



Reaffirmation of  
Temple University's Accreditation  
2009-10

Self-Study Design  
submitted to the  
Middle States Commission on Higher Education

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**Temple University**  
**Institutional Self-Study Design**  
**Middle States Commission on Higher Education**

Founded in 1884 by Dr. Russell Conwell as an informal adult-education outgrowth of his Baptist Temple ministry, Temple College was chartered in 1888 and incorporated as Temple University in 1907. In 1965, Temple became a member of the Commonwealth System of Higher Education, and is one of three state-related, comprehensive research universities in Pennsylvania.

Today's Temple has faculty in 17 schools and colleges, including five professional schools. Two of Temple's eight Pennsylvania locations are in North Philadelphia: The 115-acre Main Campus and 17-acre Health Sciences Center. Center City Philadelphia is the home of the School of Podiatric Medicine and Temple University Center City, which serves the credit and non-credit education and enrichment needs of area corporations and residents. The 186-acre campus in suburban Ambler offers programs in community and regional planning, horticulture, landscape architecture and other majors; the Tyler School of Art occupies a 12-acre campus in Elkins Park until its planned 2009 relocation to a new facility on Main Campus; and a professional center in Fort Washington offers credit and non-credit courses for adult learners. An eighth Pennsylvania location is in the heart of the state's capital, Harrisburg. Around the world, Temple has campuses in Rome and Tokyo, and the university operates study abroad programs in London, Beijing, Paris, Mumbai and other locations worldwide.

Temple's 35,044 students can choose from nearly 300 academic degree programs including two associate degree programs, 123 bachelors programs, 114 master's programs, 53 doctoral programs and seven first-professional degree programs

**I. Nature and Scope of the Self –Study**

Preparation for the decennial evaluation began in academic year 2006-07 under the leadership of the Executive Office of the President and the Office of the Provost. After two faculty members and one administrator attended the November 2007 Self-Study Institute, the deputy provost recommended to the provost and president that a steering committee be formally named and charged, and that Temple University prepare a comprehensive self-study.

As described in the Middle States publication *Self-Study: Creating a Useful Process and Report*: "A comprehensive self-study enables an institution to appraise every aspect of its programs and services, governing and supporting structures, resources, and educational outcomes in relation to the institution's missions and goals." A comprehensive report can be organized by the fourteen Middle States standards or an institution can reorder, combine or regroup the standards to reflect its culture and priorities. Temple University is exercising the option to reorder and group the standards as reflected in Table 1.

**Table 1**

**Comprehensive Report Reordering Standards to Reflect Temple University**

**Mission, Planning and Resources**

Standard 1. Mission and Goals

Standard 2. Planning, Resource Allocation, and Institutional Renewal

Standard 3. Institutional Resources

**Leadership, Governance, Administration and Integrity**

Standard 4. Leadership and Governance

Standard 5. Administration

Standard 6. Integrity

**Students**

Standard 8. Student Admissions and Retention

Standard 9. Student Support Services

**Faculty**

Standard 10. Faculty

**Educational Offerings, General Education, and Related Educational Activities**

Standard 11. Educational Offerings

Standard 12. General Education

Standard 13. Related Educational Activities

**Institutional Effectiveness and Assessment**

Standard 7. Institutional Assessment

Standard 14. Assessment of Student Learning

This approach will allow Temple University to organize its self-study in a manner consistent with its organizational structure, activities, and priorities. A comprehensive self-study will demonstrate Temple's compliance with the Middle States Commissions' criteria for accreditation, deepen institutional self-understanding, and advance institutional self-improvement. When selecting the self-study model, the Steering Committee considered the changes that have occurred at Temple since the 2005 Periodic Review Report.

Temple Today

On May 4, 2006, Ann Weaver Hart was elected Temple's ninth president. Her arrival in July 2006 after four years at the University of New Hampshire initiated a period of leadership change and renewed energy. President Hart spearheaded a national search that brought Lisa Staiano-Coico, formerly the dean of Cornell University's College of Human Ecology, to Temple as provost and senior vice president for academic affairs. Anthony E. Wagner, formerly the acting treasurer of the Commonwealth of Pennsylvania, also arrived in the summer of 2007 as the

university's new senior vice president, chief financial officer, and treasurer. Larry Lemanski began in December 2007 as senior vice president for research and strategic initiatives.

The nation's 27th largest university and fifth largest provider of professional education, Temple enrolls 35,044 students (excluding those at Temple's Japan Campus), of whom 24,987 are undergraduate students, 4,866 are graduate students and 3,096 are seeking first-professional degrees. Overall student enrollment has increased 2.7 percent since 2005, signaling a period of stable growth after the sharp increases experienced from 2000 to 2005, when enrollment grew more than 17 percent. Applications have surged by about 44 percent since 2000, passing 18,000 for the first time in fall 2006. In 2007, the number of admissions-related visitors to campus reached an all-time high of 30,000, nearly 20 percent more than 2006.

Temple University and the Temple University Health System employ more than 11,700 people full-time, of which over 1,700 are faculty. Temple is in the midst of a five-year faculty recruitment effort that has brought about 200 new tenured and tenure-track faculty members to Temple since fall 2004.

Since their arrival at Temple in 2007, Provost Staiano-Coico and CFO Wagner have led a series of coordinated, collaborative efforts that will chart the course of Temple's future: the development of an academic strategic plan (overseen by Staiano-Coico), a strategic plan for Temple's campuses and facilities and a financial strategic plan (the latter two overseen by Wagner). The three plans will be merged into an unprecedented master strategic plan for the university. The strategic plans are being produced on an ambitious time table, with the academic strategic plan expected by the summer of 2008. To date, nearly 180 members of the Temple community have participated in the academic planning process, including 110 faculty members.

Another large-scale effort, the implementation of a new General Education (or Gen Ed) program for all Temple freshmen in fall 2008, is also being overseen by the Office of the Provost. The Gen Ed program replaces Temple's current Core Curriculum. From spring 2007 through spring 2008, 62 Gen Ed courses have been piloted.

In October 2007, Temple launched the public phase of the university's first comprehensive fundraising campaign. Called "Access to Excellence: The 125th Anniversary Campaign for Temple," the initiative seeks to raise \$350 million — and to create a culture of giving among Temple's alumni and friends — before its conclusion in 2009. The campaign has already raised \$284 million, well ahead of projections. Two of Temple's schools recently received their largest gifts ever: The Fox School of Business received \$15 million from Gisela and Dennis Alter for its new home, to be named Alter Hall; and the Kornberg School of Dentistry received \$10 million for student scholarships from Madlyn and Leonard Abramson. Two much-publicized gifts arrived in February 2008 via U.S. Mail in the form of anonymous checks totaling \$5 million. Since January 1, 2005, Temple has received 34 gifts or pledges of \$1 million or more; a figure that represents 32% of the 107 total gifts and pledges of \$1M+ in Temple's history.

More than \$500 million in facility construction and renovation projects are under way. Three of Temple's schools and colleges will receive new, state-of-the-art homes. The School of Medicine will move into a \$160 million, 480,000-square foot facility, the largest construction project in Temple's history, in the summer of 2009. The Fox School of Business is scheduled to move into

Alter Hall — a \$79 million, 206,000-square-foot project — in January 2009. That same month, the Tyler School of Art will move from its current home in suburban Elkins Park, Pa., into a \$75 million, 225,000-square-foot building in Philadelphia, creating an arts enclave in the northeast corner of Temple’s Main Campus. Renovations of the university’s historic Baptist Temple recently began a project that will revive an extraordinary but forgotten building that was once the university’s core facility and one of the most important churches in the nation (the Temple was profiled in depth in the Chronicle of Higher Education in 2007).

Technology investments have earned Temple a spot on the Princeton Review’s list of the 20 “most connected, plugged-in, and high-tech campuses in the country.” A new \$16 million TECH Center, one of the largest on-campus computer facilities of its kind in the nation, opened in 2006. Project Enterprise, is a major university-wide initiative to integrate and upgrade all major administrative systems into a consolidated, database-driven infrastructure. This \$38 million, five-year Enterprise Resource Planning implementation will replace Temple's aging mainframe systems used for financial management, human resources, student information, as well as numerous other sub-systems that have been developed over the last quarter century.

Temple’s growth, campus improvements and investment in safety have sparked an unprecedented growth of residential student life around the university’s campuses in Philadelphia. Over 10,000 students now live on or near the Main Campus, more than twice the number who lived on or near campus in 2002. Many of these students live in large, privately built apartment buildings that are adjacent to Main Campus, part of a recent surge in private investment in the neighborhoods surrounding Temple that has brought dozens of new retail stores, restaurants, entertainment options (including North Philadelphia’s first movie theater in more than 30 years) and vital services to the area, benefitting students and local residents alike. A new supermarket is expected to open across Temple’s southern boundary in early 2009, filling a void that has plagued an underserved neighborhood for more than a decade.

## **II. Goals for the Self-Study**

Temple University recognizes that this is an important and exciting time in the university’s history. As Temple prepares to celebrate the university’s 125<sup>th</sup> anniversary, it is also engaged in important planning processes to chart its future. As described in the Middle States handbook for preparing the self-study: “During the self-study, the institution carefully considers its educational programs and services, with particular attention to student learning and achievement, and it determines how well these programs and services accomplish the institution’s goals, fulfill its mission and meets the Commission’s standards.” As the work groups and steering committee review Temple’s programs, services, planning and assessment processes, they will provide important and timely information to guide on-going planning and institutional enhancement initiatives.

The goals for the self-study are:

1. To create a clear and purposeful document that meets the Middle States Commission’s expectations for decennial evaluation, deepens our institutional self-understanding, and affirms our commitment to continuous improvement.

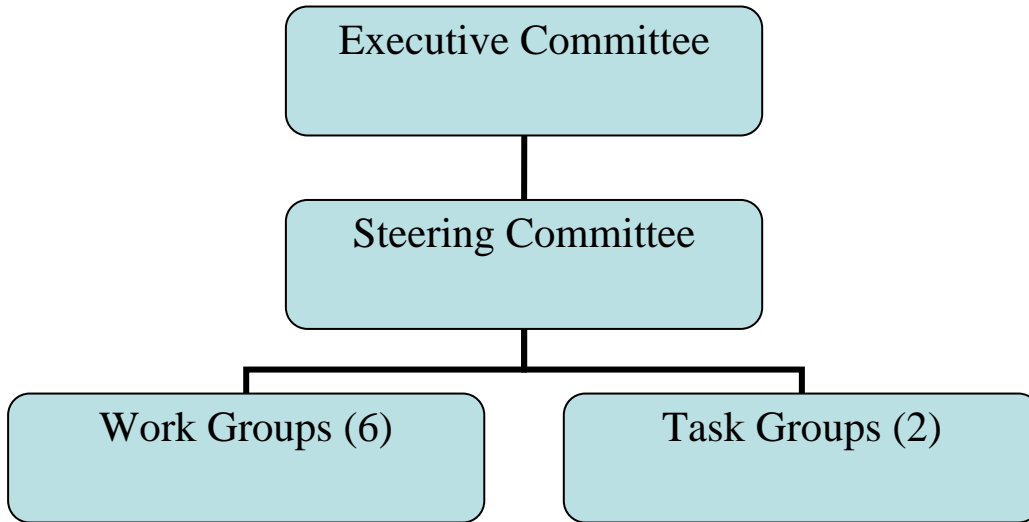
2. To identify Temple's strengths and weaknesses relative to each accreditation standard and in the context of the university's mission, goals, and emerging priorities.
3. To use a collaborative approach to the self-study process so as to promote broad and diverse conversations about Temple's direction and to promote cross-campus ownership of recommendations emerging from this process.
4. To study the university's progress in planning and implementing assessment activities across academic programs and student support areas.

### **III. Organizational Structure for the Self-Study**

There were no weaknesses or concerns outlined in the external reviewers report to Temple University following the submission of the 2005 Periodic Review Report. Temple's accreditation was affirmed for the full five-year period leading up to the 2009-10 self-study. In 2006-07, Temple University formed a 2009-10 Coordinating Committee to follow-up on the areas of emphasis that Temple identified as priorities following the 2005 periodic review report (PRR), and to keep campus constituents informed of Middle States expectations and priorities.

In 2007-08, the coordinating committee was expanded and charged as the *2009-10 Middle States Steering Committee*. Figure 1 is the organizational chart for the self-study and evaluation visit. Dr. Corrinne Caldwell, Dr. Michael Sitler, and Dr. Robert Stroker were named co-chairs for the 52-person steering committee. The steering committee consists of faculty, students, administrators and staff from across the university and representatives from regional campuses. Overseeing the work of the steering committee is a six-person executive committee. Provost Lisa Staiano-Coico appointed Dr. Jodi Levine Laufgraben, Associate Vice Provost, to oversee the management of the self-study process. Dr. Laufgraben directs the office that manages accreditation activity at Temple and was a member of the 2000 Middle States Steering Committee and the 2005 Periodic Review Report committee. Appendix A is the list of executive and steering committee members.

**Figure 1. Organizational Structure for the Self-Study and Evaluation Visit**



#### **IV. Work Groups**

The executive committee recommended, and the steering committee endorsed, the creation of six work groups corresponding to the grouping of the fourteen standards for the self-study. In addition, two task groups were formed: 1) data and information resources, and 2) site visit hosting committee. The data and information resources group consists of leadership from the offices of Measurement and Research, Computer and Information Services and University Libraries. This group will work with the executive and steering committees to provide access to data; maximize use of technology to support group communication, document sharing, data storage, and dissemination of documents; and to prepare the on-site data library for the 2009-10 visit. The site visit hosting committee will be named in 2008-09.

The six work groups are:

Work Group 1: Mission, Planning and Resources

Work Group 2: Leadership and Governance, Administration and Integrity

Work Group 3: Students

Work Group 4: Faculty

Work Group 5: Educational Offerings, General Education, and Related Educational Activities

Work Group 6: Institutional Effectiveness and Assessment

The work groups will complete the following activities to accomplish their specific charges and to contribute to the broader goals for the self-study:

- Review *Self Study: Creating a Useful Process and Report* to gain an understanding of the Middle States Commission's expectations for the self-study process.

- Review and discuss the research questions relevant to the work group’s charge.
- Conduct a comprehensive review of reports and documents related to the standards for incorporation, where relevant, into their work group reports.
- Conduct additional information gathering to address the research questions identified for the workgroup and to advance the development of the self-study.
- Provide a written response to the research questions.
- Communicate progress reports to the steering committee and executive committee on the status of work group activities and reports.
- Assist with conveying updates on the self-study process to the greater university community; help identify additional ways for engaging the broader university community in the self-study process.

The Middle States Executive Committee met with the work group co-chairs in February 2008 to review roles, expectations, processes, and timelines for the work groups to complete their assigned areas of the self-study. The executive committee reinforced the fundamental elements for each standard. The work group chairs reviewed the goals for the overall self-study, statement of expectations for the work groups, and discussed work group membership. The work group chairs discussed the draft of the research questions and considered methodologies for gathering the information needed to answer the research questions.

Following this meeting, the work group chairs convened their work groups to review the charge, discuss the research questions, propose methodologies, and compile an initial data request for their respective groups. Each work group was presented with a copy of the “Inventory of Supporting Documents” to help guide their discussion of documents that might assist the group in answering its research questions.

Research questions were drafted using 1) guidelines and suggested questions from the publication *Self-Study: Creating a Useful Process and Report*; 2) examples of self-study design documents provided by Middle States at the November 2007 Self-Study Institute; and 3) conversations among executive committee, steering committee and work group members. The committee sought to draft questions that will

1. Stimulate thinking about important topics
2. Allow the self-study to address the fourteen Middle States standards through the lens of specific institutional traits, developments, or issues
3. Require evaluation and judgment
4. Be worth the effort it will take to answer them
5. Connect standards and different dimensions of the institution

Work group chairs submitted revised research questions, membership lists, and document requests in April 2008. In addition to submitting lists of members, several work groups also submitted their initial lists of interview subjects. Work groups will be encouraged to interview a range of individuals—representing the different campuses, programs, and

services as well as diverse work roles—who can provide valuable insights as to Temple’s strengths and weaknesses in various areas.

The charge, research questions, and proposed methodologies for each work group are listed below. Work group members are included in Appendix A. The full set of research questions is attached as Appendix B.

### Work Group 1: Mission, Planning and Resources

Statement of Expectations: This work group will consider the fundamental elements of standards 1, 2 and 3. It is the expectation that this group will examine Temple University’s mission and the mission of its schools and colleges. The work group will explore how the underlying values of the mission influence the programs, services, and activities of the university. This group will pay particular attention to the academic strategic planning process and the related capital and fiscal planning processes. How has the strategic planning process positioned Temple to continue on a path of continuous improvement and commitment to excellence? The work group will assess the effectiveness of the planning processes to recommend ways Temple can consider growing, prospering, and remaining true to the values of its mission. How are plans and processes for allocating resources aligned with the mission and goals of the university and its programs and services? This work group will consider the 125<sup>th</sup> Campaign for Temple. In what ways did the university enhance access to excellence for its many constituents?

### **Research Questions**

#### *Mission*

1. How is the mission communicated to the university community? How well is it articulated and communicated to various internal and external constituents? What is the process for systematically reviewing the university’s mission or goals? (C)
2. What is the relationship between the missions of the schools and colleges, and the mission of the university? (R)
3. How are Temple’s operations consistent with its mission and goals? (C)
4. How does the university determine whether it is achieving each aspect of its mission? For example, how effectively do stated purposes of scholarship and teaching guide all levels of planning? (A)

### *Planning*

5. How does planning presently occur across the University (academic and non-academic)? How and why have institutional planning (academic, fiscal, and capital) processes changed over the past five years? Have those process changes achieved the desired impact? (C)
6. What are the strategic priorities defined in the academic strategic plan? How was the broader university community engaged in the recent academic planning process? How effective was this process? How will lessons learned from this planning process inform future planning initiatives? (R, A)
7. How will the recent academic, fiscal, and facilities strategic planning processes guide or reshape the mission? (R)
8. What is the university's process for addressing environmental and sustainability issues? What initiatives are emerging as priorities in this area? How will the university assess its progress in meeting environmental and sustainability objectives? (R, A)
9. How are the major themes of the mission reflected in the university's goals? If the mission calls for students to acquire an appreciation of certain values, for example, what activities exist to achieve this? (C)
10. To what extent is the conceptual and procedural relationship between the university's strategic plan and the budget development process (both operational and capital) well understood and effectively implemented? In what ways do planning and resource allocation processes provide evidence of a commitment to institutional renewal? (C)
11. How can Temple measure its progress in meeting the priorities established in the new academic strategic plan? (R, A)
12. How is the university planning for the implementation of a new Enterprise Resources Planning (ERP) system? (R)
13. What prompted recent significant initiatives and changes in Temple's programs, services, and activities? How effectively did the university's strategic plans guide those initiatives and changes? (R)
14. What issues should the university be planning for? How will an integrated system of planning and resource allocation help address those issues? (R, A)

### *Resources*

15. What is the evidence of fiduciary responsibility and solvency? (C)

16. What have been the trends in Temple's State appropriations and its effect on Temple's planning and overall functioning? How will the university continue to address this issue? (R)
17. What steps have been taken to evaluate how effectively resources are allocated and expended? What specific changes have been implemented and with what results? (A)
18. How has resource allocation been aligned with the new academic strategic plan? Are there sufficient resources to achieve the priorities outlined in the academic strategic plan? (R)
19. What are the most significant challenges facing the institution relative to human resources, technology resources, and physical plant resources over the next five years? What is the process by which these challenges have been or will be identified? What is the process by which specific and comprehensive plans for addressing these challenges are being formulated within the context of overall institutional planning? (R)
20. Are there sufficient resources to fund suggestions for improvement in other areas? (R)
21. How successful was the 125th Anniversary Campaign for Temple (Access to Excellence)? What was the role of our various constituencies? How were goals for the campaign articulated? What has been learned from the process that will influence future campaigns? (R, A)
22. How will implementation of a new Enterprise Resources Planning (ERP) system impact financial management and planning?

### *General*

23. In preparing its report, what other issues did this workgroup explore? What general recommendations does this work group have for improving the university's overall functioning in this area?

### **Proposed Methodologies**

- Review of existing documents, including the university mission statement and academic strategic plan
- Interviews with key academic and non-academic leaders and decision makers

## Work Group 2: Leadership and Governance, Administration, and Integrity

Statement of Expectations: This work group will consider the fundamental elements of standards 4, 5, and 6. It is the expectation that this group will examine the effectiveness of Temple University's institutional leadership and governance structure in promoting the mission, goals and objectives of the university. What is the role of the Presidential Advisory Board and the school and college boards of visitors? The group will consider if the roles, duties, and organizational responsibilities of administrators are clearly defined and appropriate to support and promote the work and objectives of the university. The group will be asked to identify any organizational or procedural problems within the administrative structure that might be impacting the university's overall functioning. The group will gather information to demonstrate that in the conduct of its programs and practices Temple adheres to ethical standards and its own stated policies. It will examine how policies and procedures are developed, disseminated, and reviewed at Temple.

### **Research Questions**

#### *Leadership and Governance*

1. In what ways and for what reasons have the university's governance systems changed over the past five years? What has been the impact of these changes and did the changes effectively improve administrative operations? What might improve institutional governance?
2. What is the role of the Board in the university's governance structure as defined through written documents, including the Board By-Laws and Board policies? How well defined is the Board's governance role? How are these governance documents and policies related to the Board shared with the university community? (C)
3. What is the role of the Faculty Senate in the university's governance structure as defined through its constitution and by-laws? How well defined is the Faculty Senate's governance role? How are the governance documents and policies of the Faculty Senate shared with the university community? (R)
4. What is the role of the Graduate Board in the university's governance structure as defined by its by-laws? How well-defined is its governance role? How are actions of the Graduate Board shared with the university community? (R)
5. What are the lines of communication among the faculty senate and the president and provost of the university? What are the lines of communication among the faculty senate and vice presidents and deans of the university? How does the faculty senate interact with the board? How can communication be improved? (R, A)
6. How are students involved with the governance of the university? (R)

7. What is the role of the President's Advisory Board? What is the role of the school and college boards of visitors? How have these boards influenced planning and programming at various levels across the university? (R)

### *Administration*

8. How will implementation of a new Enterprise Resources Planning (ERP) system impact and improve administrative functioning at the university?
9. In what ways has the university reviewed and improved administrative functioning? How are administrative staffing needs determined? How is the university approaching concerns that processes are "time-intensive" and "bureaucratic?" How can Temple become more responsive and user-friendly for internal constituents?
10. How is the performance of senior leadership evaluated? How is the performance of administration (non-faculty) and staff evaluated? How effective is the system of performance development evaluation? What training and support resources are available to enhance employee performance and evaluation? (R)
11. What has been the effect of the recent administrative reorganization and the arrival of new leadership? (R)
12. How is the staffing of non-academic, student services determined? How are staffing levels reviewed to respond to trends in enrollment and information on student performance and development? What changes have been made? (R, A)
13. What are the primary mechanisms for communicating with various constituencies across Temple's regional and international campuses? What steps has Temple taken to enhance communication? How can the institution better utilize technology to enhance communication?

### *Integrity*

14. How consistently does the institution follow through on its stated policies in communicating with students, faculty and staff? (C)
15. What evidence is there that the institution adheres to principles of academic freedom? When there have been challenges to academic freedom principles, how has the institution responded? What has been the outcome or resolution? (C)

16. What patterns, if any, are evident within student grievances over the past three years? What patterns, if any, are evident within faculty or staff grievances over the past three years? What steps, if any, has the institution taken in response to these patterns? (R, A)
17. How has the university increased activity with alumni and the community? In what ways is the university improving its community outreach? How effective is the university's mechanism for handling complaints from outside the institution? (A)
18. What are the expectations for student behavior? How are policies for student conduct disseminated to students? What is the process for evaluating and revising the code of conduct? How does the educational program address plagiarism? How effective are efforts to address plagiarism? (R, A)

### *General*

19. In preparing its report, what other issues did this workgroup explore? What general recommendations does this work group have for improving the university's overall functioning in this area?

### **Proposed Methodologies**

- Review of existing documents, including minutes of the Board of Trustees and Faculty Senate, print versions of university policies, student handbooks, and other university publications
- Interviews with key academic and non-academic leaders and decision makers
- Observation of public sessions of Board of Trustees and Faculty Senate Meetings
- Review of addresses by university leadership

### Work Group 3: Students

Statement of Expectations: This work group will consider the fundamental elements of standards 8 and 9. It is the expectation that this group will examine the admissions and enrollment management practices of the university at all levels: undergraduate, graduate, and professional programs. Who is the Temple student of today? How is assessment used to inform enrollment management planning? What are the enrollment opportunities and challenges for the university? This group will consider if the university has appropriate and sufficient services and resources to support student success. In what ways can Temple improve its student support services?

## Research Questions

### *Student Admissions and Retention*

1. What are the university's enrollment management goals for undergraduate, graduate and professional programs? Are enrollment management goals consistent with long-term strategic and financial plans? How has the university recently assessed and improved enrollment and academic support services? (C, A)
2. At all levels, are Temple's student recruitment strategies, materials and operations consistent with our mission and goals? How does Temple gather, use and assess demographic and enrollment data to inform enrollment planning? What is the role of the schools and colleges in enrollment management and planning? (R)
3. At all levels, how does the institution measure its success in providing financial assistance to students, particularly as how financial aid is related to student learning outcomes? (C, A)
4. At all levels, how does the university define and measure retention and graduation rates? What patterns are evident for the past five years? How does the university use retention and graduation data to improve academic and student support programs? (A)
5. For all levels, compare the university's retention and graduation rates to peer and aspirant institutions, as well as national averages. Indicate what has and should be done to improve these rates. (R, A)
6. How and by whom are admissions policies and standards reviewed? How effective is this process? What changes in admissions policies and standards have resulted from on-going review? (A)
7. What does the characteristics and research data about our incoming undergraduate, graduate, and professional students tell us about the degree to which these students reflect the mission and goals of the university? (R, A)
8. What factors impact Temple's ability to attract and retain more of the region's most intellectually and artistically talented potential students? (R, A)
9. What do geo-demographic trends indicate about the university's current and potential student cohorts? How is Temple positioning itself to anticipate and respond to demographic changes? (R)
10. How will implementation of a new Enterprise Resources Planning (ERP) system impact admissions and enrollment management?

### *Student Support Services*

11. How has the quality of student life changed in the last five years? How have changes in facilities impacted activities and programming for students? How do students describe their out of the classroom experiences at Temple University?
12. How effective, well understood, and consistently implemented are the university's procedures and policies relative to the privacy of student information? (A)
13. How does the institution provide support to enrolled students who are identified as being "at risk"? How effective are these support services? (C, A)
14. What are the available services to support students' personal and social well-being and development? (R)
15. How does the university assess academic advising and academic support services? How are support services for off-site and distance learning students included in this review? What were the findings? What actions were taken to improve services and programs? (R, A)
16. What changes in the provision of academic advising and academic student support services have been implemented over the past five years? What evidence are there that such changes were based on appropriate assessment results? To what extent do such changes demonstrate an institutional commitment to student success and the achievement of student learning outcomes? How effective were the changes? (R, A)
17. What are the ways in which non-academic support services collaborate with academic programs (majors) and academic support services to establish a holistic experience for students? How can curricular and co-curricular experiences be enhanced and better integrated? (R)
18. How are *non-academic student support services* reviewed? How are support services for off-site and distance learning students included in this review? What were the findings? What actions were taken to improve services and programs? (R, A)
19. What changes in the provision of *non-academic student support services* have been implemented over the past five years? What evidence is there that such change was based on appropriate assessment results? To what extent do such changes demonstrate an institutional commitment to student success and the achievement of student learning outcomes? How effective were the changes? (R, A)
20. How will implementation of a new Enterprise Resources Planning (ERP) system impact and improve the delivery of student services such as course registration?

## *General*

21. In preparing its report, what other issues did this workgroup explore? What general recommendations does this work group have for improving the university's overall functioning in this area?

### **Proposed Methodologies**

- Review of existing documents, including admissions materials and websites
- Review of results and analysis of student satisfaction surveys, including NSSE data
- Interviews with faculty and administrators
- Focus groups with students

### Work Group 4: Faculty

Statement of Expectations: This work group will consider the fundamental elements of standard 10. It is the expectation that this group will explore the university's plans for the development and support of its faculty. Does Temple have the faculty to assure the continuity, coherence, and continuous improvement of its academic programs? The group will review the development and effectiveness of policies governing actions such as appointment, promotion, and tenure.

### **Research Questions**

1. What is the university's process for faculty planning? What are the university's goals for faculty recruitment and retention? How effective has the university been in meeting its goals? How does the university know that its policies and practices enable it to recruit, develop and retain faculty who support these goals? (C, A)]
2. How does the university collect data on faculty scholarly, creative, teaching, and service activities (e.g. Digital Measures, Academic Analytics, Snyder Report, etc...)? How is this information used? What changes have resulted from use of this information? (A)
3. How are faculty involved in academic program development, assessment, and improvement? (C)
4. What are the faculty development opportunities? How are services and opportunities utilized? Has the level of institutional support increased, decreased, or remained stable over time? What has been the impact? How should expenditures for faculty development be prioritized? (C, A)

5. What are the university's goals for research? How does the university support faculty in research development? What changes have been made in the past five years to improve the research infrastructure? How effective were these changes? (R, A)
6. What are the university's policies and practices for faculty appointment, tenure, and promotion? How are policies developed and approved? How have policies changed in the past five years? What additional improvements are needed? (R, A)
7. How consistent are policies and practices for faculty appointment, tenure, and promotion across the schools and colleges? What is the basis for such differences? (R)
8. How has the utilization of full-time, non-tenure track faculty changed over the past five years? What has been the impact on planning, resources, and student learning and success? (A)
9. How has the utilization of part-time faculty changed over the past five years? What has been the impact on planning, resources and student learning and success? (A)
10. What is the role of graduate students in the instructional process for undergraduate programs? How are graduate students prepared to serve in this role? How effective is this training? How has this changed in the last five years?(R, A)
11. How does the university support and recognize university, professional and community service by the faculty? How has this changed in the last five years? (R)

*General*

12. In preparing its report, what other issues did this workgroup explore? What general recommendations does this work group have for improving the university's overall functioning in this area?

**Proposed Methodologies**

- Review of existing documents, including the faculty handbook and contract
- Interviews with faculty and administrators
- Observation of workshops and events sponsored by the Teaching and Learning Center

## Work Group 5: Educational Offerings, General Education, and Related Educational Activities

Statement of Expectations: This work group will consider the fundamental elements of standards 11, 12, and 13. It is the expectation that this group will examine the undergraduate, graduate and professional educational offerings of Temple University. Are Temple's educational programs consistent with its mission? How are academic programs approved and reviewed, and how is the information used to assure continuous improvement? Does the curriculum provide sufficient opportunities for student learning, growth, and development? Temple will implement a new program of general education in fall 2008. This group will explore the processes for developing and implementing this program. Are the Program of General Education and Temple's academic programs designed so students demonstrate college-level proficiency in essential skills, including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning and technological competence? How will general education be reviewed and assessed? This group will review related educational activities including: basic skills programs, certificate programs, experiential learning, non-credit offerings, and distance learning. How does the university ensure that the programs and standards of off-campus locations are consistent with other institutional offerings? What is the role of University College in assuring the quality, effectiveness, and staffing of academic programs and courses offered at various Temple locations, including Ambler and Center City? How effective is University College as an administrative structure for coordinating academic programs at Temple campuses, centers and off-site locations?

### **Research Questions**

#### *Educational Offerings (undergraduate, graduate and professional)*

1. What is the process for creating, terminating, or changing academic programs? How well articulated is the process? How effective is this process? How is the process reviewed? (R, A)
2. How well does the curriculum reflect Presidential priorities on sustainability, international programs, and community outreach?
3. What evidence demonstrates that the university's educational offerings have academic content and rigor appropriate to the degree level(s)? How do the program development and assessment processes foster periodic consideration of academic content and rigor? (C, A)
4. How well communicated and how easily accessible are statements of expected student learning outcomes at the institutional, program, and course levels? (C)

5. Do transfer students have a learning experience that is different from that of students in the same program who have completed all their courses at the institution? What impact does transfer have on the intended coherence of the academic programs? How should any problems be addressed? (R, A)
6. To what extent is there an effective working relationship between the academic programs and the University Libraries? To what extent do the librarians and faculty collaborate to teach and foster information literacy across the curricula, develop collections, and to implement new information technologies and resources? What changes have resulted from this collaboration? (C, R, A)
7. How do academic programs collaborate to develop and offer interdisciplinary courses, programs and degrees? What are the obstacles to collaboration? Once barriers are identified, what changes are necessary to improve opportunities for developing interdisciplinary programs? (R, A)
8. How pervasive and effective are opportunities for students to synthesize and reflect on their learning? (A)
9. Are the university's educational offerings consistent with its recruiting materials and mission? (C)
10. What is the relationship between students' general education program and the specialized training in the major or minor? How is this relationship maintained in different schools and colleges across the University?? (R, A)
11. What is the mission of Temple's international education programs? How do international education programs support undergraduate and graduate programs? How has Temple expanded its international education presence? How is the effectiveness of these programs assessed? (R, A)
12. How do co-curricular and extracurricular activities support academic programs? (R)
13. How will implementation of a new Enterprise Resources Planning (ERP) system impact academic program and course management?

*General Education*

14. In what ways and for what reasons has the general education program been changed over the past five years? How is the new general education program similar or different from the previous Core Curriculum?

15. How are general education courses developed and approved? Is the course development process aligned with goals for curriculum, pedagogy, and student learning? How is the course development and approval process reviewed? What changes or improvements resulted from this review? (R, A)
16. What faculty development opportunities exist for faculty developing and teaching courses in the general education program? How effective are development and training opportunities? What additional faculty development and support is needed? (R, A)
17. To what extent and in what particular ways has the general education program used assessment results from the pilot courses (2007-08) and implementation phase to modify the educational program and services? Have such modifications brought demonstrable improvement? What should be done in the future? (A)
18. What evidence exists that the general education program is consistent with the university's mission statement and that it offers an educational experience unique to Temple? (C, A)
19. What are the goals and intended outcomes for student learning? How does the general education program to assess student progress in meeting these goals?
20. What evidence exists that the university's graduates meet expected, acceptable levels of competency in oral and written communication, scientific and quantitative reasoning, technological capability, information literacy, and critical analysis and reasoning? Are these levels of competency appropriate given institutional mission and the needs and aspirations of students? (C, A)
21. What evidence is there that students are meeting the university's goals for student information literacy? How are such goals assessed, what have been the findings, and what actions have been taken in response? (C, A)
22. How does the university assess whether a suitable balance exists between the breadth of knowledge and skills developed in its students' general education requirements and the skills and specialized knowledge required in the mastery of a students' major academic field? (R, A)
23. How do the university's planning and resource allocation processes reflect institutional commitment to the general education program and its goals for student learning? (R, A)

*Related Educational Activities*

24. Basic Skills: How significant is the university's commitment to providing programs and services for under-prepared students? Does the assessment of these programs and services demonstrate that the level of institutional investment and commitment is appropriate? Do these programs and services achieve their stated student learning and development goals? (A)
25. How significant is the university's commitment to providing programs and services for students achieving at a high academic level and with promise for doing high-quality advance study? Does assessment of these programs and services demonstrate that the level of institutional investment and commitment is appropriate? Do these programs and services achieve their stated student learning and developmental goals? (R, A)
26. Certificate Programs: Are the processes for developing, offering, and evaluating certificate programs coherent and consistent across the institution? How, if at all, do certificate programs relate to existing academic departments, degree programs, and existing faculty? Is the level of relationship and connection effective and appropriate? (C)
27. Experiential Learning: How effectively does the institution assure that credit granted for experiential learning is warranted, defensible, and consistently applied? (A)
28. Non-Credit Offerings: How does the university record and report non-credit activity? What role can/have non-credit programs played in professional licensure and continuing education? In what ways and for what reasons have procedures for approving, administering, and evaluating non-credit offerings changed over the past five years? What has been the impact of these changes? What additional improvements are needed? (R, A)
29. Additional Locations (off-campus educational sites): How is oversight of additional locations coordinated? Do all additional locations meet institutional standards for quality of instruction, academic rigor, educational resources and educational offerings? How does the university approve, monitor, and assess additional locations? How is this information used to improve programs and services? (R, A)
30. Do all additional locations meet institutional standards for quality of instruction, academic rigor, educational resources and educational offerings? How does the university approve, monitor and assess additional locations? How is this information used to improve programs and services? (R, A)

31. Distance Learning: How have distance learning programs evolved over the past five year? How is distance learning courses and programs assessed? What evidence exists that students in distance learning courses achieve learning goals comparable to the goals achieved by students in face-to-face courses? Are the goals and objectives for distance learning consistent with the university's academic, strategic and technology planning? (R, A)
32. How well does Temple's educational offerings respond to the educational needs of employers, particularly in the areas of professional licensure and continuing education? How do we assess that need? (R, A)
33. What is the mission of Temple's international education programs? How do international education programs support undergraduate and graduate programs? How has Temple expanded its international education presence? How is the effectiveness of these programs determined? (R,A)
34. International Programs and Affiliated Providers: How effective is the institutional oversight of programs offered through partnerships with international entities? What is the impact of international programs on the university's human, fiscal, technological, and other resources? (R, A)
35. How effective is oversight of the university's articulation agreements? What is the impact of articulation agreements on enrollment management, curriculum, student learning, and resource management? (C, A)
36. What is the role of University College in assuring the quality, effectiveness and staffing of academic programs and courses offered at various Temple locations? How effective is University College as an administrative structure for coordinating academic programs at Temple campuses, centers, and off-site locations? (R, A)
37. Do all related educational programs meet institutional standards for quality of instruction, academic rigor, educational resources and educational offerings? How does the university approve, monitor and assess affiliated providers? How is this information used to improve programs and services? (R, A)

*General*

38. In preparing its report, what other issues did this workgroup explore? What general recommendations does this work group have for improving the university's overall functioning in this area?

## **Proposed Methodologies**

- Review of existing documents including, the Undergraduate and Graduate Bulletins, policy and guidelines for the implementation of General Education
- Interviews with deans, faculty and administrators
- Meetings with the various General Education committees
- Visits to off-campus locations

### Work Group 6: Institutional Assessment and Assessment of Student Learning

Statement of Expectations: This work group will consider the fundamental elements of standards 7 and 14. It is the expectation that this group will review if Temple has developed and implemented assessment processes that evaluate its overall effectiveness in achieving its mission and goals. In what ways does Temple need to improve its assessment planning? Are goals for student learning clearly articulated? The group will review assessment plans to determine if Temple is effectively assessing student achievement of key learning outcomes. Has Temple created the culture and support necessary to advance the assessment of institutional effectiveness and student learning? Is assessment activity documented, organized and sustained?

## **Research Questions**

### *Institutional Effectiveness*

1. How adequate is campus support for institutional assessment, including communication of campus expectations for assessment work; policies and governance structures to facilitate assessment; administrative, technical, and financial support; and professional development opportunities and resources? (C)
2. How well do faculty, academic and non-academic administrative and institutional leaders understand what institutional assessment is and why it is important? (R)
3. What is the university process for periodic program review of academic programs? How is information from these reviews used to improve programs? What are examples of changes and improvements resulting from program review? (C, A)
4. What is the interrelationship between program review, accreditation, and assessment planning? How is information from program review used to enhance the compliance of academic programs with the standards and expectations of their specialized accrediting bodies? (R, A)
5. How does Temple University manage and facilitate the over 40 instances of specialized accreditation? What is the accreditation status for Temple's accredited programs? How are external review processes used to maintain standards and improve programs?

6. How well does institutional-level documentation of assessment policies, structures, plans, methods, results, and use of results demonstrate coherence among assessment efforts? (A)
7. Does the assessment of institutional effectiveness incorporate results from student learning outcomes assessments as well as assessment of results in other areas, as noted in the standards? (C)
8. How are assessment processes and information aligned with resource allocation and budgeting? (C)
9. How will the university assess progress in meeting the priorities identified in the new academic strategic plan? (A)
10. What are the processes for assessing administrative units (non-academic, non-student life)? How is assessment used to improve services, programs, and overall functioning of these units? (A)
11. What is the process for assessing programs and administrative units that serve students and support academic programs? How is assessment used to improve services and programs?
12. How is the need and use for technology to support academic programs and administrative functions determined? How is information used to improve technology development, use, application, and access? How are innovative uses of technology funded and recognized? (R, A)
13. What are the barriers to the development of assessments of institutional assessment? What opportunities exist for addressing barriers? (R)
14. How will implementation of a new Enterprise Resources Planning (ERP) system or the implementation of other systems/solutions impact assessment planning?

### *Student Learning*

*Questions will examine Temple's progress and effectiveness in assessing educational (learning) objectives at the program (degree) and course levels.*

15. Describe the current status of the assessment of student learning at Temple University.
16. What is the process for developing assessment plans for program level learning outcomes?

17. How are the learning objectives and desired outcomes of programs communicated to students?
18. To what extent do the learning objectives and desired outcomes support or reinforce one or more of the competencies outlined for the general education of Temple students? (R, A)
19. To what extent do the learning objectives and desired outcomes support or reinforce one or more of the academic strategic priorities? Institutional priorities?
20. How does a program assess whether students have acquired the knowledge, skills, and competencies articulated in the learning objectives for the degree (major)? (R, A)
21. How is assessment information used to improve programs and enhance student learning?
22. How do programs track and assess the application of knowledge, skills and competencies of its graduates? How is information used to improve current academic programs and lifelong learning opportunities for graduates? (R, A)
23. How are the learning objectives and desired outcomes of individual courses communicated to students?
24. To what extent do the learning objectives and desired course outcomes support or reinforce one or more of the competencies outlined for the general education of Temple students? (R, A)
25. To what extent do the learning objectives and desired outcomes support or reinforce one or more program level learning outcomes? Academic Strategic priorities? Institutional priorities?
26. Do assessments of student learning yield direct evidence that is clear, tangible, convincing, and purposefully relates to the program's key learning outcomes, having results that are sufficiently accurate and truthful that they can be used with confidence to improve programs and enhance student learning? (A)
27. How do faculty assess whether students have acquired the knowledge, skills, and competencies articulated in the learning objectives of the course? During the course term, how frequently and in what manner are undergraduates provided with feedback to improve their performance prior to completion of the course? (R, A)
28. How adequate are campus efforts to encourage, recognize, and value faculty efforts to assess student learning and to improve their teaching? (R)

29. If some programs have not yet implemented sufficient assessments of their key student learning outcomes, how adequate are the plans in place to do so? What university initiatives can be put in place to enable units to improve or introduce assessment planning? (A)
30. Have assessment results led to appropriate decisions about teaching, planning, budgeting, etc? (C)

### *General*

31. In preparing its report, what other issues did this workgroup explore? What general recommendations does this work group have for improving the university's overall functioning in this area?

### **Proposed Methodologies**

- Review of existing documents including assessment materials from the schools and colleges, program reviews, accreditation reports
- Interviews with key academic and non-academic leaders
- Interviews with deans, faculty and administrators
- Review of existing data

Temple University has a standing Assessment Planning Committee that will serve as the work group for standards seven and fourteen. The membership of the Assessment Planning Committee is included in Appendix A.

### **V. Inventory of Supporting Documents**

An initial inventory of supporting documents is attached as Appendix C. The list of documents was compiled using 1) guidelines and suggested questions from the publication *Self-Study: Creating a Useful Process and Report*; 2) examples of document inventories provided by Middle States at the November 2007 Self-Study Institute; and 3) suggestions from executive committee, steering committee, and work group members. The inventory is organized by standards and workgroups. Using the inventory as a guide, each work group completed an initial list of documents and reports they will utilize in answering their research questions and drafting their report. Each work group will receive a complete set of requested documents in fall 2008. The data and information resources task group will meet during summer 2008 to discuss how to best create the paper and electronic library for presenting these documents for review during the site visit. It is anticipated that additional reports and documents will be requested or become available as Temple moves forward with the self-study process. A master document inventory will be included with the final self-study report.

### **VI. Editorial Style and Format of Work Group Reports**

All documents prepared and submitted to Middle States will be editorially reviewed by Temple's Middle States Executive Committee, in consultation with the Office of News

Communications, to ensure consistency in format, voice and editorial style. Each work group will be presented with basic editorial style information and a copy of the *Temple University Editorial Style Guide* to facilitate an efficient compilation of work group reports into the final self-study document.

Program: Microsoft Word  
Spacing: Single-spaced  
Font: 12-point Times New Roman  
Margins: 1" all sides and top and bottom  
Headers: Underlined (justified or centered depending on order)  
Paragraphs: Block style, no justification  
Length: No more than 15 pages  
Voice: Active  
File name: Work Group Number date draft (Work group 5 3.24.08 Draft.doc)

*Note:* Please do not use track changes. Include all figures, tables and documents as non-numbered attachments at the end of the report. Consider limited to no use of footnotes; all references can be cited in text.

The final report will be prepared using Microsoft Word. Various inventories may be prepared using Microsoft Excel. The document will be single spaced in a Times New Roman 12-point font.

Initial work group submissions will be reviewed by the executive committee. Edits and needs for revision will be discussed with the work group chairs and then reviewed with each work groups. Each work group will then be asked to submit a final report. An initial draft of the full self-study report will then be presented to the work groups and full steering committee for review and comment. The executive committee will consider and incorporate suggestions for improvement and a revised draft will be shared with the steering committee and other key constituent groups. A full draft will then be made available to the university community for review and comment. The executive committee will consider all feedback and prepare a revised draft for steering committee review. The steering committee will then present the document to the provost and president for review and comment. The final document will then be submitted to Middle States.

## **VII. Proposed Table of Contents for Self-Study**

Based on the proposed ordering of the standards and structure of the work groups, Temple University will organize its self-study as described in Table 2.

**Table 2. Proposed Table of Contents for Self-Study**

i.	Eligibility Certification Statement
ii.	Executive Summary
iii.	Introduction
	a. Overview of the self-study Process
	b. Brief overview of Temple University
	Chapter 1: Mission, Planning and Resources (Standards 1, 2 and 3)
	a. Review of goals and charge
	b. Methods
	c. Summary of findings
	d. Recommendations
	Chapter 2: Governance, Administration and Integrity (Standards 4, 5, and 6)
	a. Review of goals and charge
	b. Methods
	c. Summary of findings
	d. Recommendations
	Chapter 3: Students (Standards 8 and 9)
	a. Review of goals and charge
	b. Methods
	c. Summary of findings
	d. Recommendations
	Chapter 4: Faculty (Standard 10)
	a. Review of goals and charge
	b. Methods
	c. Summary of findings
	d. Recommendations
	Chapter 5: Educational Offerings, General Education, and Related Educational Activities (Standards 11, 12, and 13)
	a. Review of goals and charge
	b. Methods
	c. Summary of findings
	d. Recommendations
	Chapter 6: Institutional Effectiveness and Assessment (Standards 7 and 14)
	a. Review of goals and charge
	b. Methods
	c. Summary of findings
	d. Recommendations
iv.	Conclusion: Major Findings and Recommendations
v.	Inventory of Support Documents
vi.	Appendices

## **VIII. Recommended Profile of the Evaluation Team**

Temple is suggesting an evaluation team of 7-9 individuals. Team members should come primarily from research universities, and ideally two members of the team should be faculty. Preference is for all or the majority of team members to come from within the Middle States region.

The chair of the evaluation team should be an experienced team chair who is the President or Provost from a major research university, preferably in the Middle States region or with past leadership experience at a regional institution. Temple University will submit a list of peer institutions or individuals for consideration, and will work closely with our Middle States liaison to select the chair.

In addition to the team chair, three to four team members should come from the following areas:

1. Finance
2. Assessment
3. Institutional Research
4. Planning

In addition, individuals with the following backgrounds and current expertise might be considered as team members:

5. General Education (faculty member)
6. International Education
7. Student Affairs
8. Research or Technology

## **IX. Branch Campus and Additional Locations**

Temple understands that Temple University Japan (TUV), a branch campus, will be visited as part of the decennial evaluation. TUV issues and functioning will be incorporated into the self-study. Temple will work with the team chair and our Middle States liaison to determine which team member will visit Japan and when the TUV visit will take place.

At the time of the spring 2010 visit, Temple anticipates having 20-24 additional locations. It is understood that approximately one-third (8) of these sites will need to be visited. Sites within driving distance to the Main Campus include: Ambler, Health Sciences Center, Temple University Center City, Temple University School of Podiatric Medicine, Harrisburg, and several locations where the University offers undergraduate or graduate programs (Montgomery County Community College, Bucks County Community College). Temple will work with the team chair to select and schedule visits to the additional locations.

## X. Timeline

The following timeline is the anticipated schedule for completing the work of preparing the self-study, culminating in a spring 2010 evaluation team visit.

### Comprehensive Timeline for Completing the Temple University Self-Study Middle States 2009-10

Date	Executive Committee / Office of Deputy Provost	Steering Committee	Workgroups
2006-07		Coordinating Committee formed to begin early discussions of Middle States preparation	
<b>Academic Year 2007-08</b>			
October 2007	Steering Committee Co-Chairs indentified	Coordinating Committee meets to review MSCHE standards; receive an update on assessment planning; and discuss responsibilities for compiling information on Temple's progress on priorities since 2005 PRR	
November 2007	Co-Chairs attend the MSCHE Self-Study Institute		
November 2007	Executive Committee meets to review timeline for MSCHE, self-study design options, and overview of the process  Office of Deputy Provost initiates Document Inventory and Academic Programs Assessment Inventory		
December 2007	Office of Deputy Provost prepares Self-Study binders for Steering Committee		

<b>Date</b>	<b>Executive Committee / Office of Deputy Provost</b>	<b>Steering Committee</b>	<b>Workgroups</b>
January 2008	Executive Committee reviews examples of research questions	Coordinating Committee officially charged (Steering Committee); discussion of self-study design and timeline	
February-March 2008	Completion of Document Inventory	Steering Committee discusses standards and drafts research questions	Workgroups named and charged
March 2008	Executive Committee drafts Self-Study design document	Steering Committee reviews Self-Study Design Document; Design documents presented to key constituents for feedback	
April 2008	Revision of Design Document	Steering Committee presents design document to Provost/President	Work groups review document inventory and submit data requests to Executive Committee
By April 30	Provost / President approve draft of design document to be submitted for Andrea Lex visit		
May 7, 2008	Andrea Lex makes MSCHE liaison visit to Temple		
May 2008	Revision of Design Document following liaison visit; submission to Provost/President for approval		
June 1, 2008	Submission of final Self-Study Design Document to Middle States		

<b>Date</b>	<b>Executive Committee / Office of Deputy Provost</b>	<b>Steering Committee</b>	<b>Workgroups</b>
<b>Academic Year 2008-09</b>			
Summer 2008	Requested documents and data prepared for each work group		
September 2008			Work groups receive data documents
September to December 2008			Work groups begin reviewing documents, collecting information and drafting initial reports
November to December 2008		Steering Committee receives progress reports from work group chairs	
January 2009	Discussions with Andrea Lex to confirm visit dates, identify team chair; and outline team composition		
February to March 2009		Steering Committee to review initial work group reports and determine any additional information needs	Work groups submit initial reports
April to May 2009	Executive Committee begins drafting of self-study report		

Date	Executive Committee / Office of Deputy Provost	Steering Committee	Workgroups
<b>Academic Year 2009-2010</b>			
September / October 2009		Steering Committee to review draft of self-study report; self-study reviewed by key constituents and disseminated across University for general comments	
November/December 2009	Institution sends draft self-study report to evaluation team Chair, prior to Chair's preliminary visit [Team Chair makes preliminary visit at least four months prior to team visit]		
January 2010	Institution sends final report to evaluation team and to MSCHE at least six weeks prior to team visit		
<i>Tentative</i> March/April 2010	Team visit		

## Appendix A

### 2009-2010 Middle States Committees and Work Groups

#### Executive Committee

Corrinne Caldwell, Professor of Educational Leadership and Policy Studies, College of Education, *Co-Chair Steering Committee*

Michael Sitler, Chair of Department of Kinesiology and Professor of Kinesiology, College of Health Professions, *Co-Chair Steering Committee*

Robert Stroker, Dean Esther Boyer College of Music and Dance and Professor of Music Education, *Co-Chair Steering Committee*

Richard Englert, Deputy Provost and Dean, University College

Jodi Levine Laufgraben, Associate Vice Provost and Director, Periodic Program Review

Vicki Lewis McGarvey, Associate Vice President for Academic & Faculty Affairs, Executive Office of the President

#### 2009-10 Middle States Steering Committee Membership

William Aaronson, Associate Professor, Risk, Insurance, and Healthcare Management, Fox School of Business and Management

Ana Adinolfi, University Honors Program, Academic Advisor

Robert Aiken, Past President Faculty Senate and Professor, Computer and Information Sciences, College of Science Technology

Kelechi Ajunwa, Doctoral Student, Urban Education, College of Education

Frank Annunziato, Associate Vice President and Controller

Barrie Ashby, Associate Dean for Graduate Studies School of Medicine, Professor, Pharmacology and Associate Professor, Sol Sherry Thrombosis Research Center

Hunt Bartine, Director of University Compensation

William Bergman, Vice President of Operations

Matthew Biedrzycki, Undergraduate Student

Corrinne Caldwell, Professor of Educational Leadership and Policy Studies, College of Education, *Co-Chair Steering Committee*

Ina Calligaro, Assistant Dean for Education, School of Pharmacy

Richard Cohen, Associate Professor, Mechanical Engineering, College of Engineering

Katie D'Angelo, Director of Administrative Projects, Office of the Provost

Mary Gannet Cassidy, Undergraduate Student

Denise Connerty, Director, International Programs

Hai-Lung Dai, Dean College of Science and Technology and Laura H. Carnell Professor, College of Science and Technology

James Degnan, Senior Director of the Measurement and Research Center and Institutional Research

Christopher Dennis, Associate Vice Provost Undergraduate Studies

Andrew Dippel, Undergraduate Student, Fox School of Business and Management

Barbara Dolhansky, Associate Vice President for Computer Services

Mary Etienne, Lead Administrative Specialist, Teaching and Learning Center

Deborah Fearheller, Graduate Student, College of Health Professions

Donna Gray, Special Services Coordinator, Campus Safety Services

Heidi Grunwald, Assistant Vice Provost and Director of Research Development and Financial Planning

Terry Halbert, Director of General Education and Associate Professor of Legal and Real Estate Studies, Fox School of Business and Management

Amy Hecht, Associate Dean of Students

Hillel Hoffmann, Assistant Director, University Communications

Deborah Howe, Chair and Professor, Department of Community and Regional Planning

Aquiles Iglesias, Dean of the Graduate School and Professor, Communication Sciences and Disorders, College of Health Professions

Kenneth Kaiser, Associate Vice President – Finance and Budget

Brigitte Knowles, Associate Dean Tyler School of Art, Professor, Architecture, Tyler School of Art

Carol Lang, Assistant University Librarian for Organizational Development and Planning

Matt Langel, Assistant Coach, Men's Basketball

Jodi Levine Laufgraben, Associate Vice Provost and Director of Periodic Program Review, Office of the Deputy Provost

Vicki Lewis McGarvey, Associate Vice President for Academic & Faculty Affairs, Executive Office of the President

Andrew Mendelson, Chair, Department of Journalism and Associate Professor Mass Media Communications

Rick Moffat, Senior Technical Support Specialist, Instructional Support Center

Karin West Mormando, Director of Undergraduate Admissions

Daniel Mueller, Student, Temple University School of Medicine

William Parshall, Director Temple University Center City Campus and Continuing Education

Cathleen M. Parsons-Nikolic, Assistant Vice President – Operations, Office of Institutional Advancement.

Steven Popoff, Chairperson, Department of Anatomy and Cell Biology and Professor, Anatomy and Cell Biology, School of Medicine

Hannah Ravreby, Student, Temple University School of Medicine

Benjamin Rifkin, Professor of Russian, College of Liberal Arts

Michael Sitler, Chair of Department of Kinesiology and Professor of Kinesiology, College of Health Professions, *Co-Chair Steering Committee*

Sheri Stahler, Associate Vice President for Computer Services

Lisa Stepp, Manager Human Resources

James Strazzella, Professor of Law, Beasley School of Law

Roy Stevens, Professor and Chairman, Endodontology, School of Dentistry

Robert Stroker, Dean Esther Boyer College of Music and Dance and Professor of Music Education, *Co-Chair Steering Committee*

Andrea Swan, Neighborhood and Community Relations Manager, Executive Office of the President

Rodney Timmons, Facilities Manager, Facilities Management

Emilie van Trieste, Administrative Coordinator, Student Financial Services

Nelia Viveiros, Assistant Vice Provost for Faculty Affairs

Roland Williams, Associate Professor, English, College of Liberal Arts

Kathya M Zinszer, Associate Professor of Podiatric Medicine and Director of Community Outreach, School of Podiatric Medicine

## **Work Groups**

### Work Group 1: Mission, Planning and Resources

Kenneth Kaiser, Associate Vice President - Finance and Budget, *Co-Chair*

Cathleen M. Parsons-Nikolic, Assistant Vice President - Operations, Office of Institutional Advancement, *Co-Chair*

Roland Williams, Associate Professor, English, College of Liberal Arts, *Co-Chair*

Deborah Howe, Chair and Professor, Department of Community and Regional Planning

Richard Joslyn, Associate Dean, College of Liberal Arts

Michelle Lai, Special Projects Director, Executive Vice President's Office

Steve Young, Director Campus Recreation

### Work Group 2: Leadership and Governance, Administration, and Integrity

Robert Aiken, Past President Faculty Senate and Professor, Computer and Information Sciences, College of Science Technology, *Co-Chair*

Katie D'Angelo, Director of Administrative Projects, Office of the Provost, *Co-Chair*

Hunt Bartine, Director of University Compensation

Barbara Dolhansky, Associate Vice President for Computer Services

Vicki Lewis McGarvey, Associate Vice President for Academic & Faculty Affairs,  
Executive Office of the President

Andrea Seiss, Associate Dean of Students

Andrea Swan, Neighborhood and Community Relations Manager, Executive Office of  
the President

Karen Turner, President, Faculty Senate and Associate Professor of Journalism,

Work Group 3: Students

Karin West Mormando, Director of Undergraduate Admissions, *Co-Chair*

Amy Hecht, Associate Dean of Students, *Co-Chair*

Jim Van Blunk, Director of Admissions and Marketing, Ambler College

Jen Ciaccio, Assistant Director for Residential Life

Carmina Cianciulli, Assistant Dean for Admissions, Tyler School of Art

Melanie Cosby, Coordinator of Satellite Campuses

Gina D'Annunzio, Director of Student Activities

Maria Demmler, Associate Director, Admissions, School of Medicine

Marylouise Esten, Assistant Dean for Admissions & Financial Aid, Beasley School of  
Law

Valerie Friday, Associate Director, Admissions

Sean Killian, University Housing & Residential Life

John Morris, Director of Financial Aid, Student Financial Services

Michele O'Connor, Assistant Vice Provost for First Year and Transfer Programs

Margaret Pippet, Assistant Dean, Graduate School

Timm Rinehart, Associate Vice President for Enrollment Management

Lori Salem, Director, Temple University Writing Center  
Karen Sofranko, Director, Academic Resource Center

Michael Stokes, Director, Russell Conwell Center

Mona Zaoudeh, Director of Math & Science Resources Center

Work Group 4: Faculty

William Aaronson, Associate Professor, Risk, Insurance, and Healthcare Management,  
Fox School of Business and Management, *Co-Chair*

Heidi Grunwald, Assistant Vice Provost and Director of Research Development and  
Financial Planning, *Co-Chair*

Nelia Viveiros, Assistant Vice Provost for Faculty Affairs, *Co-Chair*

Pamela Barnett, Associate Vice Provost and Director of the Teaching and Learning  
Center

Shannon Marquez, Clinical Associate Professor, Public Health, College of Health  
Professions

Brian Goldstein, Associate Professor, Department of Communication Sciences and  
Disorders, College of Health Professions

Roy Stevens, Professor and Chairman, Endodontology, School of Dentistry

Rachel Tomlinson, Assistant Director for Full-Time Faculty Affairs in the Dean's Office  
at The Fox School of Business

Work Group 5: Educational Offerings, General Education, and Related Educational  
Activities

Christopher Dennis, Associate Vice Provost Undergraduate Studies, *Co-Chair*

Terry Halbert, Director of General Education and Associate Professor of Legal and Real  
Estate Studies, Fox School of Business and Management, *Co-Chair*

William Parshall, Director Temple University Center City Campus and Continuing  
Education, *Co-Chair*

Barrie Ashby, Associate Dean for Graduate Studies School of Medicine, Professor,  
Pharmacology and Associate Professor, Sol Sherry Thrombosis Research Center

Mary Ann Gaffney, Associate Professor, Accounting, Fox School of Business and Management and Chair, Educational Programs and Policies Committee of the Faculty Senate

Zebulon Kendrick, Associate Dean of the Graduate School and Professor of Kinesiology, College of Health Professions

### Work Group 6: Institutional Effectiveness and Assessment

The chairs for this workgroup are Ina Calligaro, Assistant Dean for Education, School of Pharmacy and Jodi Levine Laufgraben, Associate Vice Provost. Temple University has a standing Assessment Planning Committee that will serve as the work group for standards seven and fourteen.

### **Temple University Assessment Planning Committee**

The Temple University Assessment Planning Committee is a university-wide committee of 40 members representing all of the schools and colleges and several administrative divisions. The committee is chaired by Dr. Jim Chen, Professor, College of Engineering and Dr. Concetta Stewart, Dean, School of Communications and Theater.

The Assessment Planning Committee has four subcommittees: 1) School and College Accreditation and Assessment Work Group; 2) Technology and Systems; 3) Surveys and Assessment Tools; and 4) Faculty Development.

### Members

Barrie Ashby, Associate Dean for Graduate Studies, Professor, Pharmacology and Associate Professor, Sol Sherry Thrombosis Research Center, School of Medicine

Annette McMenamain, Director of Undergraduate Administration

Elizabeth Barber, Associate Dean, School of Tourism & Hospitality Management

Pamela Barnett, Associate Vice Provost and Director of the Teaching & Learning Center

David Baron, Professor and Chairperson of Psychiatry and Behavioral Medicine at the School of Medicine

Robert Bartow, Associate Dean for Academic Affairs, Beasley School of Law

Beth Bolton, Associate Professor and Chair of the Music Education and Therapy Department, Boyer College of Music and Dance

Ina Calligaro, Assistant Dean for Education, School of Pharmacy

Debbie Campbell, Assistant Dean for Undergraduate Programs, Fox School of Business and Management

Jim Shih-Jiun Chen, Professor and Department Chairperson, Mechanical Engineering, College of Engineering, *Co-Chair*

Richard Cohen, Associate Professor Mechanical Engineering, College of Engineering  
James Degnan, Senior Director of the Measurement and Research Center and Institutional Research

Jayne Drake, Vice Dean for Undergraduate Affairs, College of Liberal Arts

Joseph Ducette, Chairperson and Professor of Educational Psychology,  
Psychological Studies in Education, College of Education

Eli Goldblatt, Director, First Year Writing Program

Sarah Gray, Associate Dean for Academic Affairs and Associate Professor Restorative Dentistry, Kornberg School of Dentistry

Heidi Grunwald, Director, Research Development and Financial Planning

Terry Halbert, Director of General Education and Associate Professor of Legal and Real Estate Studies, Fox School of Business and Management

Amy Hecht, Associate Dean of Students

Deborah Howe, Chair Department of Community and Regional Planning, Ambler College

Michel Ryan, Senior Associate Dean for Academic Affairs, School of Communications and Theater

Peter Jones, Vice Provost of Undergraduate Studies

Dominique Klinger, Assistant Vice Provost and Director of the Distance Learning and Summer Programs

Brigitte Knowles, Associate Dean, Main Campus Programs, Tyler School of Art

Richard Kozera, Executive Associate Dean, School of Medicine

Larry Krafft, Professor of Adult and Organizational Development

Jodi Levine Laufgraben, Associate Vice Provost and Director, Periodic Program Review

Mia Luehrmann, Associate Dean for Undergraduate Studies, College of Science and Technology

Barry McCarthy, Associate Professor of Law

Sharon O'Mara, Associate Dean and Director of Graduate Programs, Tyler School of Art

Julie Phillips, Senior Coordinator, General Education Program

Steve Ridenour, Professor and Director of Undergraduate Studies, Mechanical Engineering, College of Engineering

David Ryan, Chair, Department of Accounting, Fox School of Business and Management

Lori Salem, Director, Temple University Writing Center

Rickie Sanders, Professor Geography and Urban Studies

Rosalie Schofield, Director of BSW Program and Associate Professor, School of Social Administration

Elizabeth Sluzis, Associate Professor Department of Landscape Architecture and Horticulture

Sam Spadone, Assistant Dean for Educational Affairs, School of Podiatric Medicine

Sheri Stahler, Associate Vice President for Computer Services

Concetta Stewart, Dean, School of Communication and Theater, *Co-Chair*

Morris Vogel, Professor and M.A. Coordinator of History, College of Liberal Arts

Donna Weiss, Associate Dean for Academic Affairs, College of Health Professions

David Wolfsdorf, Assistant Professor of Philosophy and Director, Graduate Student Teaching Mentor Program, College of Liberal Arts

## Appendix B

### Research Questions

#### Work Group 1: Mission, Planning and Resources

##### *Mission*

1. How is the mission communicated to the university community? How well is it articulated and communicated to various internal and external constituents? What is the process for systematically reviewing the university's mission or goals? (C)
2. What is the relationship between the missions of the schools and colleges, and the mission of the university? (R)
3. How are Temple's operations consistent with its mission and goals? (C)
4. How does the university determine whether it is achieving each aspect of its mission? For example, how effectively do stated purposes of scholarship and teaching guide all levels of planning? (A)

##### *Planning*

5. How does planning presently occur across the University (academic and non-academic)? How and why have institutional planning (academic, fiscal, and capital) processes changed over the past five years? Have those process changes achieved the desired impact? (C)
6. What are the strategic priorities defined in the academic strategic plan? How was the broader university community engaged in the recent academic planning process? How effective was this process? How will lessons learned from this planning process inform future planning initiatives? (R, A)
7. How will the recent academic, fiscal, and facilities strategic planning processes guide or reshape the mission? (R)
8. What is the university's process for addressing environmental and sustainability issues? What initiatives are emerging as priorities in this area? How will the university assess its progress in meeting environmental and sustainability objectives? (R, A)
9. How are the major themes of the mission reflected in the university's goals? If the mission calls for students to acquire an appreciation of certain values, for example, what activities exist to achieve this? (C)

10. To what extent is the conceptual and procedural relationship between the university's strategic plan and the budget development process (both operational and capital) well understood and effectively implemented? In what ways do planning and resource allocation processes provide evidence of a commitment to institutional renewal? (C)
11. How can Temple measure its progress in meeting the priorities established in the new academic strategic plan? (R, A)
12. How is the university planning for the implementation of a new Enterprise Resources Planning (ERP) system? (R)
13. What prompted recent significant initiatives and changes in Temple's programs, services, and activities? How effectively did the university's strategic plans guide those initiatives and changes? (R)
14. What issues should the university be planning for? How will an integrated system of planning and resource allocation help address those issues? (R, A)

#### *Resources*

15. What is the evidence of fiduciary responsibility and solvency? (C)
16. What have been the trends in Temple's State appropriations and its effect on Temple's planning and overall functioning? How will the university continue to address this issue? (R)
17. What steps have been taken to evaluate how effectively resources are allocated and expended? What specific changes have been implemented and with what results? (A)
18. How has resource allocation been aligned with the new academic strategic plan? Are there sufficient resources to achieve the priorities outlined in the academic strategic plan? (R)
19. What are the most significant challenges facing the institution relative to human resources, technology resources, and physical plant resources over the next five years? What is the process by which these challenges have been or will be identified? What is the process by which specific and comprehensive plans for addressing these challenges are being formulated within the context of overall institutional planning? (R)
20. Are there sufficient resources to fund suggestions for improvement in other areas? (R)

21. How successful was the 125 Anniversary Campaign for Temple (Access to Excellence)? What was the role of our various constituencies? How were goals for the campaign articulated? What has been learned from the process that will influence future campaigns? (R, A)
22. How will implementation of a new Enterprise Resources Planning (ERP) system impact financial management and planning?

### *General*

23. In preparing its report, what other issues did this workgroup explore? What general recommendations does this work group have for improving the university's overall functioning in this area?

### Work Group 2: Leadership and Governance, Administration, and Integrity

#### *Leadership and Governance*

1. In what ways and for what reasons have the university's governance systems changed over the past five years? What has been the impact of these changes and did the changes effectively improve administrative operations? What might improve institutional governance?
2. What is the role of the Board in the university's governance structure as defined through written documents, including the Board By-Laws and Board policies? How well defined is the Board's governance role? How are these governance documents and policies related to the Board shared with the university community? (C)
3. What is the role of the Faculty Senate in the university's governance structure as defined through its Constitution and By-Laws? How well defined is the Faculty Senate's governance role? How are the governance documents and policies of the Faculty Senate shared with the university community? (R)
4. What is the role of the Graduate Board in the university's governance structure as defined by its by-laws? How well-defined is its governance role? How are actions of the Graduate Board shared with the university community? (R)
5. What are the lines of communication among the faculty senate and the president and provost of the university? What are the lines of communication among the faculty senate and vice presidents and deans of the university? How does the faculty senate interact with the board? How can communication be improved? (R, A)
6. How are students involved with the governance of the university? (R)

7. What is the role of the President's Advisory Board? What is the role of the school and college boards of visitors? How have these boards influenced planning and programming at various levels across the university? (R)

#### *Administration*

8. How will implementation of a new Enterprise Resources Planning (ERP) system impact and improve administrative functioning at the university?
9. In what ways has the university reviewed and improved administrative functioning? How are administrative staffing needs determined? How is the university approaching concerns that processes are "time-intensive" and "bureaucratic?" How can Temple become more responsive and user-friendly for internal constituents?
10. How is the performance of senior leadership evaluated? How is the performance of administration (non-faculty) and staff evaluated? How effective is the system of performance development evaluation? What training and support resources are available to enhance employee performance and evaluation? (R)
11. What has been the effect of the recent administrative reorganization and the arrival of new leadership? (R)
12. How is the staffing of non-academic, student services determined? How are staffing levels reviewed to respond to trends in enrollment and information on student performance and development? What changes have been made? (R, A)
13. What are the primary mechanisms for communicating with various constituencies across Temple's regional and international campuses? What steps has Temple taken to enhance communication? How can the institution better utilize technology to enhance communication?

#### *Integrity*

14. How consistently does the institution follow through on its stated policies in communicating with students, faculty and staff. (C)
15. What evidence is there that the institution adheres to principles of academic freedom? When there have been challenges to academic freedom principles, how has the institution responded? What has been the outcome or resolution? (C)
16. What patterns, if any, are evident within student grievances over the past three years? What patterns, if any, are evident within faculty or staff grievances over the past three years? What steps, if any, has the institution taken in response to these patterns? (R, A)

17. How has the university increased activity with alumni and the community? In what ways is the university improving its community outreach? How effective is the university's mechanism for handling complaints from outside the institution? (A)
18. What are the expectations for student behavior? How are policies for student conduct disseminated to students? What is the process for evaluating and revising the code of conduct? How does the educational program address plagiarism? How effective are efforts to address plagiarism? (R, A)

### *General*

19. In preparing its report, what other issues did this workgroup explore? What general recommendations does this work group have for improving the university's overall functioning in this area?

### Work Group 3: Students

#### *Student Admissions and Retention*

1. What are the university's enrollment management goals for undergraduate, graduate and professional programs? Are enrollment management goals consistent with long-term strategic and financial plans? How has the university recently assessed and improved enrollment and academic support services? (C, A)
2. At all levels, are Temple's student recruitment strategies, materials and operations consistent with our mission and goals? How does Temple gather, use and assess demographic and enrollment data to inform enrollment planning? What is the role of the schools and colleges in enrollment management and planning? (R)
3. At all levels, how does the institution measure its success in providing financial assistance to students, particularly as how financial aid is related to student learning outcomes? (C, A)
4. At all levels, how does the university define and measure retention and graduation rates? What patterns are evident for the past five years? How does the university use retention and graduation data to improve academic and student support programs? (A)
5. For all levels, compare the university's retention and graduation rates to peer and aspirant institutions, as well as national averages. Indicate what has and should be done to improve these rates. (R, A)
6. How and by whom are admissions policies and standards reviewed? How effective is this process? What changes in admissions policies and standards have resulted from on-going review? (A)

7. What do the characteristics and research data about our incoming undergraduate, graduate, and professional students tell us about the degree to which these students reflect the mission and goals of the university? (R, A)
8. What factors impact Temple's ability to attract and retain more of the region's most intellectually and artistically talented potential students? (R, A)
9. What do geo-demographic trends indicate about the university's current and potential student cohorts? How is Temple positioning itself to anticipate and respond to demographic changes? (R)
10. How will implementation of a new Enterprise Resources Planning (ERP) system impact admissions and enrollment management?

#### *Student Support Services*

11. How has the quality of student life changed in the last five years? How have changes in facilities impacted activities and programming for students? How do students describe their out of the classroom experiences at Temple University?
12. How effective, well understood, and consistently implemented are the university's procedures and policies relative to the privacy of student information? (A)
13. How does the institution provide support to enrolled students who are identified as being "at risk"? How effective are these support services? (C, A)
14. What are the available services to support students' personal and social well-being and development? (R)
15. How does the university assess academic advising and academic support services? How are support services for off-site and distance learning students included in this review? What were the findings? What actions were taken to improve services and programs? (R, A)
16. What changes in the provision of academic advising and academic student support services have been implemented over the past five years? What evidence are there that such changes were based on appropriate assessment results? To what extent do such changes demonstrate an institutional commitment to student success and the achievement of student learning outcomes? How effective were the changes? (R, A)
17. What are the ways in which non-academic support services collaborate with academic programs (majors) and academic support services to establish a holistic experience for students? How can curricular and co-curricular experiences be enhanced and better integrated? (R)

18. How are *non-academic student support services* reviewed? How are support services for off-site and distance learning students included in this review? What were the findings? What actions were taken to improve services and programs? (R, A)
19. What changes in the provision of *non-academic student support services* have been implemented over the past five years? What evidence is there that such change was based on appropriate assessment results? To what extent do such changes demonstrate an institutional commitment to student success and the achievement of student learning outcomes? How effective were the changes? (R, A)
20. How will implementation of a new Enterprise Resources Planning (ERP) system impact and improve the delivery of student services such as course registration?

#### *General*

21. In preparing its report, what other issues did this workgroup explore? What general recommendations does this work group have for improving the university's overall functioning in this area?

#### Work Group 4: Faculty

1. What is the university's process for faculty planning? What are the university's goals for faculty recruitment and retention? How effective has the university been in meeting its goals? How does the university know that its policies and practices enable it to recruit, develop and retain faculty who support these goals? (C, A)]
2. How does the university collect data on faculty scholarly, creative, teaching, and service activities (e.g. Digital Measures, Academic Analytics, Snyder Report, etc...)? How is this information used? What changes have resulted from use of this information? (A)
3. How are faculty involved in academic program development, assessment, and improvement? (C)
4. What are the faculty development opportunities? How are services and opportunities utilized? Has the level of institutional support increased, decreased, or remained stable over time? What has been the impact? How should expenditures for faculty development be prioritized? (C, A)
5. What are the university's goals for research? How does the University support faculty in research development? What changes have been made in the past five years to improve the research infrastructure? How effective were these changes? (R, A)

6. What are the university's policies and practices for faculty appointment, tenure, and promotion? How are policies developed and approved? How have policies changed in the past five years? What additional improvements are needed? (R, A)
7. How consistent are policies and practices for faculty appointment, tenure, and promotion across the schools and colleges? What is the basis for such differences? (R)
8. How has the utilization of full-time, non-tenure track faculty changed over the past five years? What has been the impact on planning, resources, and student learning and success? (A)
9. How has the utilization of part-time faculty changed over the past five years? What has been the impact on planning, resources and student learning and success? (A)
10. What is the role of graduate students in the instructional process for undergraduate programs? How are graduate students prepared to serve in this role? How effective is this training? How has this changed in the last five years?(R, A)
11. How does the university support and recognize university, professional and community service by the faculty? How has this changed in the last five years? (R)

*General*

12. In preparing its report, what other issues did this workgroup explore? What general recommendations does this work group have for improving the university's overall functioning in this area?

Work Group 5: Educational Offerings, General Education, and Related Educational Activities

*Educational Offerings (undergraduate, graduate and professional)*

1. What is the process for creating, terminating, or changing academic programs? How well articulated is the process? How effective is this process? How is the process reviewed? (R, A)
2. How well does the curriculum reflect Presidential priorities on sustainability, international programs, and community outreach?

3. What evidence demonstrates that the university's educational offerings have academic content and rigor appropriate to the degree level(s)? How do the program development and assessment processes foster periodic consideration of academic content and rigor? (C, A)
4. How well communicated and how easily accessible are statements of expected student learning outcomes at the institutional, program, and course levels? (C)
5. Do transfer students have a learning experience that is different from that of students in the same program who have completed all their courses at the institution? What impact does transfer have on the intended coherence of the academic programs? How should any problems be addressed? (R, A)
6. To what extent is there an effective working relationship between the academic programs and the University Libraries? To what extent do the librarians and faculty collaborate to teach and foster information literacy across the curricula, develop collections, and to implement new information technologies and resources? What changes have resulted from this collaboration? (C, R, A)
7. How do academic programs collaborate to develop and offer interdisciplinary courses, programs and degrees? What are the obstacles to collaboration? Once barriers are identified, what changes are necessary to improve opportunities for developing interdisciplinary programs? (R, A)
8. How pervasive and effective are opportunities for students to synthesize and reflect on their learning? (A)
9. Are the university's educational offerings consistent with its recruiting materials and mission? (C)
10. What is the relationship between students' general education program and the specialized training in the major or minor? How is this relationship maintained in different schools and colleges across the University?? (R, A)
11. What is the mission of Temple's international education programs? How do international education programs support undergraduate and graduate programs? How has Temple expanded its international education presence? How is the effectiveness of these programs assessed? (R, A)
12. How do co-curricular and extracurricular activities support academic programs? (R)
13. How will implementation of a new Enterprise Resources Planning (ERP) system impact academic program and course management?

### *General Education*

14. In what ways and for what reasons has the general education program been changed over the past five years? How is the new general education program similar or different from the previous Core Curriculum?
15. How are general education courses developed and approved? Is the course development process aligned with goals for curriculum, pedagogy, and student learning? How is the course development and approval process reviewed? What changes or improvements resulted from this review? (R, A)
16. What faculty development opportunities exist for faculty developing and teaching courses in the general education program? How effective are development and training opportunities? What additional faculty development and support is needed? (R, A)
17. To what extent and in what particular ways has the general education program used assessment results from the pilot courses (2007-08) and implementation phase to modify the educational program and services? Have such modifications brought demonstrable improvement? What should be done in the future? (A)
18. What evidence exists that the general education program is consistent with the university's mission statement and that it offers an educational experience unique to Temple? (C, A)
19. What are the goals and intended outcomes for student learning? How does the general education program to assess student progress in meeting these goals?
20. What evidence exists that the university's graduates meet expected, acceptable levels of competency in oral and written communication, scientific and quantitative reasoning, technological capability, information literacy, and critical analysis and reasoning? Are these levels of competency appropriate given institutional mission and the needs and aspirations of students? (C, A)
21. What evidence is there that students are meeting the university's goals for student information literacy? How are such goals assessed, what have been the findings, and what actions have been taken in response? (C, A)
22. How does the university assess whether a suitable balance exists between the breadth of knowledge and skills developed in its students' general education requirements and the skills and specialized knowledge required in the mastery of a students' major academic field? (R, A)
23. How do the university's planning and resource allocation processes reflect institutional commitment to the general education program and its goals for student learning? (R, A)

*Related Educational Activities*

24. Basic Skills: How significant is the university's commitment to providing programs and services for under-prepared students? Does the assessment of these programs and services demonstrate that the level of institutional investment and commitment is appropriate? Do these programs and services achieve their stated student learning and development goals? (A)
25. How significant is the university's commitment to providing programs and services for students achieving at a high academic level and with promise for doing high-quality advance study? Does assessment of these programs and services demonstrate that the level of institutional investment and commitment is appropriate? Do these programs and services achieve their stated student learning and developmental goals? (R, A)
26. Certificate Programs: Are the processes for developing, offering, and evaluating certificate programs coherent and consistent across the institution? How, if at all, do certificate programs relate to existing academic departments, degree programs, and existing faculty? Is the level of relationship and connection effective and appropriate? (C)
27. Experiential Learning: How effectively does the institution assure that credit granted for experiential learning is warranted, defensible, and consistently applied? (A)
28. Non-Credit Offerings: How does the university record and report non-credit activity? What role can/have non-credit programs played in professional licensure and continuing education? In what ways and for what reasons have procedures for approving, administering, and evaluating non-credit offerings changed over the past five years? What has been the impact of these changes? What additional improvements are needed? (R, A)
29. Additional Locations (off-campus educational sites): How is oversight of additional locations coordinated? Do all additional locations meet institutional standards for quality of instruction, academic rigor, educational resources and educational offerings? How does the university approve, monitor, and assess additional locations? How is this information used to improve programs and services? (R, A)
30. Do all additional locations meet institutional standards for quality of instruction, academic rigor, educational resources and educational offerings? How does the university approve, monitor and assess additional locations? How is this information used to improve programs and services? (R, A)

31. Distance Learning: How have distance learning programs evolved over the past five year? How is distance learning courses and programs assessed? What evidence exists that students in distance learning courses achieve learning goals comparable to the goals achieved by students in face-to-face courses? Are the goals and objectives for distance learning consistent with the university's academic, strategic and technology planning? (R, A)
32. How well does Temple's educational offerings respond to the educational needs of employers, particularly in the areas of professional licensure and continuing education? How do we assess that need? (R,A)
33. What is the mission of Temple's international education programs? How do international education programs support undergraduate and graduate programs? How has Temple expanded its international education presence? How is the effectiveness of these programs determined? (R,A)
34. International Programs and Affiliated Providers: How effective is the institutional oversight of programs offered through partnerships with international entities? What is the impact of international programs on the university's human, fiscal, technological, and other resources? (R, A)
35. How effective is oversight of the university's articulation agreements? What is the impact of articulation agreements on enrollment management, curriculum, student learning, and resource management? (C, A)
36. What is the role of University College in assuring the quality, effectiveness and staffing of academic programs and courses offered at various Temple locations? How effective is University College as an administrative structure for coordinating academic programs at Temple campuses, centers, and off-site locations? (R, A)
37. Do all related educational programs meet institutional standards for quality of instruction, academic rigor, educational resources and educational offerings? How does the university approve, monitor and assess affiliated providers? How is this information used to improve programs and services? (R, A)

*General*

38. In preparing its report, what other issues did this workgroup explore? What general recommendations does this work group have for improving the university's overall functioning in this area?

## Work Group 6: Institutional Assessment and Assessment of Student Learning

### *Institutional Effectiveness*

1. How adequate is campus support for institutional assessment, including communication of campus expectations for assessment work; policies and governance structures to facilitate assessment; administrative, technical, and financial support; and professional development opportunities and resources? (C)
2. How well do faculty, academic and non-academic administrative, and institutional leaders understand what institutional assessment is and why it is important? (R)
3. What is the university process for periodic program review of academic programs? How is information from these reviews used to improve programs? What are examples of changes and improvements resulting from program review? (C, A)
4. What is the interrelationship between program review, accreditation, and assessment planning? How is information from program review used to enhance the compliance of academic programs with the standards and expectations of their specialized accrediting bodies? (R, A)
5. How does Temple University manage and facilitate the over 40 instances of specialized accreditation? What is the accreditation status for Temple's accredited programs? How are external review processes used to maintain standards and improve programs?
6. How well does institutional-level documentation of assessment policies, structures, plans, methods, results, and use of results demonstrate coherence among assessment efforts? (A)
7. Does the assessment of institutional effectiveness incorporate results from student learning outcomes assessments as well as assessment of results in other areas, as noted in the standards? (C)
8. How are assessment processes and information aligned with resource allocation and budgeting? (C)
9. How will the university assess progress in meeting the priorities identified in the new academic strategic plan? (A)
10. What are the processes for assessing administrative units (non-academic, non-student life)? How is assessment used to improve services, programs, and overall functioning of these units? (A)

11. What is the process for assessing programs and administrative units that serve students and support academic programs? How is assessment used to improve services and programs? (A)
12. How is the need and use for technology to support academic programs and administrative functions determined? How is information used to improve technology development, use, application, and access? How are innovative uses of technology funded and recognized? (R, A)
13. What are the barriers to the development of assessments of institutional assessment? What opportunities exist for addressing barriers? (R)
14. How will implementation of a new Enterprise Resources Planning (ERP) system or the implementation of other systems/solutions impact assessment planning?

### *Student Learning*

*Questions will examine Temple's progress and effectiveness in assessing educational (learning) objectives at the program (degree) and course levels.*

15. Describe the current status of the assessment of student learning at Temple University.
16. What is the process for developing assessment plans for program level learning outcomes?
17. How are the learning objectives and desired outcomes of programs communicated to students?
18. To what extent do the learning objectives and desired outcomes support or reinforce one or more of the competencies outlined for the general education of Temple students? (R, A)
19. To what extent do the learning objectives and desired outcomes support or reinforce one or more of the academic strategic priorities? Institutional priorities?
20. How does a program assess whether students have acquired the knowledge, skills, and competencies articulated in the learning objectives for the degree (major)? (R, A)
21. How is assessment information used to improve programs and enhance student learning?
22. How do programs track and assess the application of knowledge, skills and competencies of its graduates? How is information used to improve current academic programs and lifelong learning opportunities for graduates? (R, A)

23. How are the learning objectives and desired outcomes of individual courses communicated to students?
24. To what extent do the learning objectives and desired course outcomes support or reinforce one or more of the competencies outlined for the general education of Temple students? (R, A)
25. To what extent do the learning objectives and desired outcomes support or reinforce one or more program level learning outcomes? Academic Strategic priorities? Institutional priorities?
26. Do assessments of student learning yield direct evidence that is clear, tangible, convincing, and purposefully relates to the program's key learning outcomes, having results that are sufficiently accurate and truthful that they can be used with confidence to improve programs and enhance student learning? (A)
27. How do faculty assess whether students have acquired the knowledge, skills, and competencies articulated in the learning objectives of the course? During the course term, how frequently and in what manner are undergraduates provided with feedback to improve their performance prior to completion of the course? (R, A)
28. How adequate are campus efforts to encourage, recognize, and value faculty efforts to assess student learning and to improve their teaching? (R)
29. If some programs have not yet implemented sufficient assessments of their key student learning outcomes, how adequate are the plans in place to do so? What university initiatives can be put in place to enable units to improve or introduce assessment planning? (A)
30. Have assessment results led to appropriate decisions about teaching, planning, budgeting, etc? (C)

*General*

31. In preparing its report, what other issues did this workgroup explore? What general recommendations does this work group have for improving the university's overall functioning in this area?

APPENDIX C  
INVENTORY OF AVAILABLE SUPPORTING DOCUMENTS  
MIDDLE STATES 2009-10

Documents to be Reviewed	Location	Wrkgroup 1	Wrkgroup 2	Wrkgroup 3	Wrkgroup 4	Wrkgroup 5	Wrkgroup 6
<b>General</b>							
Undergraduate Bulletin	Vice Provost for Undergraduate Studies						
Graduate Bulletin	Graduate School						
IPEDS Reports	Institutional Research						
Officer's Briefing Book	EVP office, new location?						
Officer's Book of University Statistics	Institutional Research						
Fact Book	Institutional Research						
Student Profile	Institutional Research						
"Talking Points"	University Relations						
Reports from Common Data Set (College Board, U.S. News)	Institutional Research						
President's Annual Report	N/A						
Facilities Master Plan	CFO (in progress)						
Audited Financial Statements	Budget and Finance						
School/College Annual Reports	Deans						
Budget Instructions	Budget and Finance						
Academic Strategic Plan	Provost (In progress)						
Assessment Plan	Deputy Provost (in progress); Deans						
TAUP Contract	HR						
Faculty Handbook	Provost, HR						
Employee Manual	HR						
BOT Agendas	Secretary's Office						
Annual NCAA Reports	Executive Office of the President (Anne Nadol)						
NCAA Recertification Report	Executive Office of the President (Anne Nadol)						
Commonwealth Act	Secretary's Office						
<b>Middle States Documents</b>							
2000 Self-Study and Response	Office of the Deputy Provost						
2005 PRR and Response	Office of the Deputy Provost						
Annual Institutional Profiles	Office of the Deputy Provost, IR						
Characteristics of Excellence	Office of the Deputy Provost						
<b>Standard 1: Mission and Goals</b>							
Mission Statement	Executive Office of the President	X					
Academic Strategic Plan	See line 33	X					
Units' Annual Reports	Deans, Directors and Budget Heads	X					
Units' Strategic Plans	Deans, Directors and Budget Heads	X					
<b>Standard 2: Planning, Resource Allocation and Institutional Renewal</b>							
Strategic and capital goals and plans for the institution and its operational units	TBD	X					
Current and projected budgets for the institution and its units	CFO, Provost	X					
Faculty staffing plans	Provost, Faculty Affairs, Deans	X					
Information technology plan(s)	CIO	X					
Institutional and unit-level development and fund raising plans	Institutional Advancement, Deans	X					
Capital facilities master plan	CFO	X					
Library and information resources plan	Provost; Dean, University Libraries	X					
Policies and procedures for adding or closing academic programs	Deputy Provost	X					

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Documents to be Reviewed	Location	Wrkgroup 1	Wrkgroup 2	Wrkgroup 3	Wrkgroup 4	Wrkgroup 5	Wrkgroup 6
<b>Standard 3: Institutional Resources</b>							
2008-09 Budget Planning Documents	Office of the Provost	X					
Temple University Finance (T. Wagner 1/2008 Presentation)	CFO	X					
Audited Financial Statements	CFO	X					
Budget projections and related documents	CFO, Budget Office	X					
Facilities, land use, and other master plans	CFO, Campus Operations	X					
Academic Strategic Plan	see line 33	X					
Bond Rating Reports	Budget and Finance, Susan Karakantas	X					
Commonwealth Appropriate Request	Budget and Finance, Ken Kaiser	Wrkgroup 1	Wrkgroup 2	Wrkgroup 3	Wrkgroup 4	Wrkgroup 5	Wrkgroup 6
<b>Documents to be Reviewed</b>							
<b>Standard 4: Leadership and Governance</b>							
Governing documents, including charter and bylaws	Secretary's Office		X				
List of Board members, with job titles	Secretary's Office		X				
Orientation materials and/or handbook for governing board members	Secretary's Office		X				
Conflict of interest policies for the governing board and employees	Secretary's Office, HR		X				
Governing board minutes	Secretary's Office		X				
Job description and qualifications of the president	Secretary's Office		X				
Written policies outlining governance responsibilities of administration and faculty	HR, Provost		X				
Students government constitution and bylaws	Student Affairs		X				
<b>Standard 5: Administration</b>							
Organization chart of senior administration	HR, Executive Office of the President		X				
Handbooks/manuals for faculty, staff, and institutional committees	HR, Executive Office of the President, Provost		X				
Job descriptions and qualifications for administrators	HR		X				
Orientation materials and/or handbook for employees	HR		X				
<b>Standard 6: Integrity</b>							
Descriptions in the catalog and other public documents of student grievance procedures, student disciplinary procedures, student honors system, fair employee hiring and review practices, and other policies and practices identified in information about MSCHE	Student Affairs, Vice Provost for Undergraduate Studies (Student Handbook, Undergraduate Bulletin)		X				
Policies and guidelines regarding plagiarism and use of copyrighted materials	Student Affairs, Vice Provost for Undergraduate Studies (Student Handbook, Undergraduate Bulletin), HR		X				
Conflict of interest and research ethics policies	Research		X				
Policies regarding academic freedom	Faculty Handbook,		X				
Policy on Student and Faculty Rights and Responsibilities	policies.temple.edu, Provost		X				
property rights; patent and invention policy	Research		X				
Institutional review board policies and procedures	Review Board		X				
Institutional ethics board policies and procedures	???		X				
Affirmative action policies and handbooks	Multicultural Affairs		X				

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Documents to be Reviewed	Location	Wrkgroup 1	Wrkgroup 2	Wrkgroup 3	Wrkgroup 4	Wrkgroup 5	Wrkgroup 6
<b>Standard 8: Student Admissions and Retention</b>							
Statements in the catalog and elsewhere of admissions criteria and policies	Enrollment Management			X			
Information and application packets for students	Enrollment Management			X			
Information supplied to applicants regarding academic programs (including required placement or diagnostic testing); student learning outcomes; financial aid, scholarships, grants, loans and refunds; transfer credit and credit for extra-institutional college-level learning (which also meet the requirements for Standard 11)	Enrollment Management, Student Affairs (Student Handbook), MARC			X			
Undergraduate Yield Rates and Summary Statistics	MARC			X			
Retention and graduation statistics and studies	IR, MARC			X			
Transfer College Information	MARC, Vice Provost for Undergraduate Studies			X			
Data on Adult Students	MARC			X			
Fall Enrollment History (1998-2007)	MARC			X			
Enrollment management strategic plans	Enrollment Management			X			
Non-enrollers survey	MARC			X			
New Undergraduate Measures (demographics, high school and SAT averages, placement test results)	MARC			X			
Grading Practices	MARC			X			
Rankings Information	MARC, IR, Deputy Provost			X			
Student Performance on National Examinations	MARC			X			
Relevant results of other internal surveys of students and alumni, and external surveys	MARC, Deans, Student Affairs			X			
<b>Standard 9: Student Support Services</b>							
Student handbooks	Student Affairs			X			
Policies and procedures for student grievances, with description of how information is disseminated to students	Provost, Deans, Student Affairs			X			
Reports and plans from student service offices ( health, housing, dining, counseling, career services, safety and security, disabled students, social/cultural activities, campus ministries, Greek, and community service)	Student Affairs, Campus Operations, Provost			X			
The policy for maintaining student records and a published policy on the release of student information	Academic Records			X			
Data and reports on athletics	Executive Office of the President (Anne Nadol)			X			
Temple Student Questionnaire	MARC			X			
National Survey of Student Engagement (NSSE)	MARC, Deputy Provost			X			
Relevant results of internal surveys of students and alumni, and external surveys	Deans, MARC			X			

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Documents to be Reviewed	Location	Wrkgroup 1	Wrkgroup 2	Wrkgroup 3	Wrkgroup 4	Wrkgroup 5	Wrkgroup 6
<b>Standard 10: Faculty</b>							
List of full- and part-time faculty, with credentials	HR, Faculty Affairs				X		
Faculty Handbook	HR, Provost				X		
Faculty senate and/council structure, constitution, and bylaws	Faculty Senate				X		
Faculty staffing plan	Deans, Provost				X		
Faculty manual or comparable documents describing procedures, policies, and criteria for hiring and reviewing full and part-time faculty, and for promotion, tenure, grievance, discipline, and dismissal	HR, Multicultural Affairs, Faculty Affairs				X		
Policy on academic freedom					X		
Materials from new faculty orientation	Faculty Affairs				X		
Reports on and plans for faculty development	Faculty Affairs, TLC, Dean				X		
Policies for orientation, integration, and professional development of part-time faculty	Deans				X		
Summary of results of student course and teaching evaluations	Vice Provost for Undergraduate Studies, MARC				X		
Relevant results of internal surveys of faculty					X		
Ratios of students to full-time and part-time faculty	IR				X		
TUGSA Collective Bargaining Agreement	HR?				X		
Description of shared governance					X		
<b>Standard 11: Educational Offerings</b>							
Catalog describing courses and programs and degree requirements	Vice Provost for Undergraduate Studies, Graduate School					X	
List of Degree Offerings (02.60.01)	policies.temple.edu, Secretary's Office					X	
Representative examples of course syllabi and program descriptions that incorporate expected learning outcomes	Vice Provost for Undergraduate Studies, Graduate School					X	
Course and program development guidelines and procedures	Deputy Provost					X	
Curriculum audits (DARS)	Vice Provost for Undergraduate Studies					X	
Curriculum committee reports	Deans					X	
Summary results of student course and teaching surveys (CATE)	See line 117					X	
Internal and external reviews of academic programs	Deputy Provost					X	
Annual PDE Report	Institutional Research					X	
Reports to state and other governmental and regulatory agencies	Institutional Research					X	
Reports to specialized accrediting organizations	Office of the Deputy Provost, Schools and Colleges					X	
Library and information services reports and plans	Provost, Dean for University Libraries					X	
Statements of transfer credit policies in the institutional catalog and elsewhere	Enrollment Management, Vice Provost for Undergraduate Studies					X	
Representative samples of transfer articulation agreements	Enrollment Management, Vice Provost for Undergraduate Studies					X	
Evidence of appropriate licensure	University Counsel					X	

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Documents to be Reviewed	Location	Wrkgroup 1	Wrkgroup 2	Wrkgroup 3	Wrkgroup 4	Wrkgroup 5	Wrkgroup 6
<b>Standard 12: General Education</b>							
Policy on General Education	General Education					X	
President's Guidelines	General Education					X	
Call for Courses (RFP)	General Education					X	
Course Proposals	General Education					X	
Curriculum Map	General Education					X	
Course Lists	General Education					X	
Faculty Lists	General Education					X	
Primer on General Education	General Education					X	
Overview of General Education for Academic Advisers	General Education					X	
Minutes of the General Education Committee	General Education					X	
Course Portfolios	General Education					X	
Catalog, syllabi, or other official publications describing general education, within and outside the major	Vice Provost for Undergraduate Studies, General Education					X	
Statements of general education learning objectives	General Education					X	
Samples of syllabi from a representative selection of general education courses, showing	General Education					X	
Samples of assessment tools in place in the general education program and courses	General Education					X	
Examples of the use of assessment results to improve teaching and learning in general education	General Education, Deans					X	
Assessment Plan	General Education, Deputy Provost					X	
Reports from internal and external reviews of the general education program	Review scheduled for 2012-13					X	
<b>Standard 13: Related Educational Activities</b>							
Documents pertinent to the institution's specific activities, such as curriculum plans and evaluations; assessment results for basic skills, certificate, experiential learning, and distance learning programs; data and plans for branch campuses and additional locations; and contracts with affiliated providers	Deputy Provost/University College, Institutional Research					X	
Community Outreach Report (pending)	Executive Office of the President					X	
<b>Standard 14: Assessment of Student Learning</b>							
Institutional plan(s) for assessment of student learning	Deputy Provost						X
Institutional and/or unit-level policies and guidelines for assessing student learning	Deputy Provost and Deans						X
Statements of expected learning outcomes for the institutional, program, and general education levels	Deputy Provost, General Education, Deans						X
Samples of syllabi from a broad cross-section of programs and courses, showing course-level expected learning outcomes	See line						X
Evidence of faculty training in assessment	Deputy Provost, TLC						X
Samples of assessment tools in place (e.g. rubrics, surveys, portfolios, or capstone courses) from a broad cross-section of programs and courses	Deputy Provost, Deans						X
A cross-section of examples of the use of assessment results to improve teaching and learning	Deputy Provost, Deans						X
Relevant results from student course and teaching evaluations	See line						X

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<b>Standard 7: Institutional Assessment</b>							
descriptions that meet the requirements of Standard 7 and	Deputy Provost						X
Institutional "report cards"	IR						X
Program Review Reports	Office of the Deputy Provost						X
Performance Development System	HR						X
NSSE Reports	MARC, Office of the Deputy Provost						X
Student Satisfaction Questionnaire	MARC						X
New Student Questionnaire	MARC						X
Student Exit Reports	Deans						X
internal surveys of students, staff, faculty, alumni and external surveys	MARC, Deans						X