn	Director	Office of Field Experiences (COE)
Elizabeth Victor	Assistant Professor	College of Humanities & Social Science

Bob Quick	Assist. Prof. & Dept. Chair	College of Arts & Communication
Rajiv Kashyap	Professor & Dept. Chair	College of Business
Nancy Weiner (UCC)	Reference Librarian	Library & UCC Council Co-chair
Scott Scardena	Assistant Director	First-Year Foundations
Lisa Brenensen	Associate Registrar	Enrollment Management
Working Group IV: Support of the Student Experience		
Dr. Eileen Lubeck, co-chair	Associate Dean of Students	Student Development
Liana Fornarotto	Director, Certification Office	College of Education
Jami Jennings	Program Assistant	College of Science & Health
Jan Pinkston, co-chair	Assistant Director	Honors College
Martin Gritsch	Professor	College of Business
Linda Refsland	Executive Director	Academic Success
Carmen Ortiz	Executive Director	EOF & Academic Achievement
Salwa Zito	Director	First Year Foundations
Ken Schneider	Associate Vice President	University Admissions
Johanna Prado	Director, Prof. Certification	School of Continuing & Professional Ed
Working Group V: Educational Effectiveness Assessment		
James Arnone	Assistant Professor	College of Science & Health
Joelle Tutella	Director of Accreditation	College of Education
Dorothy Feola, co-chair	Associate Dean	College of Education
Debbie Mohammed	Assistant Professor	College of Science & Health
Sarah Keenan	Assistant Director	Institutional Effectiveness
Jay Davis	Operations Coordinator	College of Business
David Snyder	Professor	College of Science & Health
Scott McDonough	Assistant Professor	College of Humanities & Social Science
Becky Baird, co-chair	Associate Director	Residence Life
Bela Florenthal	Professor	College of Business
Anton Vishio	Assistant Professor	College of Arts & Communication
Working Group VI: Planning, Resources, and Institutional Improvement		
Jennifer Owlett	Assistant Professor	College of Arts & Communication
Don Bennett	Associate Director	Budget and Fiscal Planning
Wren DiGisi	Associate Director	Annual Giving
Gamin Bartle	Director	Instruction & Research Technology
Tristan Tosh	Assistant Director	Campus Activities, Serv. & Leadership
Cara Berg	Reference Librarian	Library
Amy Ginsberg, co-chair	Dean & Professor	College of Education
Bernadette Tiernan, co-chair	Executive Director	School of Continuing & Prof Ed
Oliver Alvarado	Student Member	Univ. Strategic Plan Committee
Working Group VII: Governance, Leadership and Administration		
Linnea Weiland	Professor & Dept. Chair	College of Education

Noreen Chua-Kasak, co-chair	Web Programmer	Information Technology
David Ferrier	Grants Project Coordinator	College of Education
Kate Makarec	Professor; former Senate Pres.	College of Humanities & Social Science
Dylan Johnson	Student	Student Government and BOT Member
Ian Marshall, co-chair	Assistant to Dean & Professor	College of Humanities & Social Science
Jonathan Hawk	Executive Director	Enrollment Management & Technology
Working Group VIII: Verification of Compliance		
Jonathan Lincoln, co-chair	Associate Provost & ALO	Academic Affairs
Sesime Adanu, co-chair	Executive Director	Institutional Effectiveness
Steve Bolyai	Vice President	Administration & Finance
Robert Seal	Chief of Staff to Pres. & BOT	President's Office
Sandy Hill	Associate Provost	Academic Affairs
Glen Sherman	Dean of Students	Student Development
Susan Astarita	Registrar	Enrollment Management

Working Group Charge

The goal of each working group is to investigate, determine, and report out whether the University is meeting the criteria of the standard under review based on analysis of supporting evidence. It may also address some of the Requirements of Affiliation where appropriate. The group's report will include recommendations for improvement.

Specifically each group will:

- Identify relevant documents and processes related to the standard under review (research)
- Analyze relevant documents and processes related to the standard in order to assess compliance, noting linkages where appropriate to the University's Mission, Strategic Plan and Priorities.
- Describe the institution's support of compliance with the standard, including strengths, challenges, and opportunities for improvement using evidence to support the claims (writing)
- Describe the University's periodic assessment of evidence and processes and show how the results were used for improvement
- Provide periodic drafts for the Steering Committee
- Submit a final report/chapter to the Steering Committee
- Revise chapter per feedback provided by University constituents (response to feedback)

Working Group Process

To ensure that the University's mission, priorities, and MSCHE standards are reviewed and thoroughly analyzed, a work sheet for approaching the criteria of each standard (Appendix B) and a spreadsheet for documenting supporting evidence (Appendix C) is provided in the SharePoint site for each working group. These supporting documents were reviewed at the working group kickoff meeting in February 2019.

The first tasks assigned to each working group are to link University priorities to each criteria, make an initial determination of compliance for each criterion and identify documentation of evidence supporting that determination. For each item of evidence, the working group should determine whether that item demonstrates full compliance by itself or whether additional evidence is required. If the latter, then the

working group should seek additional evidence, identify what additional documentation is necessary to demonstrate compliance or identify an action that must be taken to achieve compliance. Once this research phase is completed, the working group will make recommendations on how best to continue or achieve compliance. Once the research and recommendation phase is completed, each working group will draft a report that will become a chapter of the self-study document. The working group composition reflects knowledgeable persons who can provide valid, assessment-based institutional evidence to support conclusions drawn in the self-study.

The working groups will be guided in their analyses of data and evidence, and subsequently the writing of their draft reports and chapters, by the following questions:

- In what ways does the university meet or exceed the expectations of each standard's criteria (whether partially or fully)? What examples or evidence can be provided to demonstrate that?
- What gaps are apparent in compliance with the standards? What policies, procedures, structures, or lack thereof suggest non-compliance?
- In what ways can the university strengthen efforts related to the standards and their criteria? How do our student-oriented key performance indicators play a role?
- What opportunities are there to improve student learning, institutional effectiveness, and progress toward our strategic plan, mission and goals? What assessment strategies are in place to measure and support such initiatives and actions?

Each working group will gather evidence to demonstrate compliance with each criteria associated with the standards of accreditation. Evidence gathered will be used by each working group to determine whether or not the University has met or exceeded expectations pertaining to the accreditation standards. Efforts will be made to address any identified gaps to ensure continuous improvement and institutional compliance. Evidence gathered will be presented in the evidence inventory as well as the Self Study report.

As working groups identify gaps, the Steering Committee will review, prioritize, and work with responsible units, colleges, departments, and offices to address these gaps. Further, as working groups identify assessment activities aimed at improvement in relation to accreditation standards as well as the University's key performance indicators the Office of Institutional Effectiveness will use this information in developing a comprehensive institutional effectiveness plan. This plan will ensure an ongoing process of evidence gathering that demonstrates progress made in the attainment of institutional mission as well as goals of the strategic plan through campus-wide assessment endeavors.

A SharePoint site has been developed to give all working groups a collaborative workspace to share drafts and evidence repositories. Each working group maintains a spreadsheet listing evidence (evidence repository) in support of their standard, which aids them in referencing evidence while writing their reports. However, all participants have access to documents and evidence repositories generated by other working groups so that documentation of evidence can be shared. The Steering Committee will periodically review working group evidence inventories, compile and periodically update the unduplicated master inventory.

The working group kickoff meeting provided a SharePoint orientation, and a "how to use SharePoint" guide is posted on the University's Middle States website. Additional training will be provided as needed.

The Steering Committee will hold meetings to assess progress of the working groups' research and writing and resolve any issues identified by the groups. Co-chairs for the working groups will ensure review of the research materials and drafts of the self-study chapters at regular intervals.

VI. Guidelines for Reporting

Working Group Strategy

The Steering Committee comprises the two co-chairs of each of the working groups, in addition to a Board of Trustees member, a student representative, and the two co-chairs of the Steering Committee itself. Thus the leaders of the working groups are integrated into the Steering Committee to better facilitate communications between these two entities. The working groups are asked to meet at least once a month to discuss issues with their work and to create connections (working pairs in some instances) to get their research and writing done. The Steering Committee meets approximately once a month to share status updates and discuss how the working groups are achieving the goal of presenting evidence in support of their conclusions regarding attainment of the standards' criteria. The SharePoint folders enable collaboration on writing, research, and evidence documentation for the working groups and also the Steering Committee. Multiple people can work on the same document at the same time and edits are automatically shared. To organize their drafts and evidence collection, each working group's folder on SharePoint can contain further subfolders to hold all of their working documents, including drafts of chapters and inventory of evidence. Everything the working groups are working on will be housed in their SharePoint folders so that all members of the working group can contribute to the drafts at any time. Training on use of SharePoint is being provided.

Working Groups Products

- A Preliminary Analysis Report –a worksheet-style document providing a framework for thinking about the criteria of the standards being addressed by the group [Appendix B]
- An Evidence Inventory sheet –a spreadsheet for recording supporting documentation for the findings of the working group [Appendix C]
- An Evidence folder – folder to house the supporting documentation that is actually used in the chapter
- A chapter outline on the standard assigned to each working group using a chapter template provided
- Interim drafts of the chapters submitted to the Steering Committee (see timetable) for feedback
- Final drafts of the chapters submitted to the Steering Committee for compiling the self-study
- Interim drafts of the self-study report created and shared by members of the Steering Committee for editing by working groups (see timetable) using feedback from campus community
- A final draft of the self-study complete with evidence repository submitted by the Steering Committee, with assistance from the working groups, to the campus and the MSCHE team chair

Working Group Timeline

Spring 2019

- Preliminary Analysis Reports and filled-in Evidence Inventory sheet due

Summer 2019

- Organization of preliminary analysis reports with Steering Committee feedback
- Chapter Templates updated based on initial working group reports
- Review and Consolidation of Evidence Inventory Sheets
- Completion of Document Folders based on Evidence Inventory

Fall 2019

- October 15: First draft of each chapter due; Steering Committee provides feedback
- November 15: Second draft of each chapter due
- December 16: First draft of the self-study report compiled by Steering Committee including evidence inventory

Spring 2020

- February 3: Full draft of self-study report provided to Working Groups & University Community
- March 15: Feedback from working groups and University Community due
- April 15: Working groups revise chapters based on feedback
- May 15: Revised self-study completed by working groups in conjunction with Steering Committee

Summer 2020

- Editing and revision: self-study draft for Team Chair review finalized.
- Evidence Inventory updated

Fall 2020

- Sept 1: Self-study draft shared with Team Chair
- Dec 15: Self-study revised based on Team Chair input and submitted to University Community

Spring 2021

- Final self-study shared with MSCHE evaluation team
- Evidence inventory is loaded to MSCHE portal

Working Group Analysis Template

Each working group is provided with a template for their preliminary research and analysis; this template is attached (see Appendix B).

Evidence

In addition to this template, each working group is provided a spreadsheet for each criteria that will be used to list evidence that may be added to the Evidence Inventory. For each piece of evidence, the working groups lists the following in the spreadsheet:

- Item Name
- Short Description
- Indicate whether it has been added to their document folder
- Original Source Location (url if online)
- Evidence type:
 - Assessment
 - Policy
 - Procedure
 - Other (describe)

Template for Draft of Working Group Chapter Report

Each working group will produce a draft report that will form the basis for a chapter within the self-study. Each draft report will include the following:

- A title reflecting the standard under discussion
- A brief descriptive summary of the contents of the report
- An analytical narrative including inquiry and reflection addressing the criteria of the standard
- References to relevant materials in the evidence inventory and other parts of the report
- Conclusion to include strengths and challenges with reference to appropriate criteria and University Priorities
- Opportunities and recommendations for innovation and improvement

The Self-Study Report will be no longer than 100 single-spaced pages, plus the appendices. Each working group report and the final Self-Study will be formatted using the following editorial guidelines:

- Each report will be written and saved in Microsoft Word with embedded tables and figures.
- Use single-spaced, 12-point Times New Roman font; Exceptions may be made for illustrations, such as tables, charts, figures, or other items placed in the appendices.
- Text should be left-justified
- Margins: 1.0" top, bottom; .75" left; moderate margin setting in Microsoft Word
- Single spaces follow periods and other punctuation at the end of sentences.
- Main headings in bold, in title case, with 14-point Times New Roman font, left justified
- Sub-headings in italics, in title case, with 12-point Times New Roman font, left justified
- Page numbers to appear in bottom right; no other header or footer should be use
- Whole numbers less than 10 are spelled out, and larger numbers and decimals are written as numerals.
- MSCHS Standards are written as Roman numerals.
- Charts, figures, and tables are numbered and titled
- Headings will use only two levels: Main Heading, Sub-Heading
- The document employs active voice, as much as possible, without use of jargon.
- The tone is third person, avoiding pronouns.
- Ongoing abbreviations are avoided, with the exception of William Paterson University (WP).
- When proper terms are used within a section, abbreviations and acronyms may follow in that section after the complete name is provided, such as Leadership Team (LT) and Working Groups (WG).
- Hyperlinks are used in place of traditional citations and references. Hyperlinks are embedded in the content and supporting documents, thus formal Reference pages are not needed.

VII. Organization of the Final Self Study Report

Self Study Outline

The self-study report will be organized in the following manner.

- Table of Contents
- Preliminary Information:
 - List of Acronyms used in the report
 - List of Tables and Figures
 - Certification Statement
 - Executive Summary
- Introduction – to include our institutional profile (history of the institution; academic structure; and student, faculty and staff profiles), discussion of how our institutional priorities were chosen to guide the work of the University, description of our self-study approach and process, and description of chapter construction including how evidence for narrative conclusions is relayed in the chapters.
- Chapter 1 – address compliance with Standard I: Mission and Goals, to include discussion of how the University’s Strategic Plan and Institutional Priorities serve its mission, vision, and work.
- Chapter 2 – address compliance with Standard II: Ethics and Integrity, to include discussion of how the University comports itself regarding its policies and ethical practices regarding students, faculty, staff, the community, the Commission.
- Chapter 3 – address compliance with Standard III: Design and Delivery of the Student Learning Experience, discussing how the University designs, delivers and assesses student learning, including our University Core Curriculum (General Education).
- Chapter 4 – address compliance with Standard IV: Support of the Student Experience, to include discussion of the University’s system of support for student success, both academic and extra-curricular.
- Chapter 5 – address compliance with Standard V: Educational Effectiveness Assessment, discussing assessment of student learning, both academic and non-academic assessment practices.
- Chapter 6 – address compliance with Standard VI: Planning, Resources, and Institutional Improvement, discussing methods of resource allocation linked to planning and assessment.
- Chapter 7 – address compliance to Standard VII: Governance, Leadership and Administration, to include discussion of how leadership is leveraged across multiple entities at the University.
- Conclusion – Summary of the major conclusions reached, including opportunities and recommendations for ongoing improvement and innovation. Also includes initial plans and initiatives that address the opportunities for ongoing improvements and innovation while pursuing University priorities. Finally, link the findings of this self-study to plans for the University’s next strategic plan following completion of the current Strategic Plan 2012-2022.

VIII. Verification of Compliance Strategy

A Verification of Compliance team will address the Requirements of Affiliation for the self-study and will comprise Working Group 8: Requirements of Affiliation (following the other seven working groups that are addressing each standard). This working group includes the individuals listed below from the respective units within the University. As two members of this working group are Steering Committee co-chairs, communication with the Steering Committee and other working groups is assured. Those identified for this working group have access to documentation necessary for verification of compliance.

Steve Bolyai, Vice President, Administration and Finance

Sesime Adanu, Executive Director, Institutional Effectiveness

Jonathan Lincoln, Associate Provost for Curriculum and International Studies, Office of the Provost

Sandy Hill, Associate Provost for Academic Affairs, Office of the Provost

Robert Seal, Chief of Staff to the President and Board of Trustees, Office of the President

Glen Sherman, Dean of Students and Associate VP for Student Development

Susan Astarita, Registrar

IX. Self-Study Timetable

William Paterson University has opted for a Spring 2021 site visit in order to avoid scheduling conflicts with other site visits from professional accreditors including AACSB (Business) and CCNE (Nursing) in 2019 and CAEP (Education) in 2020. Following is the timeline for WPU’s process of reaccreditation:

DATE	ACTIVITY/TASK
November 2018	<ul style="list-style-type: none"> Attend Self-Study Institute (Steering Committee co-chairs & Institutional Effectiveness Director)
December 2018 – January 2019	<ul style="list-style-type: none"> President announces self-study timeline and co-chairs Self-study Website developed Call for nominations for working groups First University-wide MSCHE Town Hall
January 2019 – February 2019	<ul style="list-style-type: none"> Assemble working groups and steering committee Working group orientation Phone meeting with Commission liaison Begin work on Self-Study Design (SSD) Visit date chosen (Spring 2021)
March 2019 – May 2019	<ul style="list-style-type: none"> Complete draft of SSD Commission liaison Self-Study Preparation Visit Team chair selected Working groups research and analyze data per standards criteria
May 2019 – June 2019	<ul style="list-style-type: none"> Working groups submit results (worksheets) of their research and analysis to Steering Committee co-chairs Self-study design finalized, sent to team chair
May 2019 – September 2019	<ul style="list-style-type: none"> Steering committee co-chairs assess work of working groups; provide feedback Evidence inventory compiled from working group research
September 2019 – December 2019	<ul style="list-style-type: none"> Self-study report drafted and shared with campus
January 2020 – September 2020	<ul style="list-style-type: none"> Second town hall held to solicit campus feedback Self-study revisions and campus review
September 2020 – November 2020	<ul style="list-style-type: none"> Self-study draft sent to team chair prior to visit Team chair visits campus to review self-study report
December 2020 – January 2021	<ul style="list-style-type: none"> Self-study report finalized per feedback of team chair Report receives final edits; is shared with campus community
February 2021 – May 2021	<ul style="list-style-type: none"> Self-study report is finalized, presented to evaluation team six weeks prior to team visit Evidence inventory loaded to portal Evaluation team visits campus Evaluation team issues their report Institution responds to team report
June 2021 – November 2021	<ul style="list-style-type: none"> Commission meets to determine action

X. Communication Plan

PURPOSE	AUDIENCE	METHOD	TIMING
Document and data sharing in a secure, convenient and transparent manner.	Working group and Steering Committee members	<ul style="list-style-type: none"> • WPU Middle States website • SharePoint site to securely share and collaborate on research, writing; storing and documenting evidence • Orientation and regular meetings with Associate Provosts throughout the 2-year process 	Spring 2019-2021
Update campus community about self-study process and progress	Faculty	<ul style="list-style-type: none"> • WPU Middle States website • Faculty participation on Steering Cmte • Presentations at Faculty Senate meetings • Regular University Announcements • Emailed updates from President's and Provost's office • President's monthly "First Thursdays" open hour • Regular reporting out of Steering Cmte faculty representatives to their divisions • Updates on progress at campus Town Hall meetings 	Continuous Fall 2018-Spring 2021
	Staff	<ul style="list-style-type: none"> • WPU Middle States website • Presentations at Director's Council (staff) meetings • Updates on progress at campus Town Hall meetings • Regular University Announcements • Emailed updates from President's and Provost's office • President's monthly "First Thursdays" open hour 	Continuous Fall 2018-Spring 2021
	Students	<ul style="list-style-type: none"> • WPU Middle States website • Student SGA participation on Steering Cmte and working groups • Updates on progress at campus Town Hall meetings • Regular University Announcements • Emailed updates from President's and Provost's office • President's monthly "Office Hours" for students • Student publications, the Beacon and Pioneer Times 	Continuous Fall 2018-Spring 2021
	Board of Trustees	<ul style="list-style-type: none"> • WPU Middle States website • Presentations & updates at Board meetings by President, Provost, Associate Provosts • Participation of BOT member on Steering Committee • President provides regular communications with the Board 	Continuous Fall 2018-Spring 2021

	Alumni and community at large	<ul style="list-style-type: none"> • WPU Middle States website • Participation of alumni, adjuncts on Steering Committee • Alumni news and annual report • WPU Magazine, bi-annual magazine • President & Provost provide updates to Alumni Association 	Continuous Fall 2018- Spring 2021
Request and gather feedback on Self-study report	Faculty	<ul style="list-style-type: none"> • Link on WPU website for feedback via “Campus Review Process” tab • Discussions at campus Town Halls • Feedback from faculty on Steering Cmte • Solicitations for feedback through President’s and Provost Office emails 	Continuous Fall 2019- Fall 2020
	Staff	<ul style="list-style-type: none"> • Link on WPU website for feedback via “Campus Review Process” tab • Discussions at campus Town Halls • Feedback from staff on Steering Cmte • Solicitations for feedback through President’s and Provost Office emails 	Continuous Fall 2019- Fall 2020
	Students	<ul style="list-style-type: none"> • Link on WPU website for feedback via “Campus Review Process” tab • Discussions at campus Town Halls • Feedback from students on Steering Cmte and working groups • Solicitations for feedback through President’s and Provost Office emails 	Continuous Fall 2019- Fall 2020
	Board of Trustees	<ul style="list-style-type: none"> • Feedback from Board members serving on Steering Cmte • Discussions with President • Feedback from updates at BOT meetings 	Continuous Fall 2019- Fall 2020
	Alumni and community at large	<ul style="list-style-type: none"> • Feedback from alumni and adjunct members serving on Steering Cmte • Solicitations for feedback at alumni events, newsletter 	Continuous Fall 2019- Fall 2020

XI. Evaluation Team Profile

William Paterson University requests that the evaluation team be composed of a chairperson and members who represent like-sized public institutions serving a similar student demographic. The team members should come from institutions with missions similar to William Paterson that value a strong liberal arts education paired with professionally-oriented academic programs, are expanding professional graduate education and understand the challenges facing publicly funded institutions. Members ideally will represent Academic Affairs, Student Development, Residence Life, Administration and Finance, and Enrollment Management; will be familiar with suburban campuses that enroll a suburban and urban student body similar in diversity and socioeconomic status; and employ a wide range of Student Success initiatives in an environment of slightly declining enrollments. Specifically, the chair and team members WP seeks should have experience with the institutional characteristics listed below:

- Diverse undergraduate programs and expanding professionally-oriented graduate programs that meet current workforce demands
- Co-curricular high impact programs that support and develop the undergraduate experience on a primarily commuter campus, such as undergraduate research, internships, study abroad, community and civic engagement, and leadership development programs
- Successful programs that focus on retention, degree completion and post-graduation success for a diverse student body that has a high percentage of PELL-eligible, first generation, and underrepresented minority (URM) students
- A campus environment with multiple bargaining units
- Multiple accredited disciplinary programs and an ongoing, effective program review process
- Successful university fiscal and physical planning processes, resources, and structures within an environment of declining public funding

In addition to the above characteristics, possible peer institutions were reviewed and compared in relationship to Carnegie classifications, student demographics and outcomes, MSCHE status, accreditations, distance education, additional delivery locations, and enrollment.

Potential peers from within MSCHE

CUNY Staten Island
East Stroudsburg University
Millersville University
Shippensburg University
SUNY Buffalo State
SUNY New Paltz

XII. Evidence Inventory

The institution is aware that for each contention made in the self-study report, the reader will ask “why is that so,” what support is there for this contention. As such, the institution has developed a strategy for establishing, managing, and refining the collection of documentation support for the self-study report -- the Evidence Inventory -- leading to upload to the MSCHE evidence portal.

For the research and collection phase of the drafting of the self-study report, working groups will use an evidence inventory spreadsheet where they will record evidence (including the URL for online sources) that supports their statements and conclusions in the report (See Appendix C). These evidence inventory spreadsheets are contained in folders set up for each working group within SharePoint so that all members can access and write on the spreadsheet. The Steering Committee members also have access to these evidence repository spreadsheets. In addition, each working group has designated folders for their standards and criteria within SharePoint into which they can drop copies of documents if that document is not available online.

The working groups have been carefully composed to include individuals who have more than a working knowledge of the criteria related to the standard the working group is addressing. Thus, the groups contain members who are knowledgeable about sources of information and, importantly, who can identify others across the campus with access to documentary evidence. Recognizing that no one working group member will have all of the evidence, the Steering Committee will share evidence across working groups. The working groups will be expected to acknowledge and track support of their statements using endnote numeration or embedded hyperlinks. They are also expected to make use of tables, charts, and graphs that illustrate data that might be contained in multiple data reports, thus limiting numerous references to individual reports. The Steering Committee will assist the working groups in asking the question, “what is the best evidence for supporting this contention.”

As the working groups refine and edit their drafts, they will be condensing, summarizing and selecting the best evidence for the standard under consideration. Here they will be encouraged through feedback from the Steering Committee to be expedient with contentions and supporting evidence. Where one piece of evidence supports multiple criteria, cross-referencing and other expediencies will be implemented to make reading easier for reviewers. As the self-study report is refined, so will be the evidence inventory spreadsheets and document folders for final upload to the MSHE portal. While the Steering Committee is charged with ensuring that evidence is appropriate and not duplicative, the Director of Institutional Effectiveness will maintain the final evidence inventory and upload to the MSCHE Portal.

In the final editing and preparation of the self-study report, the writers and editors will be checking that adequate and appropriate support has been provided, that privacy policy has not been violated, that references are clear to the outside reader (a glossary of abbreviations will be provided), and that links are not broken. In an effort to create longevity for the self-study, efforts will be made to keep the evidence inventory updated as changes occur, especially as this report will be used to inform the upcoming new strategic plan for the University.

Appendix A: William Paterson University Key Performance Indicators

			YEAR			
#	Indicator		ACTUAL 2018	2019	2020	2021
1	All Student Headcount Fall	Goal	10,518	10,351	10,506	10,664
		Actual	10,198			
2	Undergraduate Headcount Fall	Goal	9,070	8,820	8,932	9,030
		Actual	8,735			
3	Graduate Headcount Fall	Goal	1,448	1,531	1,574	1,634
		Actual	1,463			
4	Full Time First Year One-Year Retention Rate	Goal		72.5%	75.0%	77.0%
		Actual	70.0%			
5	Four-Year Graduation Rate	Goal		37.8%	38.8%	39.8%
		Actual	36.8%			
6	Six-Year Graduation Rate	Goal		53.3%	54.3%	55.3%
		Actual	52.3%			
7	D Number of Degrees Awarded per 100 FTEs	Goal		TBD	TBD	TBD
		Actual				
8	Social Mobility Index	Goal		115	105	95
		Actual	44.4/126			
 						
9	Student Engagement	Goal	N/A	TBD	TBD	TBD
		Actual				
10	Student-Faculty Ratio (SFR)	Goal	15.0	15.5	16.0	16.25
		Actual				
 						
11	Total All University Revenues	Goal	\$ 215 M	\$ 216 M	\$ 217 M	\$ 219 M
		Actual	\$ 219 M			
12	Non Tuition & Fees Revenues	Goal		\$ 12.1 M	\$ 12.9 M	\$ 14.4 M
		Actual	\$ 12.8 M			
13	Total Student Net Tuition and Fee Revenues	Goal	\$ 113 M	\$ 107 M	\$ 109 M	\$ 112 M
		Actual	\$ 104 M			
14	Average Direct Debt Service Coverage	Goal	between 1.2 - 2.0	between 1.2 - 2.0	between 1.2 - 2.0	between 1.2 - 2.0
		Actual	0.51			
15	Expendable Financial Resources to Operations	Goal	between 0.09 - 0.3	between 0.09 - 0.3	between 0.09 - 0.3	between 0.09 - 0.3
		Actual	0.55			
 						
16	Annual Donor Contributions (New Cash and Commitments)	Goal	\$ 5.6 M	\$ 3.0 M	\$3.10	\$3.25
		Actual	\$ 3.1 M			
17	Total Assets of the Foundation	Goal	\$26.0 M	\$27.0 M	\$28.0 M	\$30.0 M
		Actual	\$27.8 M			

Appendix B: Template for Working Group Research

Preliminary Analysis Report Standard ## Working Group Generic Template

Purpose: This report provides working groups with a framework for thinking about their assigned MSCHE Standard of Accreditation in the context of institutionally designated priorities and the University's Strategic Plan. Within these contexts, working groups will conduct a preliminary gap analysis between MSCHE's expectations in their assigned standard and the University's current state of compliance. The report tasks working groups with developing actionable suggestions on how the University could better position itself for compliance with the standard. Finally, the report tasks working groups to analyze and inventory relevant assessment processes that can serve as evidence of ongoing, systematic assessment of this standard.

Instructions: For the standard and each of its criteria listed below, please provide brief answers to each question. Some of them will be simply "yes" (plus a reminder of the most relevant evidence to support the assertion).

Institutional priorities for the 2020-2021 Self-Study:

1. Increase retention
2. Increase enrollment
3. Increase the graduation rate
4. Increase job placement for graduates
5. Develop new revenue sources

Link to the University Strategic Plan copied here:

Appropriate MSCHE Standard and Criteria copied here:

Relationship between MSCHE Standard and WP Institutional Priorities

Is this standard related to any of WP's self-study institutional priorities? If so, how?

Institutional Priority (A) Increase enrollment:

Institutional Priority (B) Improve retention rates:

Institutional Priority (C) Improve 4-year graduation rates:

Institutional Priority (D) Improve employment rates:

Institutional Priority (E) Identify new revenue sources:

Criterion 1: *Description of Criterion copied here*

A. What is the relationship of this criterion to the William Paterson University **Strategic Plan** 2012-2022?

B. What is the preliminary finding on **compliance** with this criterion: Meets/Does not meet, with analysis.

C. Is current **documentation** sufficient evidence of compliance? (select Yes or No)

___ **Yes**

___ **No**

If so, what is the most relevant evidence? If not, what is needed?

Relevant evidence

Source location of where this evidence can be found:

(add additional lines if necessary)

(include url if possible)

1)

2)

Needed documentation *(add additional lines if necessary)*

1)

2)

D. What are the Working Group's emerging major recommendations related to this criterion? Address whether these suggestions require reallocation of resources, new resources, or an extended cycle of development and implementation. If possible, state how the suggestion relates to WP's intuitional priorities for this self-study.

E. Are there any emerging minor suggestions (practices or projects that could easily be improved)?

This page is repeated for all criteria in the standard

Last Criterion: *Periodic assessment of*

In the context of this entire standard (displayed on page 2), please provide a list of current assessment processes that are currently in use (please limit results to the last 4 years).

Examples of periodic assessment include metrics used for continuous monitoring, evidence collected through the direct assessment of student learning, and indirect measures such as surveys.

Appendix C: Evidence Inventory for Working Group Research

Description of Requirement of Affiliation or Standard/Criteria:								
Clearly defined mission and goals that are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement.								
Item Name	Short Description	Placed in Inventory	Original source location where this evidence can be found (include url if possible)	Evidence Type:				If "other" briefly describe evidence type:
				Assess.	Policy	Procedure	Other	