



MANSFIELD UNIVERSITY



SELF-STUDY

*Prepared for the
Middle States Commission
on Higher Education*

March 2022



LEARN TO DREAM BIG.

Self-Study Final Report Prepared for the
Middle States Commission on Higher Education

Presented by:

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INTRODUCTION

The Mansfield University Story

Mansfield University was founded in 1857 as the Mansfield Classical Seminary. The institution's mission for most of the next one hundred years was to educate teachers for public elementary and secondary schools in north central Pennsylvania. The institution became Mansfield State Normal School in 1862 and Mansfield State Teachers College in 1927, the first designated state teachers' college in Pennsylvania. In 1960, the degree offerings broadened, and the institution became Mansfield State College. Finally, with the passage of Act 188 in 1982, Pennsylvania Department of Education (PDE) oversight was removed, and the institution became Mansfield University, one of fourteen universities in Pennsylvania's State System of Higher Education (PASSHE).

The Carnegie Classification of Institutions of Higher Education

The University's Carnegie Classification has changed in response to the number of degrees awarded. In 2010, the University was classified as Master's Colleges and Universities: Medium Programs. In 2015, the designation was changed to Master's Colleges and Universities: Smaller Programs. In 2019, the University was reclassified as belonging to the Baccalaureate Colleges: Arts & Sciences Focus category. Finally, on February 1, 2022, the institution's Carnegie Classification was designated as Baccalaureate Colleges: Diverse Fields.

Student Population

In Fall 2021, the headcount enrollment was 1,803 and FTE was 1,508, numbers that reflected enrollment growth after declining numbers from 2012 until 2019. Fall 2019 marked the first time since the 2012 Self-Study that the University's headcount and FTE enrollment increased from the previous fall term. The Fall 2019 incoming class was 38% larger than the Fall 2018 class, resulting in a 2% overall enrollment increase. The increase was due in part to the Early Start Program, which increased access to University courses for high school students. The University retained 90.1% of students enrolled in Fall 2019 into Spring 2020. Table I.1 depicts enrollment data from the past ten years, including data on gender, race, ethnicity, and economic needs.

Table I.1 University Enrollments

University Enrollments											
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All University Enrollments	3,275	3,131	2,970	2,752	2,376	2,198	1,897	1,637	1,663	1,792	1,803
Under-graduates	2,876	2,824	2,717	2,587	2,255	2,112	1,836	1,599	1,640	1,780	1,790
Graduates	399	307	253	165	121	86	61	38	23	12	13
Gender											
Female	62.0%	61.2%	61.1%	61.4%	60.9%	60.7%	60.2%	61.3%	63.7%	64.1%	64.2%
Male	38.0%	38.8%	38.9%	38.6%	31.9%	39.3%	39.8%	38.7%	36.3%	35.9%	35.8%
Race											
African American	7.4%	7.6%	8.2%	8.6%	9.0%	9.3%	9.6%	9.8%	10.7%	11.0%	7.9%
Asian	1.1%	1.2%	1.3%	0.9%	1.0%	0.1%	0.8%	0.6%	0.7%	0.5%	0.5%
Hawaiian/Pacific Islander	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
Hispanic	2.5%	2.7%	2.7%	3.2%	3.2%	3.4%	3.6%	3.4%	4.3%	4.5%	4.7%
Mixed Race	1.0%	1.9%	1.8%	1.6%	1.9%	2.1%	2.2%	3.2%	2.4%	3.3%	3.5%
Native American	0.6%	0.5%	0.3%	0.3%	0.3%	0.0%	0.2%	0.2%	0.2%	0.2%	0.1%
Non-Resident Aliens	0.8%	1.2%	1.2%	1.0%	0.4%	2.1%	0.7%	0.5%	0.8%	1.1%	0.8%
Race Unknown	5.7%	4.5%	3.4%	2.4%	1.6%	1.5%	2.2%	2.5%	3.2%	2.7%	3.6%
White	80.9%	80.2%	81.1%	81.8%	82.7%	81.9%	80.7%	79.6%	77.5%	76.7%	78.6%
Under-graduates Receiving Federal Student Loans	90%	80%	78%	79%	78%	76%	77%	77%	77%	77%	74%

The University serves a lower income population than many PASSHE schools. The 2021-2022 Integrated Postsecondary Education Data System (IPEDS) submission indicates 74% of all undergraduate students were awarded grant or scholarship aid from the federal government, state/local government, the institution, and other sources. IPEDS data for full-time, first-time undergraduates indicates 86% of students were awarded grant or scholarship aid. Fifty-four

percent received Pell Grants. The University expects students' needs for financial aid to grow. In 2020-2021, 82% of students were enrolled from Pennsylvania counties including 342 from Tioga County (the University's home county) and 210 students enrolled from Bradford County (the county east). Two hundred and twenty-seven students were enrolled from New York state, which is fifteen miles north.

The University currently employs 110 instructional faculty, including seventy-eight full-time, tenured or tenure-track faculty and thirty-two part-time faculty. In addition, the university employs fifteen non-instructional faculty members, including student support specialists, mental health counselors, the disabilities services coordinator, TRiO faculty, librarians, and athletic trainers and directors. Of these, eleven are tenured or tenure-track. The student-to-faculty headcount ratio is 17.1. Headcount does not include students enrolled in non-credit-bearing courses. Table I.2 shows the number of instructional and non-instructional faculty for the University.

Table I.2 Instructional and Non-Instructional Faculty

Instructional and Non-Instructional Faculty											
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Instructional	178	187	181	165	158	147	145	137	132	118	110
Full-Time Faculty	132	136	140	117	113	110	100	92	86	85	78
Part-Time Faculty	46	51	41	48	45	37	45	45	46	33	32
Full-Time Faculty with Tenure or on Tenure Track	127	127	131	113	110	108	95	89	83	83	78
Non-Instructional	23	24	24	25	24	22	24	18	19	17	15
Full Time	19	20	20	21	21	17	19	15	19	16	14
Part Time	4	4	4	4	3	5	5	3	0	1	1

Changing Executive Leadership

Since the 2012 Self-Study, seven presidents have led Mansfield University. The strategic directions led by each president varied, which created operational challenges and limited the University's ability to plan, implement, and assess strategic initiatives. The University's enrollment decline across one President's tenure was precipitous, losing nearly 800 students over four years, which mirrored PASSHE's system-wide decline. Later presidents returned to a marketing strategy that focused on the University's strength of providing individualized attention to students. That renewed focus, coupled with a return to the standard PASSHE tuition rate (a flat rate for 12-18 credits), helped reverse the decline in enrollment. The University is one of three PASSHE schools to increase enrollment in 2019 and 2020. Table I.3 depicts the correlation between the changes in executive leadership, the decrease in University enrollment, and the decline in enrollment across the PASSHE system.

Table I.3 Correlation in Changes in Executive Leadership and University Enrollment

Year	Name of Individual	Title	MU Enrollment (Headcount)	% of Change	PASSHE Enrollment (Headcount)	% of Change
2011-2012	Dr. Allan J. Golden	Interim President	3,275	N/A	118,224	N/A
2012-2013	Dr. Allan J. Golden	Interim President	3,131	-4.6%	114,690	-3.1%
2013-2014	Mr. Francis L. Hendricks	President	2,970	-5.4%	112,224	-2.2%
2014-2015	Mr. Francis L. Hendricks	President	2,752	-7.9%	109,808	-2.2%
2015-2016	Mr. Francis L. Hendricks	President	2,376	-15.8%	107,386	-2.3%
2016-2017	Mr. Francis L. Hendricks	President	2,198	-8.1%	105,038	-2.2%
2017-2018	Mr. Scott W. H. Barton	Interim President	1,897	-15.9%	102,547	-2.4%
2018-2019	Dr. Peter C. Fackler	Interim President	1,637	-15.9%	98,350	-4.3%
2019-2020	Dr. Charles E. Patterson	President	1,663	1.6%	95,782	-2.7%
2020-2021	Dr. Charles E. Patterson	President	1,792	7.2%	93,704	-2.2%
2021-2021	Dr. John M. Ulrich	Acting President	1,792	0.0%	93,704	0.0%
2021-2022	Dr. Bashar W. Hanna	Interim President	1,803	0.6%	TBD	TBD

State Appropriations

Changes in state appropriations over the Self-Study period suggest that the University has received more state appropriations per student than other PASSHE institutions. While this is true, it reflects a partial view of the story of University finances and the pressures under which the University operates. As explained in Chapter 4, some of these pressures include paying for the construction of four new residence halls when demographics suggest three would have sufficed; rising costs in operations and approved contracts; and a student body dependent on aid and student support services. Since 2019 the University has had no reserves to draw on to cover costs. Table I.4 shows the changes in state appropriations during the past ten years.

Table I.4 Changes in State Appropriations

Year	Mansfield University State Appropriations	Percentage of Change
2011-2012	\$17,361,600	N/A
2012-2013	\$16,702,905	-3.9%
2013-2014	\$16,949,857	1.5%
2014-2015	\$16,574,374	-2.3%
2015-2016	\$16,828,136	1.5%
2016-2017	\$16,322,594	-3.1%
2017-2018	\$16,751,910	2.6%
2018-2019	\$17,683,846	5.3%
2019-2020	\$18,074,506	2.2%
2020-2021	\$18,074,506	0.0%
2021-2022	\$17,199,122	-5.1%

Integration

In 2020, Pennsylvania's General Assembly approved, and the Governor signed, Act 50 of 2020 into law in order to enhance PASSHE's efforts to redesign the system and improve institutional sustainability. The law gives the PASSHE Board of Governors the power to create, expand, consolidate, transfer, or affiliate member schools. Act 50 requires shared services among PASSHE universities, with few exceptions, when the system can show savings and efficiencies.

As a result of Act 50 legislation, the University is now engaged in an integration process with Bloomsburg University and Lock Haven University as approved by the Board of Governors in July 2021. As explained in Chapter 1, the intention of integration is to address sustainability issues and broaden educational opportunities while maintaining each institution's identity and its regional presence. More than 580 individuals from the three campuses have participated in hundreds of hours of meetings as members of Working Groups, Subgroups, and/or Sub-

Subgroups. Per the Chancellor, student success guided the discussions. The recommendations outlined in the Self-Study have integration in mind.

Institutional Priorities

The Self-Study review process coincided with the new strategic planning process and the implementation of PASSHE’s redesign efforts. These events informed the University’s review of institutional strengths and challenges and helped identify opportunities for improvement and innovation. The process provided University stakeholders with the opportunity to review the institutional priorities and make recommendations for the university’s future.

As indicated in Table I.5, Working Groups were tasked with focusing on specific priorities. Working Groups 1, 3, 4, and 5 assumed responsibility for analyzing Priority 1: Ensuring Student Success. Working Groups 1, 2, and 6 concentrated on addressing Priority 2: Strengthening the University. Working Groups 1 and 7 focused on Priority 3: Supporting a Thriving and Engaged University Community.

Table I.5 Working Group Lines of Inquiry for Institutional Priorities and Requirements of Affiliation

MSCHE Standards for Accreditation	Working Group	Priority 1: Ensuring Student Success	Priority 2: Strengthening the University	Priority 3: Supporting a Thriving and Engaged University Community	Requirements of Affiliation
I. Mission and Goals	1	X	X	X	7 & 10
II. Ethics and Integrity	2		X		13 & 14
III. Design and Delivery of the Student Learning Experience	3	X ^P			8, 9, 10 & 15
IV. Support of the Student Experience	4	X			8 & 10
V. Educational Effectiveness Assessment	5	X			8, 9, 10 & 15
VI. Planning, Resources, and Institutional Improvement	6		X ^P		8, 10 & 11
VII. Governance, Leadership, and Administration	7			X ^P	12 & 13

^P Indicates primary responsibility for the priority

Organization of Self-Study

The University selected the Standards-Based Approach for the Self-Study, which includes seven chapters, an introduction, and a conclusion. Each chapter addresses one standard and the related Requirements of Affiliation. The chapters include an overview, analysis, and content developed from the Self-Study’s findings to show where the University meets accreditation standards and where it has opportunities for improvement.

Mansfield University’s Middle States Self-Study Team

The University’s Self-Study Team consisted of a Steering Committee comprising an Accreditation Liaison Officer (ALO), Steering Committee Co-Chairs, and Working Groups led by Co-Chairs. The Team provided oversight for the Self-Study and facilitated discussions of findings to report progress on outcomes. Steering Committee members were chosen for their ability to provide institutional perspectives, to engage in dialogue with their specific units, and to bring their units’ perceptions to bear on University-wide issues and Accreditation Criteria. The Steering Committee served as liaisons among Working Groups and communicated with one another, established and enforced timelines, coordinated communication with the campus, and reviewed and approved drafts of the Design Document and the Self-Study.

Table I.6 Mansfield University’s Middle States Self-Study Team

Middle States Self-Study Leadership Team		
Accreditation Liaison Officer (2021-2022)	Sherry Griggs	Director of Educational Field Experiences, Certification Officer
Accreditation Liaison Officer (2019-2021)	Kathy Wright	Dean of the College of Natural and Social Sciences
	John Ulrich	Provost and Senior Vice President of Academic Affairs
Steering Committee Co-Chair	Joshua Battin	Associate Provost, Dean of the College of Arts and Humanities, and Interim Associate Vice President of Administration
Steering Committee Co-Chair	James Guignard	Professor of English/Chair of Art, Communication, English and World Languages
Working Group 1 – Mission and Goals		
Co-Chair	Marie Domenech	Director of International Office & New Student Orientation
Co-Chair	JoEllen Lindner	Interim Vice President for Student Affairs and Enrollment Management
Liaison	James Guignard	Professor of English/Chair of Art, Communication, English and World Languages
	Devon Almond	Academic & Human Development
	KaDee Jay	Academic Advisor/Instructional Counselor

	Adrienne McEvoy	Associate Professor of Philosophy
Working Group 2 – Ethics and Integrity		
Co-Chair	Peggy Carl	Director of Athletics
Co-Chair	Amanda Sanko	Stacks Supervisor, Library/Information Resources
Liaison	Joshua Battin	Associate Provost, Dean of the College of Arts and Humanities, and Interim Associate Vice President of Administration
	Jey Bailey	IT Generalist I, Campus Technologies Unit
	Cynthia Compton	Adjunct Faculty, Social Work
	William Kluge	Community Conduct Officer, Student Life and Leadership
	Kristen Long	Assistant Professor of Biology
	Michele Whitecraft	Associate Professor of Education and Special Education
Working Group 3 – Design and Delivery of the Student Learning Experience		
Co-Chair	Holly Jackson	Student Success Librarian
Co-Chair	Sheryl Monkeliën	Professor of Music
Liaison	Sherry Griggs	Director of Educational Field Experiences, Certification Officer
	Lori Cass	Registrar
	Alexander Miller	Associate CIO/ISO, Campus Technologies Unit
	Gregory Moyer	Assistant Professor of Biology
	Karri Verno	Professor of Psychology
	Andrew Walters	Assistant Professor of Music
	Sylvia Yamashita	Reference Librarian/Library Assistant 2
Working Group 4 – Support of the Student Experience		
Co-Chair	Judith Brayer	Coordinator of Sayre Student Services, Orientation, and Commencement
Co-Chair	Nichole Lefelhoc	Director of Career Center
Liaison	Kathy Wright	Dean of the College of Natural and Social Sciences
	Nichole Book	Circulation Supervisor
	Jennifer Carapella	Instructor of Health Sciences
	Marie Domenech	Director of International Office & New Student Orientation
	Cathy Martin	Administrative Assistant, Academic Affairs
	Tanya Reese	Statistician II
	John Shaffer	Women’s Soccer Coach
	Michael Stamp	Assistant Director of Kelchner Fitness Center
	Ryan Stanley	Graduation Clearance/Degree Audit
	Dusty Zeyn	Director of Student Living & Community Programs
Working Group 5 – Educational Effectiveness Assessment		
Co-Chair	Rebecca Parks	Associate Professor of Education and Special Education
Co-Chair	Gretchen Sechrist	Interim Dean of the College of Natural and Social Sciences/Professor of Psychology
Liaison	James Guignard	Professor of English/Chair of Art, Communication, English and World Languages
	Leslie Clifford	Honors Program Director/Associate Professor of Biology

	Linda Kennedy	Associate Professor of Geosciences
	Karen Guenther	Professor of History
	Nathan Rinnert	Professor of Music
	Andrea Swain	Descriptive Statistician II
Working Group 6 – Planning, Resources, and Institutional Improvement		
Co-Chair	Pamela Kathcart	Director of Student Financial Aid
Co-Chair	Phillip Swank	Chief of Staff & Director of External Relations
Liaison	Sherry Griggs	Director of Educational Field Experiences, Certification Officer
	Martha Campbell	Associate Professor of Art
	Mikayla Chilson	Executive Associate to the Vice President of Finance & Administration/Budget Planning
	Scott DiMarco	Director of Library Services
	Colleen Jackson	Assistant Controller
	Ryan McNamara	Director of Marketing and Communications
	Renee Potter	Controller
	Stacie Rosewood-Boyskey	Office of Financial Aid
Working Group 7 – Governance, Leadership, and Administration		
Co-Chair	Alissa Rose	Associate Professor of Music
Co-Chair	Jonathan Rothemel	Associate Professor of Political Science
Liaison	Joshua Battin	Associate Provost, Dean of the College of Arts and Humanities, and Interim Associate Vice President of Administration
	Jeffrey Bosworth	Associate Professor of Political Science/Chair of History, Education, Philosophy, Political Science, and Sociology
	Courtney Heatley	Clerk Typist II
	Michelle Lockwood	Associate Professor of Graphic Design
	Deborah Rotella	Assistant Professor of Academic & Human Development/Chair of Student Support Services
	Carmen Wood	Associate Director of Employee & Labor Relations
Copy Editing		
	Brad Lint	Associate Professor of English/US-China Exchange Coordinator
	Joshua Battin	Associate Provost, Dean of the College of Arts and Humanities, and Interim Associate Vice President of Administration
	James Guignard	Professor of English/Chair of Art, Communication, English and World Languages
	Sherry Griggs	Director of Educational Field Experiences, Certification Officer
Evidence Library		
	Sheila Kasperek	Professor of Library/Information Resources-Public Information
	Courtney Heatley	Clerk Typist II

REQUIREMENTS OF AFFILIATION

To maintain Middle States Commission on Higher Education (MSCHE) accreditation, an institution must demonstrate that it meets the Requirements of Affiliation (ROA). The University’s compliance with the ROA is demonstrated through the Self-Study report, the Evidence Inventory documentation, and the Institutional Federal Compliance Report. Table I.7 references the sections of the Self-Study that address each requirement. The beginning of each chapter also references the ROA.

Table I.7 Requirements of Affiliation

ROA NUMBER	REQUIREMENTS OF AFFILIATION (ROA)	APPLICABLE SECTION(S) OF THE SELF-STUDY OR DOCUMENTATION
1	The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency within the Middle States region (Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands), as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates.	<ul style="list-style-type: none"> • Act 188 • MSCHE MU Statement of Accreditation Status • Institutional Federal Compliance Report
2	The institution is operational, with students actively enrolled in its degree programs.	<ul style="list-style-type: none"> • Accreditation and Affiliations Website • Act 188 • Catalogs – Graduate and Undergraduate (URL) • MSCHE MU Statement of Accreditation Status • Institutional Federal Compliance Report
3	For institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the evaluation team visit for initial accreditation takes place, unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate that students have achieved appropriate learning outcomes.	<ul style="list-style-type: none"> • Not Required

4	The institution's representatives communicate with the Commission in English, both orally and in writing.	<ul style="list-style-type: none"> • Institutional Federal Compliance Report
5	The institution complies with all applicable government (usually Federal and state) laws and regulations.	<ul style="list-style-type: none"> • Institutional Federal Compliance Report
6	The institution complies with applicable Commission, interregional, and inter-institutional policies.	<ul style="list-style-type: none"> • Catalogs – Graduate and Undergraduate (URL) • Fact Books (URL) • MSCHE Statement of Accreditation Status • Institutional Federal Compliance Report
7	The institution has a mission statement and related goals, approved by its governing board that defines its purposes within the context of higher education.	<ul style="list-style-type: none"> • Standard I • Current Strategic Plan – MU 2020 Amended, Adopted December 2018 (URL) • Mission and Vision Statements • Mission and Vision Statements Revision – Process and Documentation • Institutional Federal Compliance Report • Strategic Plan – 2008-2013 • Strategic Plan – Emerging Strategic Plan 2020 • Strategic Plan – MU 2020, Adopted 2015 • Strategic Plan – MU 2020 – Assessment and Revision Drafts 2016-2018 • Strategic Plan – MU 2020 Amended – Survey Results – Spring 2020 • Strategic Planning Committee and Development of MU 2020 (2013-2015)
8	The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.	<ul style="list-style-type: none"> • Standards III, IV, V, and VI • Academic Program Reviews (Annual) • Academic Program Reviews (Five-Year) • Career Outcomes Data 2016-2020 • Current Strategic Plan – MU 2020 Amended - Adopted December 2018 (URL) • Fact Books (URL) • General Education Program – Information & Assessment Data • Higher Education Opportunity Act (HEOA) Student Consumer Information Website • National Survey of Student Engagement (NSSE) • Sustainability Plans & Comprehensive Planning Process (CPP) Documents • TracDat Assessment • TRiO Annual Report 2018-2019

9	The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.	<ul style="list-style-type: none"> • Standards III, V • Academic Program Reviews (Annual) • Academic Program Reviews (Five-Year) • Catalogs – Graduate and Undergraduate (URL) • Fact Books (URL) • General Education Program – Information & Assessment Data • National Survey of Student Engagement NSSE • PASSHE Policy 1990-06-A – Academic Degrees • PASSHE Policy 1993-01-A – General Education at State System of Higher Education Universities • TracDat Assessment
10	Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.	<ul style="list-style-type: none"> • Standards I, III, IV, V, VI • Academic Program Reviews (Annual) • Academic Program Reviews (Five-Year) • Campus Master Plan 2016 • Campus Technology – Strategic Plan 2022 • Career Outcomes Data 2016-2020 • Current Strategic Plan – MU 2020 Amended – Adopted December 2018 (URL) • National Survey of Student Engagement (NSSE) • Strategic Plan 2008-2013 • Strategic Plan – Emerging Strategic Plan 2020 • Strategic Plan – MU 2020 - Adopted 2015 • Strategic plan – MU 2020 – Assessment and Revision Drafts 2016-2018 • Strategic Plan – MU 2020 Amended – Survey Results – Spring 2020 • Strategic Planning Committee and Development of MU 2020 (2013-2015) • Sustainability Plans & CPP Documents • TracDat Assessment
11	The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal	<ul style="list-style-type: none"> • Standard VI • Appropriations Request Letter 2020 • Budget Process • Capital Projects Completed 2015-2020 • Capital Projects Spending Plan – Proposed 2022-2025 • Current Strategic Plan – MU 2020 Amended, Adopted December 2018 (URL) • Financial Statements and Supplementary Information Report 2016-2017

	management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.	<ul style="list-style-type: none"> • Financial Statements and Supplementary Information Report 2017-2018, • Financial Statements and Supplementary Information Report 2018-2019 • House Committee on Appropriations – Fiscal Note • Integration Website (URL) • Sustainability Plans & Comprehensive Planning Process (CPP) Documents
12	The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution’s governing body is responsible for the quality and integrity of the institution and for ensuring that the institution’s mission is being accomplished.	<ul style="list-style-type: none"> • Standard VII • Act 188 • Council of Trustees Bylaws • PA Council of Trustees Handbook • President’s Governance Website (URL)
13	A majority of the institution’s governing body’s members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution’s district/system or other chief executive officer shall not serve as the chair of the governing body.	<ul style="list-style-type: none"> • Standard VII • Act 188 • Board of Governors Conflict of Interest Policy 2012-01 • Council of Trustees Bylaws • Mansfield University Conflict of Interest Policy • PA Council of Trustees Handbook • PASSHE Policy 2002-05 – Service on Public and Private Boards by Chancellor and Presidents
14	The institution and its governing body/bodies make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/ bodies ensure that the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities.	<ul style="list-style-type: none"> • Standard II • Act 188 • AFSCME (Staff) Collective Bargaining Agreement (CBA) • APSCUF (Faculty) Coaches Collective Bargaining Agreement • APSCUF (Faculty) Collective Bargaining Agreement • Catalogs – Graduate and Undergraduate (URL) • HEOA Student Consumer Information Website • MSCHE Periodic Review Report (PRR) 2017 Documents • Institutional Federal Compliance Report

		<ul style="list-style-type: none"> • POA (Officers) Collective Bargaining Agreement • SCUPA (Professionals) Collective Bargaining Agreement • SPFPA (Security, Police, & Fire) Memorandum of Understanding
15	The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.	<ul style="list-style-type: none"> • Standard III, V • AFSCME (Staff) Collective Bargaining Agreement • APSCUF (Faculty) Coaches Collective Bargaining Agreement • APSCUF (Faculty) Collective Bargaining Agreement • Employee Complement 2012-2022 • Fact Books (URL) • SCUPA (Professionals) Collective Bargaining Agreement • Sustainability Plans & Comprehensive Planning Process Documents

STANDARD I

MISSION AND GOALS

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Overview

Chapter 1 documents how the University meets Standard I Criteria. University employees, students, and external constituents have developed the institution's mission statement and goals through a collaborative, participatory process. The mission guides the University in serving and preparing students from the region for work and community participation, though executive leadership changes have emphasized different aspects of the mission. The mission statement was reviewed in 2016 as part of a marketing strategy to emphasize the University's public liberal arts dimension and attract students while taking advantage of the University's geography and size. While commendable, the action did not achieve desired results, and subsequent administrations renewed the University's focus on creating well-rounded students prepared for work and community participation. The chapter provides evidence that the University meets Requirements of Affiliation 7 and 10, and Institutional Priorities 1, 2, and 3.

Process for Reviewing the Mission and Goals

After the 2012 MSCHE site visit, the University formed a Strategic Plan Transition Committee (SPTC) consisting of students, faculty, and trustees to examine the University's mission. The SPTC surveyed local community members in collaboration with the Mansfield Chamber of Commerce to assess understanding of the University's mission and the degree to which the University is meeting the community's needs. [Standard I: C1a]

In 2016, the President instituted a marketing strategy that emphasized the public liberal arts aspect of the mission. While teaching liberal arts is a part of the mission, the marketing strategy did not appeal to the primary demographic of the University. In 2018, a Mission and Vision Statement Committee representing University and community stakeholders was formed at the behest of the Interim President, who recognized the need for reviewing the mission and vision as well as the marketing strategy. Chaired by the Provost/Vice President for Academic Affairs, committee members included representatives from the faculty, staff, University Senate, Student Government Association (SGA), the Diversity and Inclusion Committee, Association of Pennsylvania State College and University Faculty (APSCUF), American Federation of State, County, and Municipal Employees (AFSCME), campus athletics, the alumni association, the regional community, and the Council of Trustees. In a communication to the campus community on January 19, 2018, the Interim President charged the committee with the following:

This committee will review the University's current mission and vision statements to ensure that they accurately reflect our University's purpose and direction. When its deliberations are completed, the committee will forward its findings and

recommendations for any changes to Cabinet. The committee will conduct this review while recognizing that the University is committed to serving:

- Residents of the Northern Tier of Pennsylvania and the Southern Tier of New York who have completed high school and are seeking either a college degree or continuing professional education.
- Residents elsewhere in the state, especially along the Route 15 Corridor and in southeastern PA (particularly Philadelphia County), who are interested in our academic programs and typically reside in our top 20 enrollment counties.
- Employers in the region and their workforce needs, particularly those of healthcare providers, businesses/industries, and area school districts.
- Economic development interests and regional entrepreneurs.
- The community and region by providing a broad range of academic programs (including both liberal arts and sciences programs as well as professional programs), cultural activities, and public events.
- Area K-12 schools seeking college courses and educational pathways for qualified students via dual enrollment and concurrent enrollment partnership programs.
- Two-year college transfer students.
- International students.
- At-risk students via our Summer Gateway program.
- First-generation college students.
- Students with significant financial need. Typically, about 45% of our students are Pell recipients.
- Students with diverse backgrounds, cultures, identities, and experiences.
- Students seeking a welcoming, small-school environment.

In addition, the committee will take into consideration the content of, and historical context for, prior University mission and vision statements. [Standard I: C1a, 1b]

In April 2018, the Committee shared the drafts of the revised mission and vision statements with students, faculty, and staff for feedback. Consequently, additional revisions were made to the statements based on the feedback. In June, the Provost shared the proposed revised statements with Cabinet and communicated with our MSCHE liaison, Dr. Idna Corbett, regarding the committee's progress. In September 2018, the Council of Trustees and Cabinet endorsed the revisions to the mission and vision statements. [Standard I: C1a, 1b, 1c, 1f]

While the statement itself has undergone revision, the mission of the University has remained the same in serving and preparing students from the region for work and community participation. The statements were revised with regional demographics and workforce needs in mind. As reflected in its mission and vision statements in Figures 1.1 and 1.2 respectively, the University recognizes that its strength lies in its regional identity. [Standard I: C1a]

Figure 1.1 MU Mission Statement

Offering dynamic programs in the arts and humanities, natural and social sciences, and professional studies, Mansfield University of Pennsylvania prepares our students for successful lives and careers. As an inclusive public institution, Mansfield University provides our students with a welcoming environment, individualized attention, and meaningful opportunities to learn and grow within and beyond the classroom. Through the Mansfield experience, our students develop the knowledge, skills, and character necessary to achieve their educational and career goals.

Figure 1.2 MU Vision Statement

Mansfield University will be the leading higher education institution in the region.

We will strive to:

- Provide students with the richest possible educational experience in a supportive environment.
- Nurture the whole student through an inclusive, diverse, and welcoming community.
- Develop academic programs that meet the needs of regional, state, and global communities.
- Collaborate with other educational institutions to achieve mutual goals and expand student opportunities.

Strategic Plan

The University recognizes higher education as a dynamic field that requires a strategic planning process responsive to changing conditions. As described in Chapter 7, the University employs a shared governance and organizational effectiveness model that engages stakeholders across the institution to identify, implement, and assess priorities.

The University has reviewed institutional goals, objectives, and initiatives annually since 2013 via task forces and committees. Under the auspices of the President, the groups have refined objectives and initiatives to better align with internal priorities and external circumstances. Due to changes in marketing strategy in 2015, for example, the University-Wide Assessment Committee revised Objective 1.2 from *Develop Leaders* into *Develop Mansfield's Liberal Arts Identity*. Currently, Objective 1.2 is inactive because the marketing strategy changed in 2017. In another instance, Objective 3.4 changed from *Enhance our Sense of the Mansfield Community* into *Engage in a University-Wide Assessment System*. The changes reflect evolving priorities and initiatives.

Since 2015, leadership turnover has led to several iterations of goals, objectives, and initiatives. In spring 2019, under an Interim President, the Strategic Plan Subcommittee, the University-wide Assessment Committee, and the President’s Cabinet reviewed and modified the Strategic Plan to align goals, objectives, and initiatives more closely with the University’s mission and goals and PASSHE’s Strategic Goals. PASSHE Strategic Goals propose to:

- Ensure academic program excellence and relevance
- Enable more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship
- Develop new funding strategies, obtain additional diversity resources, and manage costs to preserve affordability
- Increase accountability and transparency; focus on results

The University’s goals and objectives listed below remained active (except 1.2) as the University transitioned to a new strategic planning process following the arrival of a permanent President in July 2019. [Standard I: C2, 3]

Goal 1 Student Success

Objective 1.1 Maintain Quality Program and Services

Objective 1.2 Develop Mansfield Liberal Arts Identity (inactive)

Goal 2 Resource Management

Objective 2.1 Review and Rebalance Student Enrollment

Objective 2.2 Clearly Link Resources to University Mission

Goal 3 Strategic Engagement

Objective 3.1 Attract and Retain an Engaged, Talented, and Diverse Workforce

Objective 3.2 Build Stronger Community Relationships

Objective 3.3 Foster an Atmosphere of Respect for Cultural, Social, and Personal Differences

Objective 3.4 Engage in a University-Wide Assessment System

In Fall 2019, as described in Chapter 7, the President convened a new governance and organizational effectiveness structure in which participants continued reviewing strategic goals, objectives, initiatives, and priorities. [Standard I: C1g, 4]

Implementation of the Strategic Plan

In line with the new governance structure and existing goals and objectives, the University developed a draft of institutional priorities. They were Priority 1: Commitment to Student Success; Priority 2: Advancing Transformational Education; Priority 3: Ensuring University Success; and Priority 4: Supporting a Thriving and Engaged University Community.

In Spring 2020, the Office of the President sent a strategic planning survey to students, alumni, employees, parents and family members, retired university employees, trustees, and community

members to check the draft priorities against public perception. Survey participants provided the following ten priorities for the University's next strategic plan:

1. Improving student retention
2. Increasing enrollment
3. Leveraging resources to support financial sustainability
4. Providing internships and other kinds of experiential learning
5. Developing industry and workforce partnerships
6. Creating partnerships with local and regional schools and community organizations
7. Offering student professional development and career services initiatives
8. Aligning academic programs with workforce needs
9. Focusing on student wellness and well-being
10. Assessing our undergraduate programs and creating new ones, as needed

Based on the draft of the priorities and survey results, the Executive Cabinet identified the following emerging strategic priorities:

Priority 1: Ensuring Student Success

1. Retention, graduation, and student outcomes
2. Preparation for graduate studies
3. Preparation for career goals
4. Internships and practicum experiences
5. Research and scholarly activity
6. Civic engagement, service learning, and co-curricular activities
7. Workforce integration

Priority 2: Strengthening the University

1. Financial strength and resiliency
2. Alignment of financial resources and institutional priorities
3. Strategic enrollment growth
4. Brand identity and marketing (marketing and branding)
5. Campus environment (facilities)
6. Organizational efficiency
7. Technology and innovation
8. Support of system redesign and university integration

Priority 3: Supporting a Thriving and Engaged University Community

1. Faculty and staff development
2. Economic development and community engagement
3. Industry-University partnerships
4. Alumni engagement
5. Philanthropic giving
6. Entrepreneurship and business creation
7. Diversity, equity, and inclusion

The Executive Cabinet sought feedback regarding these priorities throughout Fall 2020. Moving forward, the University will work toward a Strategic Plan with Bloomsburg University and Lock Haven University that identifies institutional priorities for the integrated university.

Using Assessment Data to Adhere to Mission and Goals

The Office of Institutional Research & Assessment Data (IR) compiles and reports data and statistics concerning the characteristics and performance of the University that sheds light on how it is performing in relation to the mission and goals. The Office provides systematic research and analysis in support of assessment, planning, and policy formation.

Student learning outcomes in each academic program are linked to that program's mission statement. In turn, these mission statements align with the department's mission statement and the University's mission. The mission statements for academic programs are included in the University's catalog. [Standard I: C1d, 3, 4]

Academic department chairpersons report how their departments employ the mission and Strategic Plan to develop student learning outcomes. Qualitative results demonstrate that academic departments use the mission to develop and update student learning goals. IR data have led departments to teach skills that help students succeed in their fields, hire qualified faculty, adapt student learning goals to trends in career fields, write grants to fund equipment purchases, and develop advising strategies to increase student learning and success. Chapter 5 explains in detail the use of assessment data to improve programs. [Standard I: C1d, 4]

The University routinely supports scholarly inquiry and creative activity among students and faculty. Students are supported well in this regard, as evidenced through events and activities such as the Showcase of Student Scholarship, which celebrates student research and creative achievements; Senior Seminars, which support research-based papers, projects, and portfolios; and Senior Exhibitions, which demonstrate student artistic, intellectual, cultural, and social development. Additional opportunities are realized through job and career support, conference support, and other professional learning opportunities. [Standard I: C1e]

Using the Mission, Goals, and Strategic Plan in Decision Making

The University's mission and goals guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, and program and curricular development. Cabinet members identify issues related to Strategic Plan goals and objectives and create operating budgets that prioritize student success. [Standard I: C1d]

Based on mission and goals, Academic Affairs, Campus Technologies, and Facilities completed a space utilization study to determine the best way to expand course offerings across the day and to use custodial, maintenance, and technology support efficiently. They examined the number of hours rooms were in use to determine how to distribute courses and use space more effectively. The space utilization study resulted in selected classrooms being taken offline. Since computer labs offer the same software, underused labs were taken offline in 2019. [Standard I: C1d]

The University publicizes its mission and goals to institutional stakeholders at the administrative, educational, and student support level. Not only do stakeholders know the mission and goals but they also express their knowledge through curriculum development forms, Annual Reports, and Academic Program Review Reports (also known as Five-Year Reviews and will be called such

throughout the Self-Study). Academic programs and non-academic units have been required to link goals to the institutional Strategic Plan since 2018. The Academic Affairs Course Form used for New Courses, Course Change(s), Course Deletion, General Education Approval/Change, Distance Education Approval, and First Year Seminar Courses asks faculty to “Explain how this course relates to the mission and goals of the related program,” and “Describe how your course will advance the overall mission of the GE Program (i.e., liberal arts approach to education).” The Academic Affairs Program Change Form for programs, concentrations, minors, and certificates asks, “How does this align with university mission and goals?” The form then refers programs to their Five-Year Reviews. [Standard I: C1d, 1f]

The mission statement guides the creation of a personalized education for students in their major programs. Departments consider student feedback when revising curriculum and developing methods of increasing interactions with students in and out of the classroom. Including new academic programs and courses, all curricular changes submitted to the Academic Affairs Committee (AAC) for approval explain how the program relates to the mission and goals of the University. [Standard I: C1d]

In February 2020, for example, Education faculty drafted a Program Change application for Professional Studies in Secondary Education, Earth & Space Science that stated, “This newly organized B.S.Ed. program aligns with University’s Mission and Goals in many ways. First, it will add to the number of dynamic programs offered to residents of Pennsylvania and beyond. Secondly, it speaks directly to the need for trained secondary education teachers in the State of Pennsylvania.” In April 2020, the Program Change form for B.A. English Professional Writing Concentration stated, “As per our five-year review, the addition of these electives will help us collaborate with other departments, attract majors, and prepare our majors for employment.” In 2021, Nursing program faculty members submitted a Program Change request which stated: “Alignment: Both the university and nursing program missions reflect the importance of preparing students for successful careers. There is also a commonality of the B.S.N. program being grounded in liberal arts and having natural and social sciences as an emphasis. Additionally, the mission of the University and the nursing program speak to supporting students for them to grow and develop in their respective roles.” [Standard I: C3]

Integration and System Redesign

As the life cycle of the current Strategic Plan ends, the University finds itself in transition. At the state level, PASSHE is undergoing a redesign process that affects the University’s strategic priorities, particularly as these relate to student success, university success, and what the Chancellor calls “Systemness.” Systemness refers to sharing resources across the system to better serve students by offering more options and creating a sustainable state system. Integration falls under the umbrella of systemness. Alongside other PASSHE institutions, the University’s goal is to transform the education and business models in ways that provide a more affordable and relevant postsecondary education. PASSHE’s long-range goal is to create a sustainable sharing system across the fourteen universities and leverage the collective strength of staff, faculty, and programs.

The Pennsylvania General Assembly passed ACT 50, which amends the Public School Code of 1949, and which the Governor subsequently signed into law. Act 50 provides the PASSHE

Board of Governors with powers to change the governing structure and enable System Redesign to occur. In July 2020, the PASSHE Board of Governors passed a resolution authorizing the Chancellor to begin reviewing opportunities for integrating State System institutions. University integration is the coordination or blending of two or more institutions into one consisting of a single faculty, administration, and program array while retaining the name, the presence, and identity of the individual campuses.

In September 2020, the Chancellor's Office announced that the state system would be exploring the integration of Mansfield University, Bloomsburg University, and Lock Haven University. The integrated university is looking to increase collaborations across departments and with other state institutions, stabilize operations financially while working to retain students and attract new students to PASSHE institutions, and partner with employers to develop educational pathways that satisfy student and economic needs.

The integration process is designed to be transparent and consultative, requiring extensive planning and implementation that will unfold over several years in multiple phases. The University's mission and goals are represented in the draft mission and goals of the integrated university. After integration, Mansfield students will continue to receive a quality education tailored to their needs, academic abilities, and career goals. The integration of the three universities will:

- reinforce the University's high-touch, on-campus experiences that preserve the institution's historical identity, brand, and value
- build on a strong foundation of collaboration and partnerships that exist between State System universities to efficiently deliver and expand undergraduate and graduate programs that scale across the region and beyond
- facilitate the development of workforce-aligned non-degree and certificate programs to meet the demand of post-traditional and adult learners

According to the Chancellor, integration reimagines higher education from a student-centric perspective. Integrating three universities intertwined with their regions creates a single, stronger institution with the capacity to serve an increasingly diverse student population. Integration increases access to quality affordable higher education, leading to better lives for students of diverse backgrounds. Integration is driven by a core set of principles that include empowering students, increasing access to programs and opportunities, gaining valuable workplace and personal skills, recognizing and including students of diverse backgrounds, and decreasing the financial burden of students. Integrated university graduates will play a role in strengthening the communities and helping to power the Commonwealth's economy.

Conclusion

The University's mission defines its purpose within the context of PASSHE, the students it serves, and the goals it intends to accomplish. The University's goals are realistic and clearly linked to its mission; have been developed through collaborative processes; and guide faculty, staff, and administration in making decisions related to planning, resource allocation, and curricular development. The goals specify how the institution fulfills its mission and are subject to periodic assessment to ensure they are relevant and achievable. The chapter supports

Requirements of Affiliation 7 and 10 as they relate to the approval of the University's mission statement and goals.

Strengths

1. Linked specific goals including student success, resource management, and strategic engagement to the mission.
2. Created a personalized education for students and fostered a student-centered campus climate based on the mission and goals.
3. Aligned the Institutional Priorities with the mission and goals of the integrated university, thereby facilitating integration while preserving the University's mission and identity.

Opportunities for Improvement

1. Incorporate findings from this Self-Study into a new Strategic Plan that encompasses integration with Bloomsburg and Lock Haven.
2. Continue to focus on Institutional Priorities that support workforce training while ensuring breadth in general education.
3. Develop stronger connections with community and region through enhanced programming.

STANDARD II ETHICS AND INTEGRITY

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Overview

Chapter II describes how the University meets the Standard II Criteria. Ethical behavior and integrity are important to the University, and the institution ensures ethical behavior and integrity by following an established set of policies and procedures that grow out of the mission and the Mansfield Creed (Character, Culture, Scholarship, Service). The University embraces academic integrity in all forms and values diverse perspectives from and honesty in students, faculty, and staff. The University follows policies that support its student demographic, recognizing that student learning and growth are vital outcomes of the mission. The University undertakes actions to ensure that it represents itself accurately and truthfully. Taken collectively, the mission, Creed, policies and procedures, and Strategic Priorities form a foundation upon which the University operates ethically and with integrity.

The chapter provides evidence that the University meets the Requirement of Affiliation 13 and 14 and the Emerging Strategic Priority 2.

Commitment to Academic and Intellectual Freedom

The University has instituted a set of policies and contracts that established a campus committed to academic freedom, intellectual freedom, freedom of expression, and individual property rights. The University is committed to the open and free exchange of ideas that add academic value to the classroom. These policies and contracts are shared with the campus community via the University website, during new faculty and student orientations, and in administrative communications and department and program materials. [Standard II: C1, 6]

The University's commitment to ensuring faculty freedom in academic research and in the classroom are described in academic policy and the APSCUF Collective Bargaining Agreement (CBA) (Article 2). The CBA (Article 39) considers faculty-developed materials intellectual property owned by the faculty who created them. [Standard II: C1]

The University's mission statement embodies freedom of expression. The Diversity and Inclusion Council provides leadership on best practices and strategies to build and sustain an inclusive campus community using principles of equity and inclusion in recruitment, providing diversity education, and developing relevant programming. The Council strives to position the University to fulfil its mission of educating a diverse student body and attracting and retaining faculty and staff reflective of its communities. In Spring 2018, the Provost charged select faculty and staff to develop a Diversity & Inclusion Strategic Plan. The Diversity and Inclusion

Strategic Planning Committee has developed a Strategic Plan for Diversity and Inclusion that includes four goals with objectives and initiatives for each. The University follows the principles from *Creating Multicultural Change on Campus* (2014) by Pope, Reynolds, and Mueller to guide the deliberate execution of these strategic goals over the next several years. In Fall 2018, the Provost invited faculty and Student Affairs professionals to attend a PASSHE Student Success Network conference related to recognizing and remediating Diversity, Equity, and Inclusion issues on campus. In 2020, the Diversity and Inclusion Council's chairperson began working closely with PASSHE's new Vice Chancellor and Chief Diversity, Equity, and Inclusion Officer to identify and rectify inequities in student access and achievement, faculty and staff recruitment and development, campus receptivity, and other issues experienced within the System. The efforts influenced integration working groups to weave diversity, equity, and inclusion into all aspects of planning for the integrated University. [Standard II: C1, 2]

In July 2020, the President's Cabinet codified the University's ethos in the Mansfield University Freedom of Expression Policy. The policy establishes and supports the right to freedom of expression within the context of various campus forums, thus reflecting the value the University places on diverse ideas, community engagement, and academic freedom while fostering a culture of tolerance, respect, and civility. The policy contains "Time, Place, and Manner" restrictions as required to comply with local policies and regulations and state and federal laws to preserve campus peace and safety. The policy acknowledges the right of assembly and that it is not the role of the University to shield persons from ideas and opinions they may find unwelcome, disagreeable, or offensive, but to establish a framework to allow the safe and free exchange of ideas. [Standard II: C1, 2]

The University has established policies regarding student violations of academic integrity, including violations related to academic misconduct, cheating, fabrication, and plagiarism, that are articulated on course syllabi and implemented across campus. Faculty follow a prescribed process for reporting student violations. The North Hall Library educates students about plagiarism via research videos on issues like integrating sources. The University supports the copyright laws of the United States and encourages members of the University community to be responsible users of copyrighted works. Further information on copyright, course reserves, permissions/public domain, and the Higher Education Opportunity Act (HEOA) Copyright Infringement Compliance Plan are readily accessible on the North Hall Library Copyright webpage. [Standard II: C1]

The University requires Institutional Review Board (IRB) approval of any campus research activities involving human subjects before research begins. The IRB review process ensures that the rights and welfare of the subjects are protected. Administrators may request additional review of research projects. Complex or dangerous research projects will be reviewed at specified intervals proportionate with the risk involved. Changes in research protocols are reviewed by IRB prior to implementation to ensure continued protection of human subjects. The Institutional Animal Care and Use Committee (IACUC) promotes the ethical use of animals in research through the provision of informed, well-trained, and regulatory-compliant research personnel and programs. [Standard II: C1]

Climate of Respect

The University strives to create a climate of respect for diverse students, faculty, staff, and administrators in a geographic region not known for diversity. The University has been somewhat successful recruiting and retaining minority students but has been less successful hiring diverse individuals for faculty and leadership positions. In Fall 2020, 21.0% of the student body was comprised of non-white students, yet there is no minority representation (other than the student trustee) sitting on the Council of Trustees or the President's Cabinet. According to PASSHE data, 2.5% (8 of 317) of faculty and staff at Mansfield in 2020 were minority hires. While some of the reasons for this are regional, increased efforts are needed to diversify faculty, staff, and administration. [Standard II: C2]

The University undertaken initiatives to address the issue. The LGBTQ+ Resource Center (now Pride Center) was created. The Provost revived the Diversity and Inclusion Council in 2018, which had not met in several years. The Council consists of stakeholders representing the University community and is charged with providing "leadership on best practices and strategies to build and sustain an inclusive campus community using principles of equity and inclusion in recruitment, through diversity education and functions, and development programming." The Council has reinvigorated the conversation about diversity on campus and, in spring 2020, released a plan that included action items such as creating a Diversity and Inclusion certificate; updating the website; scheduling programs to help faculty, staff, and students develop multicultural competencies; partnering with the PA Campus Police Alliance to create police trainings that include a diversity component; and engaging more stakeholders. One highlight of their work occurred in September 2020 when they organized a socially distanced and appropriately masked Black Lives Matter Unity March on campus. In 2021, Bloomsburg and Mansfield hired a Diversity Officer to be shared among the two campuses. [Standard II: C2]

The efforts extend to alumni as well. The Office of Alumni Relations and Advancement implemented changes with the goal of increasing diversity on its Board of Directors by creating the Alumni Diversity and Inclusion Council, a sub-group of the Diversity and Inclusion Council. [Standard II: C2]

Employee and Student Grievances

The University has grievance policies and procedures based on the PASSHE Board of Governors Policies. These policies and procedures apply to students and employees. The PASSHE system encourages the just resolution of grievances among employees. The University promotes an environment in which individuals are comfortable expressing concerns about University policies, procedures, or decisions. A grievance may be filed by an individual, a group of staff or faculty members, or a collective bargaining unit. The grievance procedure is outlined in each of the Collective Bargaining Agreements (CBAs): AFSCME (Article 37 and 38); (APSCUF) (Article 5); APSCUF Coaches (Article 4); PASSHE Offices Association (POA) (Article 37); State College and University Professional Association (SCUPA) (Article 13); and International Union, Security, Police, and Fire Professionals of America (SPFPA) (Recommendation 38). [Standard II: C3]

The Academic Standards: Due Process Complaints Policy governs the due process followed for student complaints that pertain to academic coursework. Due process complaints for students follow a series of steps. Initially, the complainant speaks to the faculty member to whom the complaint is directed. If a satisfactory resolution is not reached, the student may submit a written complaint to the faculty member and the department chairperson, who elicits information from the student and faculty member to attempt to resolve the issue. Most complaints made by students are resolved at this level. Because resolutions at this level are informal, incident records are not kept by department chairpersons. When a resolution is not reached at this stage, the student may submit the complaint to the appropriate dean, who will attempt to resolve the matter. In instances where the dean is unable to resolve the issue, the student may request a hearing. The policy describes the hearing procedure and the provision for an appeal. [Standard II: C3]

If students are dismissed based on academic performance, the University invites them to attend a faculty-led Academic Standards Review Board (ASRB). The hearing provides students with the opportunity to argue for reinstatement. Students who have been dismissed more than once may appeal to the dean of their college. [Standard II: C3]

Student Conduct

The University's Student Code of Conduct describes a fair and equitable process for addressing student conduct. The Code undergoes periodic revision by Student Affairs personnel to ensure that procedures reflect current best practices and policies. In June 2020, Code revisions clarified the due process afforded to all students and included a section describing the policy of amnesty for alcohol or drug violations for students seeking medical assistance for themselves or others. Changes to the Student Code of Conduct are approved by the President's Cabinet. Trustee approval is sought for changes in the interest of transparency. [Standard II: C3, 9]

In 2020, the University embarked on a transition to the Maxient Student Conduct Report Management System, which enhanced the online reporting capabilities of the University, including anonymous reporting. The University uses public reporting forms for general student conduct, sexual misconduct and Title IX violations, incidents of racial bias and/or discrimination, and concerns or violations relating to the COVID-19 Health and Safety Plan. [Standard II: C3]

To promote a campus environment that is non-discriminatory, the University maintains a Non-Discrimination Policy, which includes Discrimination Complaint Procedures. The Employee Relations Guidelines provides procedures for instances in which employees believe they are being treated unfairly. [Standard II: C2, 3]

The Office of Services for Students with Disabilities (SSD) supports students in filing grievances when they believe they have been discriminated against, as described in the Rehabilitation Act of 1973 (Section 504) or the Americans with Disabilities Amendments Act of 2008 (ADA). SSD also supports the student grievance process if students think they have been denied equal access. There are two additional grievance procedures for students with disabilities who feel their rights have been violated: (1) a procedure advocating for the resolution of disability-related conflicts on campus with an SSD coordinator, and (2) a procedure for students filing a complaint against the

Office of Services for Students with Disabilities or SSD coordinator through the Federal Office of Civil Rights. [Standard II: C3]

To comply with federal laws and regulations, the Pennsylvania Department of Education has determined that the PASSHE Chancellor's Office provides oversight of complaints for institutions within the State System. In compliance with Procedure/Standard Number 2016-26 Student Complaint Process, grievances should first be submitted directly to the student's institution. Should the issue remain unresolved, the student submits the complaint to the Chancellor's Office. [Standard II: C3]

Conflicts of Interest

In accordance with Requirement of Affiliation 13, the University has an established Conflict of Interest Policy. In 2012, the PASSHE Board of Governors adopted a Conflict of Interest Policy modeled after the Public Official and Employee Ethics Act from the PA State Ethics Commission. As a PASSHE institution, University administration, faculty, staff, students, and trustees are bound by this policy. Managers and chairs complete Conflict of Interest forms annually. Trustees are expected to follow The Pennsylvania Association of Councils of Trustees (PACT) ethical & legal obligations, as outlined in the Trustee Handbook. As identified in the Student Government Association Constitution, voting members of SGA must maintain up-to-date conflicts of interest disclosure forms. [Standard II: C4]

Ensuring Fairness and Impartiality for Employees

The University adheres to Federal and Commonwealth of Pennsylvania laws and statutes concerning employment practices. The University ensures that staff and faculty are hired in a fair, ethical manner through multi-layered and documented hiring processes facilitated by Human Resources (HR). The processes provide multiple points of approval and vetting. Search committees are formed for full-time positions, and search documents are housed in a central location. Prior to 2018, the process was organized by the University's HR office and documents were housed on the Mansfield campus. Since 2018, searches and other human resources issues have been channeled through Bloomsburg's HR office. The University retains one HR officer on campus to serve as a liaison. Employees have access to HR Connect, a one-stop employee service center for human resources support. Requests for human resources information or assistance are handled through the HR Connect help desk, which provides answers in one location for faculty and staff. [Standard II: C5]

The University ensures that faculty and staff have regular, unbiased evaluation and feedback by following evaluation processes set forth in the CBAs. Employees who are not members of a bargaining unit are evaluated annually by an established local process for managers and supervisors called the Management Performance Evaluation and Development process. The University adheres to the process for faculty tenure and promotion outlined in the APSCUF CBA and applied across all PASSHE schools. When an employee's conduct or performance becomes an issue, the University adheres to a disciplinary process outlined in the CBAs from AFSCME (Article 28), APSCUF (Article 42), APSCUF Coaches (Article 22), POA (Article 27), SCUPA (Article 14), and SPFPA (Recommendation 27). [Standard II: C5]

The University maintains a Whistleblower Policy to protect employees who report suspected fraud or misuse of resources. Additionally, the University maintains a Supervision Over Family Member Policy which states no family member may assign duties, have direct supervision over, or approve hours for another family member. [Standard II: C5]

Honesty and Truthfulness in Communications

The University works diligently to maintain honesty and truthfulness in public relations announcements, advertisements, recruiting, admissions materials, and internal communications. The University practices transparency when discussing plans and decisions that will potentially impact the University and its community. The University follows program requirements and policies specified in the University Catalog. [Standard II: C6]

In keeping with the University's commitment to transparency, the Marketing and Communications staff are bound by the Public Relations Society of America Code of Ethics. In 2016, the Department of Marketing and Communications developed Visual Identity Guidelines to achieve brand cohesion. Departments, offices, and programs follow these guidelines to ensure communication from the University accurately represents its history and brand identity. [Standard II: C6]

The President delivers an annual State of the University Address to update the campus and regional communities on the strategic direction of the University. Throughout the academic year, University administrators host Town Hall meetings to update the campus and surrounding communities on initiatives and activities associated with the University. The administration regularly keeps the University community updated on current events and policies via email. The University's governance structure and membership, as well as minutes from President's Cabinet meetings, are posted to the MyMansfield intranet for employees to access. [Standard II: C6]

The President and Provost have made themselves available to the campus and local community by holding open forums in which the agenda is driven by faculty and staff. The forums are well-attended, and participants appreciate the candor with which the Provost answers questions. [Standard II: C9]

Institutional policies are reviewed annually by the President's Cabinet and circulated via Human Resources to inform employees that the policies have changed and are posted on the Human Resources website. All employment opportunities are posted internally on the Human Resources website and on industry-specific sites. The University is an Equal Employment Opportunity employer. [Standard II: C8]

The University has created a webpage devoted to the process of integration. The website provides University employees, students, parents, alumni, and community members with up-to-date information regarding the process. The site includes news releases, campus updates, and the PASSHE Board of Governor's timeline. At the System level, PASSHE maintains a System Redesign website, complete with university integration updates. [Standard II: C6]

To ensure the University's website is presenting the latest and most accurate information, a librarian has been tasked with performing an accuracy check on the website. Since 2018, the librarian has been removing outdated content, reorganizing content, improving ADA compliance, adding new content, and working with faculty and departments to update program pages. She has paid particular attention to bringing the website into ADA compliance to improve equitable access and meet federal requirements. The librarian's work will ease the transition to the University's new web platform. [Standard II: C6, 8a, 8b, 8c, 8d]

Affordability and Informed Decision Making

Following PASSHE's mission, the University seeks to provide students with a high-quality education that they and their families can afford. The University strives to make tuition, room, and board affordable, which has been challenging over this review period. In 2019, as described in Chapter 6, the University transitioned from a per-credit tuition model to a flat-rate tuition model that resulted in cost-savings for students. The University keeps the website up to date to help students and their parents make informed decisions. Part of the purpose of integrating with Bloomsburg and Lock Haven is to expand opportunities for students while reducing costs. [Standard II: C6, 7a, 7b]

The University compiles a Fact Book that is published annually on its website and includes information on academic offerings, demographics, enrollment, trends in data, etc. In accordance with HEOA, the University maintains a Student Consumer Information website that includes material on student financial aid, campus health and safety, student outcomes, and general institutional information. The University keeps and publishes IPEDS, which includes data on aspects of University life and assists prospective students and families in choosing a college. [Standard II: C6, 7a, 7b, 8a, 8b, 8c, 8d, 9]

The Financial Aid website discloses tuition and fees for the current academic year and provides a cost estimator that enables students and families to estimate college costs. The website outlines the rights and responsibilities of students receiving financial aid packages. The Financial Aid office offers one-on-one appointments for students requiring further assistance. [Standard II: C6, 7a, 7b]

Compliance and Transparency

In compliance with Requirement of Affiliation 14, the University follows state, federal, and MSCHE reporting policies. The University maintains an Accreditations and Affiliations website that lists regional and national organizations accrediting or affiliating with the University and its academic programs. [Standard II: C8a]

University faculty and staff are committed to assuring a safe, welcoming, and productive educational environment, free of discrimination in all forms, for all students. The University educates the campus community about preventing sexual misconduct, prohibited behaviors, expectations/obligations regarding reporting, and conduct due process. In addition to Title IX and Sexual Misconduct and Sexual Discrimination resources on the University website, universities in the PASSHE system have access to the SUNY Student Conduct Institute for required trainings. Individuals who serve as intake officers, investigators, hearing officers,

conduct officers, appeal reviewers, and decision makers participate in relevant training required for their roles. To educate students about their rights, the Family Educational Rights and Privacy Act (FERPA) is located on the Policy and Procedures webpage. [Standard II: C8a, 8b, 8c, 8d]

The Title IX Coordinator and Title IX Deputy conduct trainings for faculty and staff in various contexts, such as University Days (professional development programming days offered prior to the start of each term), to familiarize them with changes in current rules, including reporting obligations. The Title IX Office provides required language that is included on all syllabi. The language outlines reporting obligations of the faculty, including Protection of Minors requirements. [Standard II: C8a, 8b, 8c, 8d]

The University has implemented training through Everfi and administered by Human Resources to promote ethical behavior among employees (including student workers) by educating them about diversity and inclusion, bias, sexual misconduct, and accommodating people with disabilities. In spring 2021, employees were required to do four online training sessions: Protecting Youth; Diversity and Inclusion; Managing Bias; and Accommodating People with Disabilities. During orientation in Fall 2020, first-year students attended a required one-hour Title IX presentation titled Zero Shades of Gray. Student athletes, coaches, and athletic personnel are required to complete sexual assault education for the NCAA. [Standard II: C8a, 8b, 8c, 8d, 9]

In accordance with the University Sexual Misconduct Policy, officials, employees, and volunteers are obligated to report incidents of sexual misconduct to the Title IX Coordinator. The University encourages members of the campus community to stand up, speak out, and report acts of sexual harassment. By participating in initiatives such as It's On Us and the Red Flag Campaign, the University strives to build character in students, so they continue to lead by example and speak out against wrongdoing during and after their time on campus. [Standard II: C8a, 8b, 8c, 8d, 9]

The University follows policies designed to protect individuals' privacy and minors. The University follows the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and other applicable policies to protect student, faculty, and staff records. Per the Protection of Minors Policy, the University requires clearances every five years for employees. The University ensures that students acquire program-specific clearances when needed. [Standard II: C8a, 8b, 8c, 8d, 9]

The University complies with all state and federal guidelines pertaining to athletics, submitting annual reports documenting finances in accordance with the U.S. Department of Education Equity in Athletics Disclosure Act (EADA) and the NCAA Financial Report. Additionally, the Department of Athletics completes the NCAA Institutional Self-Study Guide (ISSG) once every five years. [Standard II: C8a, 8b, 8c, 8d, 9]

The University Police Department complies with federal requirements under the Clery Act of 1990 and publishes an Annual Security Report and Annual Fire Safety Report and Crime Statistics. The document describes criminal, disciplinary, and safety-related incidents that occur on campus over a three-year rolling period and includes other procedural and policy information

and programming that describes how the Police Department functions. The document is available via the Police Services and Safety webpage or in hard copy from the Police Department. Notifications of the publication go out via email to all campus community members. The Police Department maintains a Daily Crime Log on the Police Services and Safety webpage. [Standard II: C8c]

The University complies with federal requirements outlined in the Drug-Free Schools and Communities Act (EDGAR Part 86), which includes disseminating drug and alcohol-related information to students and employees. The information notifies the campus community about community standards of conduct; sanctions for violations; health risks associated with alcohol and drug use/abuse; local, state, and federal laws related to drug and alcohol use; and on-campus and community resources available to students, faculty, and staff. The notice is provided twice annually at the beginning of the spring and fall semesters and posted on the Drug and Alcohol Policy webpage. [Standard II: C8c]

During the COVID-19 pandemic, the University created a webpage that provides the public with the institution's case tracker and up-to-date information in the event of a positive test or exposure to a coronavirus carrier. The COVID-19 Resource Page features a FAQ section and links to the Health & Safety Plan. [Standard II: C6, 8c]

Leadership information is posted on the University's webpage. Information about the University's trustees is available, including biographical information, meeting schedules, meeting agendas, and by-laws. The University employs an Open Records Officer who manages Right-to-Know requests. The Board of Governors (BOG) policies applicable to State System universities may be found on the BOG website. BOG establishes broad educational, fiscal, and personnel policies, and oversees the efficient management of the State System, and policies, procedures, and practices are regularly assessed by BOG. [Standard II: C8a, 8b, 8c, 8d, 9]

Reviewing Policies and Procedures

Following the Procedures for Policies, the President's Cabinet annually reviews policies and procedures to ensure that the institution acts ethically and with integrity. Perusal of the Policies and Procedures website shows that the University has been diligent in revising existing policies, such as the Closing Guidelines: University Closing Guidelines for Inclement Weather and Emergency Situations or the Smoking/Tobacco Policy. Administration is responsive to changing conditions on campus and among the student body and creating policies and procedures to guide ethical behavior. For instance, in the past three years, administration has implemented an Animals on Campus Policy, an Anti-Hazing Policy, and a Preferred Name Policy. The Marketing and Communications Department has created Visual Identity Guidelines to ensure that all campus marketing and other materials represent the campus identity consistently. [Standard II: C9]

Conclusion

Ethics and integrity are indispensable to the functioning of the University. The University revisits policies and procedures to ensure that students, faculty, and staff are treated ethically and

with integrity. In all internal and external activities, the University remains faithful to its mission. The University honors its commitment to academic freedom, intellectual freedom, and freedom of expression and fosters a climate of respect among members of the educational community who represent a range of diverse backgrounds, ideas, and perspectives. The University adheres to institutional policies and procedures that are fair and impartial, and it represents itself truthfully in internal and external communications. The University reviews periodically the policies, processes, and procedures to ensure to ensure it adheres to ethical actions. The chapter supports Requirements of Affiliation 13 and 14.

Strengths

1. Created standardized processes following PASSHE, resulting in a greater degree of accountability.
2. Explored and implemented opportunities to lower costs to students and are continuing efforts through integration.
3. Grew efforts to enroll and support students with diverse backgrounds and to hire employees with diverse experiences and perspectives.

Opportunities for Improvement

1. Improve the University website by streamlining and improving visibility of policies & procedures, reporting options, and undergraduate/graduate catalogs, eliminating dead links, and ensuring all departments and organizations have websites with up-to-date information.
2. Recruit diverse faculty and staff to assist with offering diverse perspectives and strategic planning.

STANDARD III

DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Overview

Chapter 3 describes how the University meets Standard III Criteria. The University provides students with learning experiences characterized by rigor and coherence at program, certificate, and degree levels. Learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations. The chapter supports Requirements of Affiliation 8, 9, 10, and 15 and Institutional Priority 1.

Academic Programs

The University offers thirty-nine degrees in the arts and humanities, the natural and social sciences, and professional studies. The University is committed to helping students achieve their educational and career goals in a supportive and inclusive learning environment. Currently, the University has nine associate degree programs, twenty-eight baccalaureate programs, one master's degree program, and forty-one minors. Many degree programs offer specialized concentrations. The University offers a self-directed major (B.A. in Liberal Studies), an honors program, internship opportunities, independent study and individualized instruction options, study abroad opportunities, and online course options. All B.A. programs follow PASSHE policy and require a minimum of 120 credits. Associate programs meet the required 60 credits minimum. The University offers certificates in areas like occupational safety and geographic information systems that meet PASSHE requirements (minimum 12 credits). The University's academic programs are described in the undergraduate and graduate catalogs. The program requirements for each degree and the expected time for completion are described as well. [Standard III: C1, 3, 4]

General Education Program

In 2011, the University implemented a new general education curriculum. The General Education Program emphasizes acquiring knowledge, exhibiting skills, and developing relevant dispositions from a variety of disciplines while promoting character, scholarship, culture, and service through study in the liberal arts. The program is designed to foster critical analysis and reasoning, effective oral and written communication, scientific and quantitative reasoning, a sense of global connectedness, understanding and evaluating multiple perspectives, ethical reasoning, the exercise of civic responsibility, technological competency, information literacy, and the lifelong pursuit of personal growth. [Standard III: C1, 4, 5a, 5b]

As a part of the general education core, incoming first-year students take a First Year Seminar (FYS) course their first semester. The three-credit course combines content from a faculty member's expertise with practical information about being a successful college student (e.g., study skills, time management, course registration, etc.). Written and oral communication skills are emphasized throughout general education and are taught to all students in the required Oral and Written Communication courses. [Standard III: C1, 2, 4, 5a, 5b]

Beyond the core, the General Education Program requires classes spread across different disciplines that encourage different skills, dispositions, and ways of knowing. Students take courses in the Humanities, Social Sciences, Natural Sciences, Mathematics, Unity and Diversity of Humanity (languages and global cultures), and Themes. Themes include ethics and civic responsibility; environmental, economic, social, and personal sustainability; and the arts and the human experience. Students complete general education with a capstone project related to their majors. For example, psychology and English majors use their Senior Seminar course as their general education capstone. [Standard III: C1, 5a, 5b]

The General Education Subcommittee (GES) reviews the content of proposed courses to determine if the assessments match the general education learning objectives and SLOs. If there are issues, the GES meets with the faculty member to bring assessment activities in line with the general education learning objectives and SLOs. GES was reviewing existing general education courses to determine which courses are no longer offered due to staffing issues, but suspended that work when the campus shifted to remote learning due to COVID-19 in Spring 2020. Review of courses began again in the Spring 2021 semester. A subcommittee of GES, the General Education Assessment Team (GEAT) meets every semester to review general education courses offered the preceding semester. Instructors report the number of students in their courses who meet, exceed, or fall below the general education SLOs. With few exceptions, the assessment reports indicate that 80% or more of all students meet or exceed expectations for general education. (See Chapter 5 for more details.) Since early 2020, the process for assessing general education has been under review because the current process is too broad and needs more specificity to help improve learning. GES has been reviewing current data to identify opportunities for improvement. Part of the deliberations feed into the integrated university since the general education program will be redesigned to accommodate all three campuses. [Standard III: C5, 8]

Experiential Learning

Goal One of the Strategic Plan from 2014-2020 calls for faculty and staff to “[i]ntegrate high-impact practices, such as service learning, research, internships, and hands-on learning into all areas of study.” The University provides students with internship and experiential learning opportunities that connect directly to their career goals. From Fall 2012 to Fall 2020, over 2,100 students have participated in internships, practicums, and student teaching experiences.

Internships are an important part of the experiential learning experience at the University. Students take internships/practicums for credit (1 credit = 40 hours of experience). Many majors offer 6-12 credit internships. Employers who accept these interns join the University and

PASSHE in legally binding affiliation agreements. Students are placed in competitive internships from a range of programs including Allied Health Sciences, Communication, Criminal Justice, English, Fisheries, Graphic Design, Music Business, Music Technology, Psychology, and Political Science. Many internships are the capstone project for a student’s major. [Standard III: C4, 5a, 5b, 6]

Research is also an important part of experiential learning. Students from the Social Sciences, Natural Sciences, and Humanities engage in research under the direction of faculty and present their work at regional and national conferences. Joint faculty-student research is supported by Faculty Professional Development Grants. In its eleventh year, the University’s annual Showcase of Student Scholarship highlights student research. In Fall 2020, the North Hall Library and the Learning Center debuted joint student positions called Peer Research Consultants (PRCs) to help students with research projects. [Standard III: C1, 4, 6]

Lab and studio work are critical to many academic programs. All science programs, including Geosciences, Fisheries, Chemistry and Physics, Biology, Computer Science, and Health Sciences, require labs. Experiential, hands-on learning is the backbone of programs such as Graphic Design, the Studio Art minor, Education, Music, and Nursing. [Standard III: C1, 4]

First-year students surveyed about student-faculty interactions on the National Survey of Student Engagement (NSSE) indicated that the University performed better than peer institutions when it came to planning and participating in internships or field experiences. By senior year, students have undertaken internships or field experiences at rates comparable to peer institutions.

Table 3.1 National Survey of First-Year Student Engagement Results for Internships or Field Experiences

Academic Year	Mansfield	PASSHE	COPLAC
2014-2015	5%	6%	9%
2016-2017	4%	6%	7%
2018-2019	15%	5%	6%

[Standard III: C4]

Table 3.2 National Survey of Senior Student Engagement Results for Internships or Field Experiences

Academic Year	Mansfield	PASSHE	COPLAC
2014-2015	51%	55%	54%
2016-2017	50%	53%	53%
2018-2019	52%	53%	52%

[Standard III: C4]

International Exchanges and Study Abroad

The University has exchange programs with more than 150 universities in fifty countries. Through the University's exchange agreements and through membership in the International Student Exchange Program (ISEP), students can study in English in many countries or study languages such as French, German, or Spanish. Students study abroad for a semester, a year, or a summer, and they take general education courses or major-related courses. The University and ISEP monitor countries where students study to ensure safety and security. For most programs, students pay Mansfield tuition, room, and board, plus the cost of an airline ticket and fees. The University offers study-abroad scholarships to help defray costs. Many students prefer short-term study abroad options, and the University responded by providing faculty-led, credit-bearing programs. In the past five years, study abroad courses have been offered in Scotland (Geosciences), Belize (Political Science), and Singapore (History). Travel is overseen by faculty members, who accompany students to the destination. Coursework is assigned and experiential activities are arranged for the students during their study abroad programs. [Standard III: C4]

Distant student teaching is offered through a partnership with the School of Education at Indiana University at Bloomington via the Global Gateway for Teachers (Gateway) program. Students interested in student teaching distantly must receive special permission from an ad hoc committee of the Teacher Education Council (TEC). TEC reviews each candidate's application materials to ensure strong teacher candidates who are proactive and mature. Teaching assignments are split between the local placement and the distant site. Distant student-teachers must complete their local student teaching assignment successfully and demonstrate strong teacher dispositions before traveling to their distant placement. [Standard III: C4]

Faculty-Student Research and Scholarships

Results from 2013-2019 NSSE surveys indicate an increase in students interacting with professors as students transition from first years to seniors. Only five percent of first-year students planned to work with faculty members on a research project. As seniors, twenty-four percent of the cohort responded that they are working or have worked with faculty on a research project. On average, twenty-six percent of seniors have worked with faculty on a research project.

Internally, the University's Faculty Professional Development Committee (FPDC) administers, via a competitive process, biannual funds for faculty and student professional development and faculty-student research support. These awards are used for student travel to professional meetings or to support student research. Faculty and students, with the aid of the Office of Grants and Sponsored Programs, have secured funding through external outlets (e.g., State, Federal, or NGO) to support their research. Some programs pursue grants to supplement FPDC funds. [Standard III: C4]

Honors Program

Students in the Great Conversations Honors Program engage in classes and activities designed to help them develop real-world leadership skills and dispositions. Honors courses are small, seminar-style, inquiry-based, interdisciplinary, and designed to provoke discussions and learning that changes students' lives.

In 2017, the University named a new director of the program, who has been actively engaged in building enrollment. Between 2017-2020, fifty-eight students entered the program as first-year students and in 2020, the first cohort of students graduated since the leadership transition. [Standard III: C3, 4]

Learning Center

The Learning Center helps students by offering student support programs designed to assist students in maximizing their academic potential. The Learning Center offers peer tutors, writing center tutors, and supplemental instruction study sessions. These student support programs focus on course content and collaborative student learning processes designed to actively engage the learner. The Learning Center holds regular workshops to assist in enhancing student study skills and learning strategies. As depicted in Table 3.3, approximately 400 students receive help each year, often in more than one session.

Table 3.3 Learning Center Peer Educator Contacts

Learning Center Peer Educator Contacts by Year			
Year	Individual Contacts	Hours	Students
July 2021-December 2021	561	603.48	257
July 2020-July 2021	870	948.49	377
July 2019-July 2020	1422	1399.98	407
July 2018-July 2019	1486	1879.37	392
July 2017-July 2018	1674	2798.31	423

In collaboration with the North Hall Library, the Learning Center hires, trains, and assesses a new type of peer tutor called a Peer Research Consultant. Peer Research Consultants assist students with basic research skills. The Learning Center practices align with those endorsed by leading organizations in the field, including the College Reading and Learning Association (CRLA) Tutoring Training Program Certificate, the University of Missouri-Kansas City Center for Supplemental Instruction, and the National Organization for Student Success tutoring program accreditation standards. Along with these standards, the Learning Center has developed and implemented a process for training peer educators to increase quality of services offered. [Standard III: C4]

Since transitioning into his role in 2019, the director of the Learning Center has increased training hours, exceeding 230 hours. Training courses are mostly synchronous and align with the CRLA Tutor Training Program Certificate. The director implemented a Peer Educator Tiered

Pay Scale aligned with CRLA Tutor Training Program Certification standards to incentivize peer education engagement with training processes. [Standard III: C4]

North Hall Library

The Public Services Division of the North Hall Library connects people with valuable information resources, teaches students information literacy skills, and develops collections in support of the University's curricula, cultural, and leisure pursuits. The first four floors of North Hall Library house the physical structure of the Library and contain 218,000 books with access to 250,000 online books. The Library provides access to fifty-six databases. [Standard III: C4]

Every three years, the Library assesses use through the LibQUAL+ survey, which “measures library users’ minimum, perceived, and desired service levels of service quality across three dimensions: Affect of Service, Information Control, and Library as Place.” Undergraduates, graduates, faculty, library staff, and other university staff are surveyed. LibQUAL+ reports are posted on the Library’s website under “assessment.” Based on the results, liaison librarians work with departments to offer relevant subject-specific databases and other resources. The library staff has used survey results to change the physical space of the building, offering individual study rooms, small group study rooms, rooms to play various forms of media, a screening room, and a lactation room. [Standard III: C8]

In 2019, the North Hall Library created a new position, the Student Success Librarian. The Student Success Librarian is involved with instruction, reference services, collection development, liaison responsibilities with assigned departments, and serves as the Assessment Coordinator for the library. With the Director of the Learning Center, the librarian created the Peer Research Consultant program detailed in the Learning Center section above. New initiatives stemming from this role include virtual workshops and escape rooms in which students can participate. Since the addition of this position, the library’s information literacy instruction in classes across the different disciplines has increased by 30% between AY 2018-2019 and AY 2019-2020. Overall, the librarians at the Library led thirty-four instruction sessions in the AY 2018-2019 and fifty-six sessions in AY 2019-2020. [Standard III: C4]

Working with a group of faculty judges, the North Hall Library offers the North Hall Prize annually. The prize honors undergraduate research. The Library hosts the Showcase of Student Scholarship website, which contains the program and digital copies of the students’ works. [Standard III: C4]

Services for Transfer Students

The University maintains a rolling admissions policy for transfer students and encourages students to apply early. The policy allows time to complete the financial aid processes, process transfer credits, and schedule classes for students to move students toward program completion. The University recommends that transfer students apply in January or February for fall matriculation and September or October for spring matriculation. The University provides

transfer students with a personal transfer counselor to aid them in the admissions process and to answer questions. Chapter 4 discusses transfer students in detail.

Career Center

Integral to the Mansfield experience, the Career Center is the University's link to the employment community and the region's first choice when seeking diverse and talented emerging professionals. Through different programs on campus, the Career Center provides instruction and assistance to students. For example, presentations are provided to First-Year Seminar courses and include an overview that highlights the ExCEL 4-Phase Career Development Plan. The plan provides students with action items to be completed during their college career. In a nutrition course, the Career Center provides two class presentations with corresponding assignments to create a resume and cover letter, followed by conducting a mock job search to “apply” for a position of interest. In Psychology’s Senior Seminar, the Career Center provides a presentation on preparing for an interview followed by students completing an assignment using the Big Interview virtual interviewing platform to complete a recorded interview and submit it for grading.

Along with class presentations, the Career Center is involved in student teaching and English program internships. Student teachers are required to complete four hours of workshops from the Career Center during their in-service trainings. The English internship process includes the NACE Career Readiness Competencies, which students demonstrate through written reflections on their internship experience. [Standard III: C4]

Disability Services

The Office of Services for Students with Disabilities (SSD) provides services to ensure that students with disabilities participate in the educational, social, and cultural life of the institution. The Coordinator of Services for Students with Disabilities provides services that involve admissions, commencement, diagnoses, emergency evacuation plans, interpreters, library accommodations, note takers, readers, residence hall accommodations, scheduling, testing accommodations, transportation, and tutors. [Standard III: C4]

When students apply for admission to the University, they may indicate that they have a disability but are not required to do so. Students are not denied admission because of a declared disability. If a student self-identifies as disabled and does not meet criteria for admission, the student's file is forwarded to a screening committee. The committee may include the SSD Coordinator, the Coordinator of the Counseling Center, Special Education professors, and the Admissions Office staff. The committee reviews each file to determine whether it is probable that the student could succeed with reasonable accommodations. If this is the case, University staff offer admission to the student or request that the student visit the campus for an interview. Students with disabilities who meet admissions criteria do not receive any special admissions consideration. [Standard III: C4]

Design, Delivery, and Assessment of Courses and Programs

The University offers majors and minors in the arts, sciences, and professional studies, and it provides students with internship and experiential learning opportunities that connect directly to their career goals. The University offers one graduate program and three certificates in Pre-Professional Medical Sciences, Geographic Information Systems, and Occupational Safety. The latter two became active in Fall 2021. Increasing certificate offerings critical for workforce development needs is a goal of integration planning. [Standard III: C1, 3, 6]

In line with Requirements of Affiliation 8, 9, 10, and 15, the University evaluates its academic and other programs with respect to student learning both inside and outside of the classroom, as described in Chapter 5. This includes the assessment of majors and minors, as well as the General Education program. Efforts to assess co-curricular learning opportunities and support programs are detailed in Chapter 4. [Standard III: C1, 8]

Program Review

Curricular actions at the University go through a review process before they are approved and added to the course catalog. AAC, Academic Planning Committee (APC), General Education Subcommittee (GES), Teacher Education Council (TEC), and First Year Experience Committee (FYE) are all part of the curricular review process. Faculty members prepare curricular requests that must be approved by the department. The requests are sent to the campus for a ten-day period during which comments, questions, and concerns are sent to the chair of AAC. Curricular requests are also sent to relevant committees who submit their recommendations to AAC. AAC reviews requests and input, and then votes. Approved curricular actions are forwarded to the University Senate for approval. After the Senate approves a request, it is sent to the President or the President's designee for final approval. [Standard III: C8]

Academic programs are reviewed annually. Annual Reviews consist of assessment of student learning through prescribed SLOs for each program. Data is collected and analyzed, and actions to improve student learning are described. Progress on previous program goals and strategic plan goals are described as part of the Annual Review. Reviews include faculty and student achievements for the year as well. [Standard III: C8]

Every fifth year, programs complete Five-Year Reviews in compliance with Board of Governors' policy. The Five-Year Review includes department mission and vision statements and degree specific vision and mission statements. Departments describe how program mission and goals description are aligned with the University mission. The Five-Year Review includes curriculum, academic maps, lists of courses, and program SLOs. The assessment measurements, frequency, results, and actions taken are part of the five-year review. Changes that have occurred in the program during the previous five years are discussed and the rationale for the changes is provided. The assessment procedures, data collection, and decision-making processes determine how the results are used to improve the program. Although the Board of Governors suspended Policy 1986-04-A: Program Review on October 17, 2019, the University has continued to require its degree programs to cycle through the five-year review process. [Standard III: C8]

A summary of the current full-time faculty, their academic preparation, professional experience and development, and teaching and research specializations are part of the Five-Year Review. In addition, descriptions, qualifications, and numbers of temporary faculty are included. Curricula vitae for faculty teaching in the department are included. Budget information, strategic planning, and a review of program performance (numbers of current students, completers, graduation rates, retention rates) are included in the review process. After analyzing data, departments identify four to six program goals and describe the actions planned to address each goal, the resources needed, and the method of assessing each goal. Departments indicate how each goal aligns with one or more Strategic Plan initiatives. [Standard III: C1, 8]

The University offers one Masters of Education in Special Education program online. Participation includes field components that provide opportunities for candidates to conduct research and to critically think about the implications of their practice. Courses are instructed by faculty with credentials appropriate to graduate-level curricula. [Standard III: C1, 2a, 2b, 6]

Faculty Credentials and Qualifications

The University hires qualified professionals to design, deliver, and assess student learning. As outlined in the APSCUF CBA, the University follows a lengthy vetting process for new faculty appointments. Once a position is approved, Human Resources posts a position announcement that articulates requirements for tenure and promotion and job qualifications. Applicants are vetted by a search committee of faculty and others based on written materials and interviews. Committee members rank candidates and submit recommendations to departments and the administration for on campus visits. If a visit is successful, the committee recommends a candidate for the position. [Standard III: C2b, 6]

Per the CBA, newly appointed tenure-track faculty are accorded probationary status for five years. During this time, tenure-track faculty are evaluated annually for the following categories: (1) Effective Teaching and Fulfillment of Professional Responsibilities; (2) Continuing Scholarly Growth and Professional Development; and (3) Service to the Community and/or University. In the fifth year of the probationary process, tenure-track faculty apply for tenure if they meet the minimum qualifications for the rank of assistant professor. Department and University-wide committees are established to assess whether tenure-track faculty have met the minimum qualifications. The Department Evaluation Committee and department chair send independent recommendations to the University-wide tenure committee. The University-wide Tenure Committee reviews all tenure applications and recommendations and submits its recommendation to the President or the President's designee for a final decision. Deans submit a recommendation as well. Tenured faculty members are subjected to performance reviews every five years after being tenured. As with the tenure process, the evaluation of tenured faculty is centered on effective teaching, scholarly growth, and service, and the faculty members are reviewed by a Department Evaluation Committee, department chairperson, and the Dean. In Fall 2021, the University moved from paper-based reviews to Interfolio. [Standard III: C2a, 2b, 2d, 2e, 6]

Rigorous and Effective Teaching

At the University, caring and dedicated faculty members embrace the small school environment to ensure students receive the individual attention they need to succeed. As outlined above, a faculty member's commitment to rigorous and effective teaching is assessed in several ways: during the hiring process, throughout the tenure-track period, and every five years thereafter. For the latter two categories, a quantitative and qualitative assessment of teaching effectiveness is based on data collected from student evaluations, peer observation reports, department chair observation reports, performance review reports, quality of syllabi, quality of student advisement, willingness to accept departmental work assignments, timely execution of work assignments, and faculty vitae (APSCUF CBA Article 12). Based on the data, chairs and deans may make recommendations to faculty in areas that need improvement. To ensure that faculty inform students of necessary information, the University expects faculty to include the following information in syllabi (see Figure 3.1). [Standard III: C2a]

Figure 3.1 Syllabus Checklist

December 2020			SYLLABUS CHECKLIST
IS IT THERE?	REQUIRED	OPTIONAL	SYLLABUS CONTENT
	X		The following neatly typed and clearly organized with appropriate headings or tables of information to include:
	X		<ul style="list-style-type: none"> • course number and title;
	X		<ul style="list-style-type: none"> • credit hours associated with course;
	X		<ul style="list-style-type: none"> • course prerequisites and course description from catalog;
	X		<ul style="list-style-type: none"> • instructor's name, office phone number, email address, and specific office hours;
	X		<ul style="list-style-type: none"> • class location and meeting hours;
	X		<ul style="list-style-type: none"> • Indication of how instructor will communicate with students;
	X		<ul style="list-style-type: none"> • Information regarding cancellations due to illness or inclement weather
	X		Course-level student learning objectives/ outcomes listed
	X		Identifies course-level student learning objectives/outcomes assessment methods Shows direct assessment measures to demonstrate student achievement of course-level student learning objectives/outcomes (examples of direct assessment measures include projects, exam questions, essays, assignments, patient

			interactions, client interactions, skills tests, musical performances, laboratory procedures)
	X		Links program and course-level student learning objectives/outcomes
	X		Lists program-level student learning objectives/outcomes assessed within course, not just objective/outcome numbers
	X		If the course is approved for the General Education Program, include the relevant General Education student learning objectives/outcomes and clearly indicate the method of assessment for each.
	X		Listing of assigned texts, readings, or other material or media
	X		Evaluation and grading policies
	X		Information about class calendar with topics/assigned readings/due dates for assignments/scheduled exams or quizzes (may be in a separate but attached document)
	X		Required syllabi language provided by the administration
		X	Penalties that might be proposed for violations of academic integrity policies
		X	Information about expected classroom behaviors
		X	Other expectations of the relevant program or course instructor

NSSE data suggests that University faculty are effective instructors. First-year students scored the University at 3.4 out of 4, which is higher than peer institutions in PASSHE, Council on Public Liberal Arts Colleges (COPLAC), and Carnegie classifications. Seniors surveyed about student-faculty interactions on the NSSE from 2012-2019 indicated that the University performed significantly better than peer institutions when it came to completing a culminating senior experience. [Standard III: C2a, 2e]

Table 3.4 National Survey of Student Engagement Results on Culminating Senior Experiences

	Mansfield	PASSHE	COPLAC	Carnegie
2012-2013	60%	42%	N/A	46%
2014-2015	68%	44%	60%	56%
2016-2017	68%	40%	56%	50%
2018-2019	80%	40%	58%	N/A*

Professional Development

Based on the process outlined in Article 12 of the APSCUF CBA, Professional Development is required for continued employment at the University. Professional development may include increasing knowledge in one's discipline, related discipline, student learning, current issues in education or other professional fields, or trends in higher education. Professional development by faculty and staff is recorded in Annual Reports and Five-Year Reviews. Faculty, staff, and students receive support for professional development in several ways. [Standard III: C2d]

Overseen by the Provost, the university's local Faculty Professional Development Committee (FPDC) disburses funds for faculty and student professional development and research. Tenured, tenure-track, and temporary faculty apply for professional development funds under defined grant categories twice a year. Applications are reviewed by a Provost-appointed committee consisting of four faculty members, including one APSCUF member, and two representatives from the Provost. Award amounts vary from year to year depending on the resources provided by the Provost and the Mansfield Foundation. The University provides tenure-track professors with up to \$2,000 for their first two years of teaching to support professional growth as stipulated by the contract. PASSHE offers funding for faculty and staff professional development through a competitive application process at the state level. From 2015-2020 faculty members gave 321 academic conference presentations; published 186 peer-reviewed journal articles, book chapters, or books; and delivered or presented media in 592 performances or exhibits. [Standard III: C2a, 2b, 2d]

The Office of Grants and Sponsored Programs offers services to faculty, staff, and students. Services offered include assistance with researching and interpreting external funding sources and guidelines, gathering info and materials, initiating contacts with program officers, and preparing applications and proposals.

The University's Center for the Advancement of Teaching and Learning (CATL) was established to provide opportunities for faculty to grow professionally as instructors. The CATL Committee follows International Society for Technology in Education (ISTE) standards for educators as a framework for professional development. CATL provides workshops on topics of interest that are beneficial for teaching and professional development. Sessions and videos are recorded and shared through the website to ensure accessibility. Focused on critical thinking, creativity, collaboration, and communication, CATL provides face-to-face, virtual, hybrid, and written programs designed to improve teaching practices. Since 2015 CATL has offered over fifty professional learning sessions to faculty and staff on topics ranging from incorporating technology into the classroom to providing equitable access for students. [Standard III: C2b, 2d]

Conclusion

The University's design and delivery of the student learning experience grows out of the mission statement, the Creed, and Institutional Priority 1 and ensures that students receive a rigorous learning experience commensurate with higher education standards. Learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations and are designed, delivered, and assessed by qualified faculty. The

University's academic programs are clearly articulated, and they offer curriculum designed to hone students' development of research, scholarship, and independent thinking; to expand students' cultural and global awareness and sensitivity; and to enhance students' understanding of values, ethics, and diverse perspectives. This chapter supports Requirements of Affiliation 8, 9, 10, and 15.

Strengths

1. Maintained rigorous and coherent programs which created quality learning experiences for students.
2. Maintained, despite declining resources, qualified faculty who are effective in teaching, assessment of student learning, scholarly inquiry, and service, and who are supported by committed staff.
3. Encouraged and supported faculty-student research projects.

Opportunities for Improvement

1. Review the general education program to ensure it meets goals and provides quality, relevant options for students.
2. Increase budget allocations for FPDC to support further training and professional development opportunities for faculty, including opportunities for more faculty-student collaboration and research.
3. Improve accessibility of data related to departments for assessment and accreditation purposes.
4. Increase funding for relevant, updated technology to support students, faculty, and staff.

STANDARD IV

SUPPORT OF THE STUDENT EXPERIENCE

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Overview

Chapter 4 describes how the University meets Standard IV Criteria. The University recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The chapter provides an analysis of the commitment to student retention, persistence, completion, and success through a coherent and effective support system. The chapter provides evidence that shows how the University enhances the quality of the learning environment, contributes to students' educational experiences, and fosters student success. Finally, the chapter examines the way the University complies with Requirements of Affiliation 8 and 10 and Institutional Priority 1.

Strategic Initiatives and Partnerships

The University's primary recruiting markets encompass Northcentral, Northeastern, Southcentral, and Philadelphia, Pennsylvania, plus the Southern Tier of New York state. Secondary markets encompass Southeastern Pennsylvania. The University's tertiary markets encompass the western parts of Pennsylvania. The traditional undergraduate student population has declined and is expected to continue declining through 2026. Demographic shifts, declining enrollments, high price points, and an increasingly competitive recruiting market have led many higher education institutions to seek assistance from enrollment management firms like EAB and Ruffalo Noel Levitz. For smaller institutions like Mansfield, engaging with a consulting firm adds capacity to the admissions and financial aid teams for planning and executing enrollment management strategies.

In Fall 2015, the University partnered with Royall and Company. This resulted in increased applications, acceptances, deposits, and new students over the previous recruitment cycle. In Fall 2016, the University's Enrollment Management Group created an in-house system based on Royall's methodology. This in-house enrollment management was not as successful as working with Royall. In Fall 2018, the University partnered with EAB (formerly Royall) to analyze and adjust tuition pricing, institutional aid, and recruitment yield strategies to stabilize and improve enrollment numbers. EAB helps the University build a pool of prospective students using mailing addresses, email addresses, and phone numbers. They assist with student outreach through direct contact and social media campaigns, providing outreach to 60,000 prospects within the University's primary, secondary, and tertiary markets. The University's admissions

counselors interact personally with students after they apply, securing application materials, scheduling visits, connecting students with Financial Aid, and encouraging students to submit their deposits. Table 4.1 represents the growth in applications for first-time first-year students. [Standard IV: C1a, 1b, 1c, 1d]

Table 4.1 First-Time First-Year Admissions Pipeline

First Year	Fall 2015	Fall 2016*	Fall 2017	Fall 2018	Fall 2019*	Fall 2020*
Applications	2345	2997	2473	2153	2583	2624
Admits	1752	1969	1701	1462	1774	2047
Deposits	424	464	383	331	462	427
Enrolled	416	450	379	327	450	424

*Academic terms that utilizing EAB (formerly Royall) for first-year recruitment

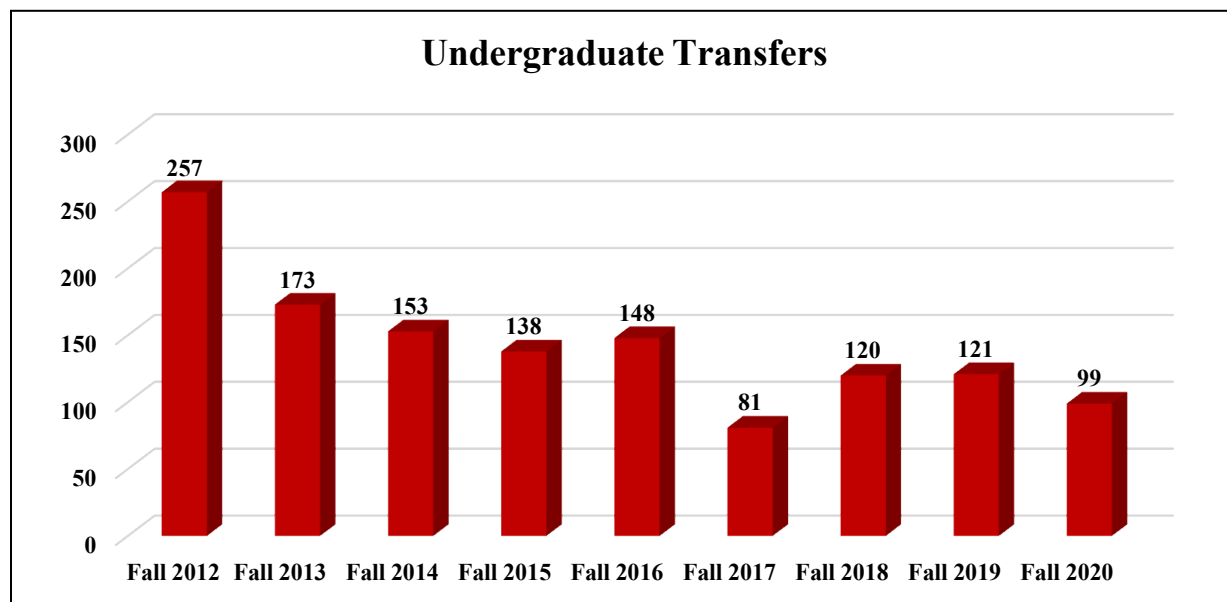
In addition, the University has increased student-relevant content on its social media platforms to grow awareness. Social media strategies include demographic-specific, targeted, and promoted posts on Facebook, Instagram, Twitter, and Snapchat for programs and events. Targeted audio streaming advertising has been added to marketing alongside traditional and digital billboards in north and central Pennsylvania. Admissions maintains strong relationships with school counselors and K-12 educators through sponsored events, Counselor Information Days, and personalized outreach. Marketing initiatives are coordinated between Admissions and Alumni to recruit high school students via family and friends, and University Admissions hosts regional receptions, inviting students to attend via social media blasts, email messaging, and other promotions. Prior to COVID-19, the University provided monetary awards to prospective students visiting campus. Other recruitment initiatives include revamping Saturday Visit Day programs, providing application fee waivers, holding enhanced Accepted Student Days with faculty and community members, and providing faculty and alumni outreach through letters and postcards to accepted students. [Standard IV: C1a, 1b, 1c, 1d]

Based on recommendations from EAB, the University pivoted away from per-credit tuition pricing beginning in Fall 2019 and implemented a flat tuition rate for 12-18 credits. Using EAB’s financial aid optimization plan, the University deployed institutional aid strategically to improve yield. The University added merit awards, which are determined using academic credentials and offered at the time of admission. These renewable awards range from \$1,000-\$5,000 per academic year. The University also added more need-based aid, which is based upon a student’s Expected Family Contribution (EFC) and the cost of attendance. Need-based aid allows the financial aid office to offer more aid to students with higher need, which constitutes a substantial portion of the University’s student population. Adding these two incentives helped the University remain competitive in recruiting while increasing in Fall 2020 the academic quality of students. Average high school GPAs increased from 3.37 to 3.39 while average SAT scores increased from 1010 to 1015. Gift aid fell from an average of \$7,212 to \$4,091 per student, which in turn increased net revenue from \$3,895 to \$7,023 per student. Average EFC increased from \$10,745 to \$14,284 per student. In addition, the University revised its housing

costs to align entry-level housing with the rates charged at other PASSHE universities. These efforts resulted in a Fall 2019 incoming class that showed the largest increase in both first-year and all new students in over ten years, contributing to a slight overall enrollment increase compared to Fall 2018. The partnership with EAB continued through the Fall 2020 and the Fall 2021 recruitment cycles. [Standard IV: C1a]

EAB recommended as well that the University target transfer students (See Figure 4.1). The Admissions Transfer Coordinator works directly with EAB to enhance transfer market demographics. The University Transfer Admissions team promotes unofficial evaluation of transfer work to include transfer credit review, individualized attention, course scheduling, and orientation. Mountie Transfer Days were organized to reach out to the largest source for transfer students, the University’s community college partners. The Mountie Transfer Days include visits to community colleges with the Mountie mascot and faculty from popular academic programs. University gifts and branded spirit wear were given to participants. Given the needs of the transfer population, Admissions invites students to visit the University campus for Transfer Information Sessions during evening hours. The information sessions include transfer programming, reviews of transfer credits, same day admissions decisions, tours of campus, and dinner in the campus dining facility. [Standard IV: C2]

Figure 4.1 Enrollment of Undergraduate Transfers



In January 2020, Slate by Technolutions was procured as the Customer Relationship Management (CRM) system for the Admissions Office to assist with recruiting. Admissions led the vendor selection process by doing market research and researching platforms other PASSHE schools were using. Slate provided launchpad training in March 2020, and Admissions began in time for the Fall 2022 recruitment cycle. The CRM will allow for strategic storing of information, record reports and summaries about prospective students’ behaviors and interests, and guide the University admissions team on next steps, which involves emails, text messages,

letters, and custom materials by programs, geographic locations, and student interests. [Standard IV: C1a]

In 2021, the University contracted with Longmire & Company to develop and distribute a Yield Enhancement Survey as a part of its recruiting strategy. Survey results help maximize yield which results in greater efficiency and productivity in enrollment, recruiting, and retaining students. Longmire's research shows that students often choose a college that provides an academic and social environment matching their personality traits. The survey asks students to self-identify personality traits and identify words or phrases that describe prominent feelings, emotions, and experiences they encountered during the college selection process. The University's counselors and staff receive the information which enables them to better understand prospective students and influence their enrollment decisions. Once prospective students' needs are recognized, conversations with them become richer and more meaningful. If a student matriculates, their information can be shared with student services to help students acclimate to the college environment, thus potentially increasing retention. [Standard IV: C1a]

In 2018, the University rebranded and relaunched its dual enrollment program as Mansfield University's Early Start Program (ESP). A side letter agreement originating at the University and included in the 2019-2023 APSCUF CBA authorized a pilot program allowing PASSHE universities to offer university courses in high schools following the concurrent enrollment model. The model enables qualified high school teachers working with University faculty to serve as instructors. The University's concurrent enrollment pilot program was approved in March 2020. The ESP offers three options for high school students taking courses: in-person classes taught on the campus by University faculty, online courses taught by University faculty, or the University courses offered in partner high schools taught by qualified high school teachers (aka "concurrent enrollment"). The tuition rate is discounted: \$50 per credit for PA residents and \$60 for non-PA residents. To further reduce the tuition cost for students, the University partnered with Commonwealth Charitable Management, a non-profit Educational Improvement Organization (EIO), to receive tax-credit contributions from private sector partners through the Educational Improvement Tax Credit (EITC) Program of the Commonwealth of Pennsylvania. Beginning in Fall 2021, the ESP courses became effectively tuition free for Pennsylvania residents enrolled in a PA public school district or PA charter school, thanks to the generous contributions of two area community partners: First Citizens Community Bank and Citizens and Northern (C&N) Bank. Pennsylvania students not enrolled in a PA public school district or PA charter school pay a reduced tuition rate of \$50 per credit. Students in New York pay a significantly reduced tuition rate of \$60 per credit. During summer sessions, all PA students pay the \$50 per credit rate and New York students pay the \$60 per credit rate.

The concurrent enrollment option is relatively new and was enabled by a side letter agreement included in the 2019-2023 APSCUF CBA. The University's proposal to offer concurrent enrollment courses was reviewed at both local and system-level Meet and Discuss with the faculty union and approved as a three-year pilot beginning with the 2020-21 academic year. The pilot enables qualified high school teachers vetted by University faculty to deliver courses for Mansfield University credit directly in partner high schools. University faculty are assigned as

liaisons to serve as resources for the high school teachers and conduct at least one observation of classroom instruction.

Currently, the University has more than fifty standard Early Start Program agreements with partner districts and schools primarily in northcentral and southcentral Pennsylvania that enable high school students to take courses from University faculty at discounted rates. In addition, the University has five concurrent enrollment agreements in place with districts in Tioga and Bradford counties.

The Early Start Program expanded the number of partnerships with area schools; cultivated mutually beneficial relationships with school partners; raised the visibility of the institution in the northern tier and beyond; increased the number of high school students earning credits from the University; and grew the population of high school students oriented toward matriculation at the University. Data on the program’s expansion is included in Table 4.2.

Table 4.2 Early Start Program

Early Start Program	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Applications	32	75	185	360
Admits	32	69	179	354
Confirmed	30	58	170	293
Enrolled	27	51	132	287
Enrolled from Number of High Schools	8	15	22	31

ESP students’ GPAs are monitored and compared to the performance of first-time, four-year degree-seeking students. Thus far, ESP students perform better than the norm in terms of their average GPAs. [Standard IV: C1a]

Admissions Criteria

Undergraduate enrollment criteria for first-year students remained consistent from Fall 2010 through Fall 2015. First-year student admission is based on a combination of SAT/ACT scores, high school GPA, and class rank. Beginning in September 2015, criteria were adjusted to remove class rank since most high schools no longer report rank on high school transcripts. Criteria emphasized high school GPA rather than SAT/ACT scores. In January 2016, a new policy was introduced by the Admissions Office to automatically admit first-year students meeting specific academic criteria. The accelerated admission policy made it possible to send acceptance packets to students more quickly. In September 2016, adjustments were made for Fall 2017 to accommodate the College Board’s redesigned SAT test. No criteria changes were made for Fall 2018, Fall 2019, or Fall 2020. In March 2020, the University became a test optional school in part due to the COVID-19 pandemic. The University remained test optional in Fall 2020, admitting students based upon high school GPAs. SAT/ACT scores are no longer required, but students can provide them. [Standard IV: C1a, 1c, 1d]

Table 4.3 First-Time First-Year Student SAT and High School GPA Scores

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Avg SAT Total	965	958	948	960	959	965	964	1035	1039	1022	1040
Avg HS GPA	3.25	3.32	3.24	3.31	3.36	3.33	3.35	3.35	3.36	3.37	3.52

Undergraduate enrollment criteria for transfer and readmit students remained consistent from Fall 2010 through Fall 2021. Transfer student admission is based upon the GPA from the last college attended. Readmit admission is based upon previous performance at the University and transfer coursework completed. [Standard IV: C2]

Allied Health, Music, and Nursing programs at the University have special admission requirements. Prospective students are directed to review the undergraduate catalog through links provided on the Admissions website. [Standard IV: C1a, 1b, 1c, 1d]

Prior to 2020, new degree-seeking first-year students met criteria to be placed into credit-bearing math and English courses based on SAT and ACT scores. Students not meeting the minimum criteria were required to take a math and/or an English placement exam. The primary tools for identifying students' academic needs include an in-house placement exam for math and College Board's Accuplacer exam for English. May 2020 brought a change in placement testing criteria due to the COVID-19 pandemic, and the University switched to test optional. Since placement exam criteria had been based in part upon SAT and ACT scores, the University accommodated students with GPAs only. [Standard IV: C1b, 1c, 1d]

In Summer 2021, the math placement test was eliminated and the students' GPA, SAT/ACT, and/or highest-level math course completed became the criteria used to determine placement in MA 0090: Basic Algebra. For English, the administration and program used the opportunity to align placement scores with national averages. Students with a high school GPA lower than 2.75 are required to take the English placement exam. Test results determine whether students are placed ENG 0090: Basic Writing Skills, and students can appeal placement. Based on national models and best practices, the University is retooling its placement process as a part of integration and moving toward a co-requisite model for developmental classes because research suggests that students who take non-credit-bearing courses are less likely to complete degrees. [Standard IV: C1b, 1c, 1d]

Transfer Students

The University consults with the Registrar and department faculty to evaluate coursework taken at previous institutions. The collaborative effort enables the University to be transfer friendly in awarding credits from accredited institutions. The University is listed by the Pennsylvania Transfer and Articulation Center. Students access the site online to learn how their credits from other institutions transfer to the University. Credits transferred to the University are evaluated

on a course-by-course basis. University representatives communicate with Academy One and PASSHE’s Transfer Articulation Oversight Committee (TAOC) to ensure that the University is awarding credits comparable to PASSHE universities and PA community colleges.

Prior learning refers to courses taken at regionally accredited institutions or learning documented through Advanced Placement, International Baccalaureate, DAN TES, CLEP, military experience, and credit by exam. The University accepts such credits and has seen an increase in the proportion of applications from students who have evidence of prior learning. [Standard IV: C2]

Table 4.4 First-Year Applicants with College Credits

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Total Applicants	2711	2538	2713	2545	2301	2345	2997	2473	2153	2583	2624
Number of Applicants with College Credits	122	120	116	118	264	364	383	368	308	441	476
Percentage of Applicants with College Credits	4.5%	4.7%	4.3%	4.6%	11.5%	15.5%	12.8%	14.9%	14.3%	17.1%	18.1%

Where awarding undergraduate credit for military education and occupational training is concerned, the University follows the recommendations of the American Council on Education (ACE). Military veterans having completed a minimum of basic training with honorable service may apply for three credits in sustainability by submitting a DD-214 form.

The University honors Articulation Agreements with other institutions to assist in attracting transfer students. Articulation Agreements maximize the acceptance and application of college-level credits awarded by accredited institutions. The PASSHE Student Transfer Policy operates on the principle that competencies and learning outcomes developed and documented through prior learning are the basis for recognizing transfer credit, not course matching. The Statewide Transfer and Articulation System was established so that students could transfer Associate of Arts (A.A.) and Associate of Science (A.S.) degrees into bachelor degree programs. The University follows Program to Program (P2P), a statewide program articulation agreement that provides a transfer pathway into the University for community college students who select a transferable program. A.A. and A.S. degrees listed in the P2P articulation agreement contain a minimum of thirty hours of liberal arts and twenty-one credits of major coursework. The

agreements ensure consistency and equity in the application of credit from accredited institutions. [Standard IV: C2]

Orientation and New Student Welcome

The University's Office of New Student Orientation offers an informative, mandatory orientation for incoming students. Called Mountie Days, the orientation agenda has been adjusted over the past ten years to follow best practices and enhance students' experiences. Recent additions include presentations on Title IX and the Culture of Consent. The University offers two spring and three summer on-campus sessions, which include overnight stays. Transfer students choose sessions in a shortened, one-day schedule tailored to their needs. Orientations focus on providing information about academics (e.g., course schedules, advising, and placement testing) and include opportunities for students to socialize with other students, familiarize themselves with the campus environment, and learn about student support services. In summer 2020, due to COVID-19, orientation was moved online. Presentation modules were developed through the learning platform Desire2Learn (D2L). Students were given access during the summer months and participated in academic advising sessions via Zoom. To increase student engagement, student orientation leaders developed activities for both in-person and online formats. Although the University returned to face-to-face orientations in Fall 2021, the online component remains and complements the on-campus events. Assessment results dictate which updates are implemented to improve the students' experiences. [Standard IV: C1a, 1b, 1c, 1d, 6]

Additional orientation opportunities are offered during fall. Beginning the Thursday prior to the first day of classes, students are offered events mixing informative and social activities designed to supplement the spring and summer orientations and encourage interaction with upper-class students. Collaboration with campus offices, academic departments, and the surrounding community enhance the student experience and help build connections to students. [Standard IV: C1a, 1b, 1c, 1d]

Advising

The Advising Resource Group (ARG) provides leadership and information regarding the advising process. In Fall 2020, ARG published an advising manual to assist academic advisors. It covers conceptual, informational, and relational components of advising. Advising opportunities also are realized through the Academic Advising Center, which assists students in the purposeful planning of an undergraduate liberal arts education and contributes to a plan that promotes academic, personal, intellectual, and ethical growth. Program advisors use developmental, prescriptive, and strengths-based approaches to advising and communicate with students in meetings that review course and career planning and academic progress. [Standard IV: C1c, 1d]

Financial Aid

Given that approximately 50% of the University's incoming students are first generation or Pell eligible, the Office of Financial Aid provides education and personal attention to students and their families. Financial aid information sessions are included in many admission events. Financial aid counselors are also available to meet via Zoom, phone, or email. The office is

characterized by personalized customer service. The Financial Aid webpage provides on-demand educational resources, including up-to-date information regarding tuition and housing costs, scholarships, grants, and other areas of financial assistance. [Standard IV: C1a]

Students are notified of financial aid award offers via email or letter that outlines estimated cost, scholarships, grants (Gift Aid), loans, and work-study (Self-Help Aid). Due to changes in the FAFSA application process, award and scholarship letters are sent to students earlier than previous years. The creation of the Enrollment Management Team improved processes for Admissions, Registrar, and Financial Aid offices and resulted in better service for students. [Standard IV: C1a]

The University has benefitted from special initiatives. At the behest of former PA Senator Joseph Scarnati (R-25), the PA state budget dedicated a line item in the state's fiscal code to provide funds to the University in FY 2019-20 and FY 2020-21. Slated for merit scholarships, the funds were appropriated through the Pennsylvania Higher Education Assistance Agency (PHEAA) and managed by the Financial Aid Director. Initially set at \$500K for 2019-20, the University successfully advocated for \$1 million in the 2020-21 budget. Data indicates that 315-325 students benefitted from the 2020-2021 appropriation. [Standard IV: C1a]

An affiliation agreement with Robert Packer Hospital (RPH) and Guthrie Healthcare System (GHS) provides the Allied Health and Nursing program students exclusive scholarship opportunities. Award amounts are based on the return of investment funds collected through the RPH School of Nursing Corporation. A scholarship committee composed of RPH administrators and University faculty award money on a yearly basis. In 2021, \$270,000 in scholarships were awarded. [Standard IV: C1a, 5]

Since 2013, the Veteran's Support Group (VSG) has raised between \$10,000 - \$15,000 per year to be used for military scholarships and military-related campus initiatives. During the 2019-2020 academic year, the University created four renewable scholarships, whereby students with outstanding academic and military profiles are given \$1000 a year for four years. [Standard IV: C1a]

In March 2020, CARES Act funding was available to eligible students. Financially distressed students received a \$500 block grant. Additional monies were available in the Fall 2020 semester and distributed through an application process. Additional scholarships are available to students based on merit, academic department, and other affiliations. [Standard IV: C1a]

Retention Initiatives

To improve student success, the University has implemented multi-faceted retention practices. The Early Alert and Absentee reporting system directs faculty to communicate student absences to an administrator for outreach. If a faculty member reports two consecutive unexcused absences, an administrator reaches out to the student via email, mail, and phone. In Spring 2016, a change in the mid-term grading policy required faculty to record mid-term grades for all course levels. After mid-term grades are posted, students below a GPA of 2.0 are contacted and brought into the Academic Intervention Plan. Chairs, advisors, and program faculty reach out to students

and provide a plan for success that highlights services available to them. Another retention issue involves registering for courses. The Retention Blitz initiative calls for Student Living staff to reach out to unregistered students and encourage them to meet with faculty advisors for assistance. The Registrar's office sends out multiple communications to unregistered students to remind them of registration timelines. If a student decides to withdraw from the University, the student meets with representatives from Financial Aid and the Registrar's office to discuss academic and financial implications. The University plans to reconvene the Retention Committee to further coordinate retention efforts, though this is on hold while student success planning is occurring as part of the integration process. [Standard IV: C1a, 1b, 1c, 1d]

In November 2018, a team faculty, staff, and administrators participated in the PASSHE Student Success Conference held at Shippensburg University. The purpose of the conference was to explore emerging trends and student success initiatives at PASSHE institutions. At the conference, the team identified three focal points for student success: developing an advising plan, providing programming for first-year students, and improving awareness of student support services. The University's retention efforts reflect the need for creating advising plans, and, as discussed in Chapter 3, an enhanced advising plan was created by the Advising Resource Group. Efforts have been made to increase the awareness of student support services through presentations and discussions in First Year Seminars and Student Services Fairs. In Fall 2019, Student Affairs units reviewed and updated their websites to ensure information was easily accessible to prospective and current students. [Standard IV: C1b, 1c, 5, 6]

Student Support Services

Student Support Services provides academic, social, and emotional support for students, especially vulnerable populations. For example, the Gateway Summer Program is an early access program offered to at-risk first-year students. This residential program promotes a successful transition from high school to college by developing students' talents and strengths using peer mentors, credit-bearing coursework, activities outside the classroom, and other strategies. Students are provided an opportunity to establish relationships with faculty, staff, and peers; learn about support services and other university resources; and engage in the rigors of college in a supportive environment. Many graduates surveyed indicate they would not have graduated without the program. Gateway students must earn a 2.0 GPA to enroll in the fall semester following the program, a requirement instituted in 2013 after the University learned students earning above a 2.0 were more likely to graduate. [Standard IV: C1a, 1b, 1c, 1d, 2, 6]

A federally funded program, TRiO Student Support Services (TRiO), focuses on the needs of low-income and first-generation students. TRiO provides no-cost academic assistance for up to 200 eligible undergraduate students who are low-income and first-generation college students and/or college students with disabilities. The program provides advising, scheduling assistance, tutoring, peer mentoring, and textbook and laptop loan programs and support that extends beyond academics to meet the needs of students. TRiO offers workshops focused on stress management and study skills; provides financial guidance and educational and career planning; and offers opportunities for cultural enrichment. The TRiO program maintains, on average, a 90% persistence rate among students. Ninety to ninety-five percent of the students in the program maintain Good Academic Standing. [Standard IV: C1b, 1c, 1d, 6]

The Counseling Center offers services to enhance psychological health and personal effectiveness as students pursue their degrees. The Counseling Center provides individual, couples, and family counseling, as well as an on-call counselor for emergencies. Counselors provide services to an average of 170 students per academic year. Virtual sessions have been offered since March of 2020 due to COVID-19. Students have been experiencing more mental health issues during the pandemic, and counselors held ninety-six virtual sessions during the Fall 2020 semester. [Standard IV: C1b, 1c, 1d, 6]

The Career Center uses a process of continuous improvement and goal setting aligned with the University Strategic Plan, the Council for Advancement of Standards in Higher Education (CAS) Standards for Career Services, and the NACE Professional Standards for College and University Career Services. During the 2019-2020 academic year, the Career Center underwent its five-year comprehensive review following CAS Standards and was commended for its resourcefulness in managing limited financial and personnel resources while providing tailored career development programming and tools to students and alumni. An opportunity for improvement called for expanding resources tailored to diverse groups. In response, the Career Center created a webpage dedicated to career resources for special populations such as the LGBTQIA community, veterans, ethnic groups, women, and justice-impacted individuals. [Standard IV: C1b, 1c, 1d, 3, 5, 6]

Project Textbook was developed in 2017 to increase access to textbooks for students in need. The funding is provided by SGA. The program includes a Lending Library and Reserves 2.0. For the Lending Library, students can request two books per semester based on eligibility as determined by Financial Aid. Over the past seven semesters, the program has provided 758 textbooks to 455 students. Reserves 2.0 purchases books that are placed on reserve in the Library and are accessible to all students. The program has added over 120 books to the library's reserves. These resources save students money and increase their chances of success. [Standard IV: C1a, 1b]

Campus Technologies

Campus Technologies (CT) is responsible for academic and administrative services, network support, campus telephones, and technology purchases and tracks its actions to ensure they align with the Technology Plan and Strategic Plan. CT is available for students, faculty, and staff to help troubleshoot computer problems and provide support for technology-related issues. Since the last Self-Study, the University has implemented Desire2Learn (D2L), the PASSHE-wide learning management system. In 2019, CT developed and implemented a virtual reality lab through the Mansfield University Police and Safety Training Institute and donations. The lab provides police cadets and students from other disciplines the opportunity to train in real-life scenarios. During the pandemic, the need for remote work, teaching, and learning has become prominent. CT supports these efforts with hardware, software, and training focused on remote teaching and learning, remote research, and other scholarly activities. [Standard IV: C1b, 3]

Student Engagement

The Student Activities Office (SAO) promotes student learning and community through co-curricular and extra-curricular experiences that develop student leaders. The experiences complement students' academics by encouraging critical thinking, decision making, values clarification, and problem-solving skills outside the classroom. SAO partners with other campus offices to sponsor cultural and educational programming. [Standard IV: C4]

The University offers over sixty-five registered student organizations that enable students to explore opportunities involving advocacy, governance, media, culture, religion, service, arts, sports, and more. Organizations enhance students' education and offer forums for leadership development, critical reflection, and civic engagement. Students involved in student organizations enhance their university experience by meeting new people, developing leadership skills, pursuing their passions, gaining valuable knowledge, and contributing to the community. [Standard IV: C4]

One unique aspect of the University is the relationship between its SGA and the Committee on Finance (COF), which serves as a subcommittee of SGA. The Committee on Finance controls a portion of the student activity fees for the benefit of SGA and clubs and organizations. Twenty-four percent of student activity fees are allocated to COF as a reserve fund to be spent by student organizations and for student events. Athletics, Music Ensembles, and the Student Activities Office receive a percentage as well. The remaining activity fees are split between campus programs such as Residence Life and the Fitness Center. [Standard IV: C4]

COF consists of students who hear requests from student organizations hoping to fund programs and trips. Many trips allow students to engage in professional development opportunities such as attending and presenting at regional and national conferences. COF has supported students from departments like Music and Geosciences, which enabled students to network with peers and professionals in their field and bring back to Mansfield what they have learned. [Standard IV: C4]

The Office of Student Living employs 25-35 students who act as Resident Assistants (RAs). RAs plan programs and community building efforts for on-campus students. RAs design programs based on the Community Development Model to engage specific building populations. RAs create and distribute syllabi outlining programming, floor meetings, and intentional interaction deadlines to ensure programming and engagement opportunities are spaced across the semester. Student Living hosts approximately 200 events annually. [Standard IV: C4]

The University currently has six organizations within the Office of Fraternity and Sorority Life. Through community service and social events, fraternities and sororities engage with the local community, raising approximately \$80,000 and donating over 5,000 community service hours annually. [Standard IV: C4]

The University houses three diversity centers: the new Pride Center (LGBTQIA), the Martin Luther King Jr. Center, and the Margaret Launius Women's Center. Along with the President's Commission on the Status of Women, the centers advocate for students and educate the campus

on diversity, equity, and inclusion. The centers host events independently and collaboratively to promote awareness, to educate, and to provide spaces for networking. [Standard IV: C4]

Yoga, rock climbing, intramural sports, and other activities provided by Kelchner Fitness Center (KFC) also create a positive student experience. KFC supports the continued operations of an eSports Club that has participated in the ECAC eSports League and recently added additional equipment for club and extramural matches. Per Annual Reports, over 75% of the student body is involved in recreational programs. [Standard IV: C4]

The University sponsors five men’s and six women’s sports at Division II or Collegiate Sprint Football League level. The Assistant Athletic Director and Compliance Coordinator receives midterm grades and final grades and distributes them to coaches. Coaches meet student-athletes to help them create plans to support academic retention and persistence for the semester, and the University recommends that coaches provide a minimum of three hours of study table a week for their teams. The processes have created an atmosphere in which student athletes graduate at a rate higher than non-athletes. [Standard IV: C4]

According to NSSE, first-year students and seniors surveyed indicate that the University performed better than peer institutions when it comes to students holding a formal leadership role in a student organization or group.

Table 4.5 National Survey of Student Engagement Results on Leadership Roles for First-Year Students

	Mansfield	PASSHE	COPLAC	Carnegie
2014-2015	14%	11%	14%	13%
2016-2017	28%	12%	14%	11%
2018-2019	24%	9%	9%	N/A

Table 4.6 National Survey of Student Engagement Results on Leadership Roles for Seniors

	Mansfield	PASSHE	COPLAC	Carnegie
2014-2015	58%	40%	43%	40%
2016-2017	54%	41%	41%	34%
2018-2019	55%	41%	41%	34%

Student Information and Records

The University’s Access to Student Records Policy outlines processes to ensure secure student records and guide the release of student information. The University secures student information in the student information system Colleague. Colleague centralizes student information and

supports student-related functions, including admissions, registration, financial aid, student accounts, academic history, and student housing. The University grants access to student data records to employees on an as-needed basis, but only after approval from both the department and the Registrar. The policy conforms to standards outlined in FERPA. [Standard IV: C3]

Specific information about FERPA and how the University handles its provisions can be found in the Undergraduate Catalog. FERPA is discussed at all New Student Orientation sessions, and required forms are filled out in front of a school official. [Standard IV: C3]

The Office of the Registrar is responsible for preserving information and records. There is no release of protected student information or records without the written consent of the student or release for employment purposes or continuing education. In addition, specific departments have guidelines to protect students' information and records. Examples include:

- Campus Technologies – Acceptable Use Policy
- Services for Students with Disabilities – Confidentiality Protections and Guidelines
- Campus Clinic – Contract contains Use of Confidential Information clause
- Library – Circulation Privacy Policy
- Accredited Programs – Comply with student record policies of their respective accrediting organization [Standard IV: C3]

Third-Party Providers

The University uses support services that are designed, delivered, or assessed by third party providers. The services include dining services, the campus clinic, and shuttle services. Third-party providers undergo review and must meet the standards and protocols established by PASSHE. [Standard IV: C5]

The University's dining services are provided through a third-party. The University procured the contract for dining services through a Request for Proposal process under a defined term of service. The contract outlines mechanisms to ensure that review and assessment of dining services occurs via a student-run Food Service Advisory Committee, customer satisfaction surveys, and quality assurance audits conducted by the local health department and the Campus Dining Liaison group. Overall results of the dining services quality assessment are positive, and changes are based on student, staff, and faculty feedback. Recent changes include the creation of more meal swipe options, new service locations in a residence hall and an academic building, and the expansion of menu items to include more options related to food allergies. In Fall 2021, the University joined six PASSHE institutions under one third-party dining vendor. Moving to a shared service allowed for a competitive advantage in being able to provide exceptional services at a lower price point for the University and students. The shared vendor enhances responsiveness and expertise, which improves students' experiences. [Standard IV: C5]

Other approved third-party student service providers include the Campus Clinic for student health needs; Shuttle Services for safe, reliable student transportation; OneCard student identification system by Blackboard; Maxient for tracking violations of the conduct code; The Housing Director by Adirondack Solutions for student on-campus housing and dining plan

information; and Student Self Service for student academic and personal information. [Standard IV: C5]

Evaluation of Supporting Programs

Annual and periodic evaluation was historically managed at the unit or division level without an overarching structure to ensure a cohesive process. Early in this review period, academic and non-academic departments implemented the National Association of College and University Business Officer's Excellence in Higher Education (EHE) model which is based on the Baldrige National Quality Award framework as adapted to higher education. Administrative changes led the University's non-academic departments to move away from EHE and focus on aligning assessment more closely to the strategic plan. In Spring 2018, the University-Wide Assessment Committee created a sub-committee called the Student Experience Assessment Committee (SEAC). SEAC was tasked with developing a process for annual and periodic assessment of offices, programs, and services that support the student experience outside the classroom. [Standard IV: C6]

SEAC developed a procedure for Annual Reports and Five-Year Reviews which was approved by the University Assessment Council and the President's Cabinet in Spring 2020. Units contributing to the student experience created a template for annual goal setting. The template asks units to develop at least two measurable goals each year linked to the University's Strategic Plan, to show potential financial implications, and to explain how the goal will be assessed. Units use assessment results to implement changes that improve programs. Plans and results are stored in TracDat and are accessible to the President's Cabinet, Institutional Research, and the Student Experience Assessment Committee Chairperson. [Standard IV: C6]

The committee follows CAS standards as a framework for a five-year review cycle. The full cycle for program review can be found on the Institutional Research website. During the 2019-2020 academic year, the first groups in the cycle underwent Five-Year Reviews. These areas included Fraternity and Sorority Life, Student Activities, the Counseling Center, the Career Center, and Student Living. Areas identified without specific CAS standards use generic CAS standards or an alternate process approved by the respective Cabinet member and the Student Experience Assessment Committee. [Standard IV: C6]

Conclusion

The University considers experiences outside the classroom a priority and offers student support services that cater to student demographics and encourage personal interactions. The University systematically evaluates programs related to students' experiences and uses assessment results to ensure continuous improvement, thereby supporting Requirements of Affiliation 8 and 10.

Strengths

1. Focused on providing personal attention to students, both prospective and current.
2. Emphasized respect for students with diverse backgrounds, needs, and goals and offered programming and support services that reflect these considerations.

3. Created more avenues to admit prospective students and support enrollment growth through the Early Start Program.
4. Grew a culture of assessment across academic and non-academic departments that focused on continuous improvement of the student learning experience.

Opportunities for Improvement

1. Develop separate policies on access to student records and record retention and disposal.
2. Reinstate the Retention Committee to create more opportunities to support vulnerable students.
3. Provide more funding for students struggling with substance abuse and recovery issues, mental health concerns, and other health and wellness concerns.

STANDARD V

EDUCATIONAL EFFECTIVENESS ASSESSMENT

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Overview

Chapter 5 describes how the University meets Standard V Criteria. The chapter draws upon Annual Reports, Five-Year Reviews, TracDat, work from the Mansfield University Assessment Council, and other sources to describe how the University has improved its assessment practices since 2012. The reports and processes document how academic and non-academic programs maintain quality programs and services for students. The chapter supports Requirements of Affiliation 8, 9, 10, and 15 and Institutional Priority 1.

Educational Program Assessment

The University provides degree-seeking students with a rich educational experience through inclusive and diverse two- and four-year degree programs defined by program learning goals that support the University's mission. Programs in the sciences, social sciences, arts, and humanities provide opportunities for developing workforce skills. Since 2012, the University has worked to align goals at the course-, program-, and university-levels. Program learning outcomes, goals, and standards are determined collectively by the faculty within each program and are listed in the University Catalog. Course syllabi are required to articulate course learning outcomes with clearly delineated assessments and map them to general education outcomes (where applicable) and program learning outcomes. The goals and assessments are recorded in Annual Reports and Five-Year Reviews and linked to institutional goals. The reports are reviewed by the deans, who provide feedback to programs and departments. Collectively, the academic and non-academic units give students a rich educational experience in a supportive environment. [Standard V: C1]

Assessment at the University is overseen by the Division of Academic Affairs led by the Provost and Senior Vice President for Academic Affairs. The Provost is assisted by the Associate Provost and Dean of the College of Arts and Humanities and the Dean of the College of Natural and Social Sciences. The Director of Institutional Research and Chair of General Education Assessment Team (GEAT) are the principal contacts for the assessment efforts. The Director of the Career Center oversees Five-Year Reviews of non-academic programs in support of the student experience. Since 2015, these efforts have been supported by the University-wide Assessment Committee (UWAC), which evolved into the MU Assessment Council as the University consolidated different academic and non-academic committees under one umbrella for monthly meetings regarding assessment of academic and non-academic programs. [Standard V: C2, 5]

The Assessment Plan has five parts: (1) Annual Reports; (2) Five-Year Program Reviews; (3) General Education Assessment; (4) Strategic Plan Assessment; and (5) TracDat Assessment. The University assesses institutional, program, and course learning outcomes yearly, following a schedule set by PASSHE though no longer in force. Student achievement is monitored and

supported by the Academic Affairs team, the Career Center, department chairs, program faculty, the Institutional Research and Assessment Department, and the General Education Assessment Team. Assessment Coordinators are assigned in programs to act as liaisons between programs and administrators. [Standard V: C2, 3, 5]

Annual Reports include program assessment data, action items based on analysis to improve student learning, actions taken to improve student learning, and progress on program goals and strategic plans. Annual Reports are submitted to the program's dean, who reviews the report and provides feedback and recommendations to the program faculty. Every fifth year, programs complete a Five-Year Review, which encompasses the previous four Annual Reports and the year under review. The Five-Year Review provides analysis of a program across time and encourages review of program curriculum; assessment of program and course student learning outcomes; actions taken to improve learning and teaching; and assessment of program demand and vitality. Data collected include enrollment trends, completion, graduation, and retention rates, status of accreditation, and demographics. Curriculum maps are reviewed and revised during this process, allowing faculty to examine the integrity of the curriculum and whether program graduates have adequate opportunities to achieve program and course SLOs. Five-Year Reviews require a Mansfield faculty member from a different discipline, and every second Five-Year Program Review requires an outside reviewer from another institution who shares disciplinary expertise. Five-Year Reviews are reviewed by the Deans, who provide feedback and suggestions for programs and departments to consider when improving programs. [Standard V: C2a, 3a, 3b, 3c, 3f, 3g, 3h, 5]

Several of the University's academic programs are accredited by regional and national organizations recognized by The Council for Higher Education Accreditation (CHEA). Many programs at the University use accreditation and other professional organization standards as a guide to developing program goals and SLOs. Accreditation efforts indicate the motivation of faculty and administrators to improve educational experiences for students. [Standard V: C1, 2, 3]

Student Learning Outcomes

The University assesses SLOs in three contexts: individual course SLOs, general education SLOs, and program SLOs. Data from these SLOs are reported through channels at the department and administrative levels and are reviewed and analyzed by faculty, staff, chairs, deans, and the provost. The General Education Assessment Team assesses the General Education Program. To support assessment efforts, the MU Assessment Council meets to review assessment procedures and progress and make recommendations to relevant personnel and programs. [Standard V: C1, 2a, 2b, 2c]

Student learning outcomes are emphasized at two points: within courses and the program curriculum. Course SLOs focus attention on learning outcomes for specific courses and connect with program outcomes. Program SLOs define the overall expectations for students enrolled in a program. The University's programs have defined program-level SLOs. General education outcomes focus on competencies in general education categories. Current syllabi contain course-

level student learning outcomes, applicable general education outcomes, and applicable program-level student learning outcomes. [Standard V: C1]

Since 2015, deans have incorporated the review of assessment practices into faculty evaluations for tenured, tenure-track, and temporary faculty. Deans provide faculty with feedback regarding evidence of closing the assessment loop and tying assessment methods to student learning outcomes. The deans analyze progress by reviewing syllabi, peer evaluations, department chairperson's evaluations, department evaluation committee reports, and students' faculty evaluations. Chairs and evaluation committees follow the practice in their performance reviews of faculty. [Standard V: C2, 3a]

Student outcomes, including retention rates, graduation rates, job attainment of graduates, and data on graduate and professional education placements for graduates are housed on the HEOA Student Consumer Information page on the University website. Data are included to the present year and reported in an easy-to-read table containing pertinent information for each category. An open resource, all interested stakeholders have access to this information, and the University requires HEOA information in syllabi language. [Standard V: C1, 2, 3, 5]

TracDat

The TracDat Data Analytics platform is used by departments to assist in assessment efforts. Programs are updated in TracDat yearly with information pulled from Annual Reports and Five-Year Reviews. The database assists departments in looking at trends from year-to-year and provides streamlined reports on programs. Department chairs have received training in TracDat and best practices in gathering and reporting student learning assessment data. Assessment Coordinators meet with the assessment and institutional research personnel for assistance with TracDat. The Director of Institutional Research provides training and guidance in the use of TracDat upon request. For the 2019-2020 academic year, 40% of the programs reported results in TracDat by the beginning of the Fall 2020 semester which indicates an opportunity for improvement. [Standard V: C2c, 3a, 3b, 3c, 3f, 3g, 3h, 5]

In Fall 2020, the Director of Institutional Research performed a TracDat Assessment in which he analyzed programs in TracDat and rated program assessment efforts on a color-coded scale. Red indicates a program in need of major improvement in reporting assessment. Yellow indicates a program reporting a satisfactory degree of program assessment. Green indicates robust reporting. The Director's audits were shared with the administration, department chairs, and Assessment Coordinators, and the audits provided suggestions for improving assessment practices. Assessment Coordinators are working with the Director of IR and MU Assessment Council to streamline and clarify the reporting process for educational effectiveness while demonstrating how assessment is driving curricular changes needed for ongoing improvement. Since Fall 2013, University academic programs have submitted 219 new course changes, 177 course revisions, and 133 course deletions resulting in 526 curricular changes from the Annual Report, Five-Year Review, TracDat process. [Standard V: C2, 3, 5]

Student Surveys

The Director of IR administers NSSE and the internally generated Senior Survey, both of which provide evidence of student learning. Student responses to NSSE surveys compare favorably with comparison cohorts. Students' overall satisfaction with the University's quality of education is stated in the Senior Survey results. Results from the period from 2011 to 2017 indicate that graduating Seniors' overall satisfaction ranges in the ninetieth percentile (See Table 5.1). Students responded positively with regards to their preparation for future careers and for post-Baccalaureate study. [Standard V: C2]

One opportunity for improvement was derived from the Senior class results in 2019. Students scored significantly lower when asked to rate their ability to analyze numerical and statistical information. The overall student response rate in 2019 was low with only 22% of class members completing the survey. The University will monitor future surveys to determine if the 2019 result is an artifact of a small sample size or an indication of a learning outcome that needs to be addressed in future planning. [Standard V: C2, 3, 5]

Table 5.1 National Survey of Student Engagement Senior Survey Results

Question	Satisfied/Very Satisfied
Satisfaction with overall education	90.4% – 94.6%
Satisfaction with education in major	91.9% - 94.0%
Satisfaction with preparation for work/career	74.9% - 88.8%
Satisfaction with preparation for post-Baccalaureate	79.4% - 87.7%

The Careers Outcome Survey, administered by the Career Center between 2016 and 2019, indicates that, when compared to National Center for Education Statistics (NCES) data, graduates are employed at levels above the national average, ranging from 95% to 97%, compared to the 2019 national average of 87%. The numbers include students enlisting in the military and attending graduate school. The Careers Outcomes Surveys of 2018 and 2019 show that nine months following graduation, 63% and 61% of graduates respectively were employed in their field of choice and 16% and 17% respectively were employed outside their field of choice. Nationally, underemployment of college graduates in 2019 averaged 38.1% while underemployment of University graduates was closer to 30%. Surveys show that graduates are entering their field of choice at higher rates than the national average, which indicates that courses and programs offered by the University are meeting disciplinary expectations and providing students with a quality education. [Standard V: C3]

Use of Assessment Results

In keeping with the University's mission and goals, academic and non-academic programs take assessment results and external factors into account to provide up-to-date and relevant learning

experiences for students. Since 2012, the University's culture of assessment has grown as programs and support services have embraced assessment to improve pedagogy and the curricula. There is opportunity for improvement, however, since some programs assess more effectively than others. Many academic programs have made curricular changes between the 2014-15 and 2020-21 academic years. Over ninety percent of the program changes involved changes to course offerings to align the program with content that ensures student success. A secondary reason involved re-designing courses to align program needs and faculty complement. New concentrations were developed in Psychology (Forensic and School Counseling), Geosciences (Geoarchaeology in collaboration with Indiana University of Pennsylvania), and Chemistry (Plant Extraction) to meet area workforce needs. Program changes were subject to the curriculum review process, which vet proposals for market needs, sound planning, pedagogy, and program student learning outcomes. [Standard V: C3]

Data in Annual Reports and Five-Year Reviews led other programs to make changes to improve their programs. The English Program designed and implemented a Professional Writing concentration which grew out of analysis of the jobs English majors were entering after graduation, discussions with prospective students and parents, and analysis of trends in higher education and workforce needs. The concentration for the English major was developed in 2014-2015, became available to students in Fall 2015, and now accounts for nearly all English majors. The psychology program developed a School Psychology concentration in 2018, with students enrolling in Fall 2019. The career path was developed due to needs expressed by regional superintendents and other workforce partners pertaining to the shortage of school psychologists nationally and regionally. A study conducted in 2014 by the National Association of School Psychologists (NASP) found that more than 50% of the school psychology workforce would retire by 2015, with two-thirds of the available workforce leaving the field by 2020. Most of these positions are not filled because there are no trained individuals available. School psychologists were identified as one of the most promising career choices in the 2000s and continue to rank near the top of Social Service Jobs. The Nursing faculty continually revise their program based on changing accreditation standards and annual assessments of SLOs comparing their cohort to nursing students nationwide. Recent changes include updating curriculum to match the changing practice environment, adding additional advising support for first-year and sophomore students, and tightening the process of administering standardized exams. The B.S. Business Administration program received accreditation from the Accreditation Council for Business Schools and Programs (ACBSP) in the summer of 2016. [Standard V: C2, 3b, 3c, 3f, 3g, 3h]

In addition to assessing programs in terms of employment, programs assess knowledge and skills to ensure that student learning improves. In the humanities, the English program assesses program portfolios and found in 2013 that English graduates needed to improve their research skills. In response to the findings, the instructor of ENG 3333: Advanced Writing for English Majors revised the syllabus and a course assignment to emphasize researching and incorporating research into the Major Revision Essay, an artifact collected as a part of each graduate's portfolio. Students showed improvement in subsequent years, though English faculty noted in this past year's review that the pandemic appears to be having a negative effect on student research. In the social sciences, the Psychology program assessment found issues with students' ability to think critically. In response, program faculty first added assignments in courses to

address the issues, but scores were only reaching 50% in meeting the criteria. In 2019, program faculty asked students to complete research proposals. Since then, the students meet the expectations of the SLO at a rate of 87%, and psychology faculty continue to assign the proposals. In the sciences, the Biology program noted that, based on a survey given to their majors, students were not confident in their ability to use statistics to analyze data which means students were not meeting a program SLO. Biology faculty revised several of their laboratories to include more statistical analyses, and the program curriculum was revised to include BI 3390: Biostatistics and Experimental Design in four of the program's five concentrations. (The fifth concentration, Medical Laboratory Sciences, requires a statistics course taught by the Math program.) [Standard V: C2, 3b, 3c, 3f, 3g, 3h]

Some programs report to additional committees. For instance, the Education program is advised by the Teacher Education Council (TEC), a council consisting of education and content area faculty, the Director of Educational Field Experiences and Teacher Certification Officer, and the Dean of the College of Arts and Humanities. The group considers and recommends actions on curricular issues, Pennsylvania Department of Education (PDE) requirements, and student teaching issues and assesses the education programs.

General Education Assessment Team

The General Education Assessment Team (GEAT) reviews the General Education assessment results annually and recommends changes that will lead to improvement. The General Education TracDat reports include examples of how the General Education assessment results are used to guide changes to curriculum, pedagogy, services, and assessment processes to improve student learning. [Standard V: C3]

Students in general education courses are taught material based on common General Education SLOs. General Education courses, including course syllabi, are vetted by Department Chairs, the Academic Affairs Committee, University Senate, the Provost's Office, and the Office of the President. The institutional SLOs for general education are described in the 2011 General Education Program. Learning outcomes are assessed each year, though in the past two years, the General Education Subcommittee (GES) has established a rotating schedule of course assessment to make efforts manageable for a reduced workforce. Since 2018, General Education assessment has been under review, though these efforts are on hold due to integration planning related to General Education. [Standard V: C1, 2a, 2b, 2c, 3f]

As described in Chapter 3, the University requires all first-year students to take First Year Seminar (FYS). Considered a cornerstone of general education, First Year Seminar is assessed every semester and the results are shared with the First Year Experience (FYE) Committee, which meets regularly to share best practices and discuss improving the course. The committee considers all elements of the program, from move-in weekend to the First Year Seminar courses themselves, to common events for first-year students. The committee approves proposals for new FYS sections, selects summer reading books, approves the summer writing prompts, reviews feedback from special events, and reviews results from student and faculty evaluations. The committee organizes special sessions with FYS instructors to discuss solutions for common problems. Recently, the course was redesigned to address student complaints about differing

workloads and assessments and to increase engagement in and out of the classroom. The changes included requiring a common textbook, creating a common course meeting time for students, incorporating sexual assault and alcohol programming into the course, and sharing writing rubrics among instructors to help standardize writing assessment. [Standard V: C2, 3]

Student Support Services

As mentioned in Chapters 3 and 4, non-academic support services collect and report assessment data that is reviewed by Assessment Coordinators and reported in Annual Reports and Five-Year Reviews. The process is overseen by the Director of the Career Center. [Standard V: C3c]

Academic Probation

In Fall 2019, the Academic Intervention, Probation, and Dismissal Policy was revised to implement a developmental process for improving poor academic performance and assisting with student retention efforts. The policy requires grades for all courses to be posted by faculty at midterm, and an academic warning is issued to students whose GPA falls below 2.0. Advisors and department chairs are provided with student grades, and department chairs notify students via email of their academic warning, copying the student's advisor. Advisors communicate with advisees within a week of mid-semester grades being posted. Advisors and advisees create and implement an individualized plan that includes the mandatory use of academic support resources, such as those provided by the Department of Student Support Services. Participation records are maintained and consulted during any future dismissal appeal decisions. At the end of the semester after an academic warning is given, students earning an overall GPA of less than 2.0 are placed on academic probation. The student on academic probation attends a mandatory meeting with faculty the first week of the following semester to review the improvement plan and discuss additional recommendations to aid in student success. When the student earns above a 2.0 GPA, Academic Probation is removed. When a student's GPA remains below a 2.0 for two consecutive semesters, the student is dismissed from the University with the option to appeal. [Standard V: C3a, 3c, 3g, 3h]

Planning and Budgeting for Assessment

From 2012-2015, the University employed a Director of Assessment, Institutional Effectiveness, and Compliance, who worked closely with the Director of Institutional Research and Assessment Data and the Deans and Provost. From 2015 to 2020, assessment was overseen by a faculty member with reassigned time using funding dedicated to learning and institutional effectiveness. The funding was used to support assessment training and development, data collection systems, standardized assessment instructions, and the salary of a 0.5 FTE Assessment Coordinator. Due to finances, the position was discontinued and responsibility for assessment fell to the Provost, the Director of Institutional Research and Assessment Data, and the MU Assessment Council. The lack of a dedicated director of assessment has hampered improvements in assessment, though filling such a position is unrealistic in the current financial situation. With guidance, faculty and staff have implemented more effective assessment practices over the Self-Study period. Administrators, faculty, and staff use assessment results to improve programs and streamline processes, which has contributed to a growing culture of assessment, though this area

is an opportunity for improvement. For a year, professional development funding for departments was linked to assessment processes, but the funding was discontinued due to financial considerations. If integration is approved, assessment oversight for all three campuses will be housed in the Office of Institutional Effectiveness, with that office reporting to the Vice President for Faculty Affairs and Academic Operations. [Standard V: C3b, 3c, 3d, 3e]

Key Indicators of Student Success

The Institutional Research (IR) Office compiles results from academic research and analysis of enrolled students. Resources are made available to staff and faculty via the IR webpage. IR generates regularly scheduled reports throughout the entire academic year for PASSHE's Advanced Data Analytics office. Reports cover student data, courses, admissions applications, financial aid, tuition waivers, etc., and are placed in a Shared Data Warehouse. The warehouse is a secure set of data and visuals to view and analyze effectiveness and to develop projections. Staff and faculty have access to this data via the System Data tab on PASSHE's public website. PASSHE's Board-Affirmed Metrics (BAM) dashboard records key performance indicators across PASSHE universities to gauge student success, university success, and financial sustainability. Retention, Credit Completion, and other Student Support Charts are shown to assist faculty and staff in program planning. Recently, PASSHE added another analytics tool to the data warehouse called the Academic Master Planning Tool (AMPT). The tool illustrates geographic Occupational Demand for Academic Programs offered at the University. [Standard V: C3f, 3g, 3h, 4]

The Office of Institutional Research and Assessment Data posts Fact Book and Fast Fact data reports on its website. The documents cover one academic year and share general details about the academic offerings, enrollment numbers, demographics of the undergraduate student body and the instructional faculty, class size, and the student/faculty ratio. The IR office houses data focused on enrollment trends, first time students, and the majors, minors, and degrees awarded. [Standard V: C1, 2, 3a, 3b, 4, 5]

Evaluating Program Assessment Methods

In 2018, an ad-hoc committee from the MU Assessment Council was formed and charged with evaluating program assessment methods within the institution. The committee's charge focused primarily on ensuring that programs were closing the loop and explored ways for sharing best practices with programs needing to improve assessment processes. The ad hoc group discussed programs and general education, scheduled meetings with assessment coordinators to discuss the Director of Institutional Research's TracDat reports, and planned future meetings to continue refining assessment practices. The work was interrupted by the pandemic and integration. [Standard V: C5]

Conclusion

Since the 2012 Self-Study and the 2017 PRR, the University has grown a more effective culture of assessment despite dwindling resources and staffing. While there is room for improvement, the University has established clearer processes to assess both academic and non-academic

programs. The formation of committees such as the MU Assessment Council has assisted with these efforts. The chapter's description of the institution's evaluation of programs and assessment of educational goals by a core of faculty and staff supports Requirements of Affiliation 8, 9, 10, and 15.

Strengths:

1. Grew culture of assessment across academic and non-academic programs.
2. Focused on success of students by providing them personal attention from faculty, staff, and administration.
3. Initiated the Center for the Advancement of Teaching and Learning (CATL), a University group that provides professional development programs for faculty and staff which are focused on critical thinking, creativity, collaboration, and communication.

Opportunities for Improvement:

1. Increase student satisfaction with career and post-baccalaureate preparation.
2. Establish permanent position to coordinate assessment efforts (which may occur because of integration).
3. Refine assessment of academic and non-academic programs and departments and implement clearer processes for updating TracDat assessment entries and ensure that programs are following the processes.

STANDARD VI PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Overview

Chapter 6 describes how the University meets Standard VI Criteria, especially the University's attempts to meet Criterion 4. The University recognized the fiscal issues affecting its operation and sought to stabilize itself fiscally through attrition of faculty, staff, and administrators; sharing services with other universities; and using the campus facilities more strategically. Given rising costs and, until recently, shrinking enrollments, these actions have not proven to be enough to achieve sustainability. Thus, in 2020, at the behest of PASSHE, the University began the process of integration planning with Bloomsburg University and Lock Haven University to create a sustainable institution consisting of three campuses existing under one accreditation. Prior to integration planning, the University worked diligently to follow a planning and budgeting process that incorporated the mission and strategic plan to work toward creating a sustainable university while providing an affordable education that prepared students for work and life.

The chapter shows that the University's objectives are clearly stated; assessed appropriately; linked to mission and goal achievement; reflect conclusions drawn from assessment results; and used for planning and improving processes, including constituent participation and resource allocation. The University plans comprehensively to maintain facilities, infrastructure, and technology and engages in periodic assessment of planning effectiveness, resource allocation, institutional renewal processes, and resource availability. The chapter shows how the University complies with Requirements of Affiliation 8, 10, and 11 and Institutional Priority 2.

Mission- and Goal-Driven Planning

The University's mission and goals drive institutional planning and resource allocation to ensure continuous institutional improvement. Institutional objectives guide planning and include stakeholder participation. While these plans have fluctuated during this review period due to administrative turnover and shifting priorities, consistency in internal administrative hires resulted in more consultative and efficient planning processes. The processes led to the strategic deployment of resources and helped increase enrollment in Fall 2019 and Fall 2020. Planning is guided by the state-mandated Comprehensive Planning Process (CPP), a strategic planning instrument designed to align PASSHE and University goals, budgets, pricing strategies, and academic planning. [Standard VI: C1, 2, 3]

In line with Requirement of Affiliation 10, the MU2020 Strategic Plan includes objectives and initiatives that guide the President, Cabinet, administrative department leaders, and academic

department chairs in planning, decision-making, and allocating resources to fulfill the University's Mission. Strategic Plan initiatives link objective and goal achievement to measurable outcomes. For example, Initiative 2.1.5: Strategically increase overall student enrollment to sustain fiscal integrity and academic quality is reflected in the increase in matriculating students, a measurable outcome driven by Objective 2.1: Review and Rebalance Student Enrollment and linked to Goal 2: Resource Management. Moving forward, the University will re-assess and work collaboratively on a new Strategic Plan for the integrated university. [Standard VI: C1]

University governance plays a role in the University's planning and improvement processes. Cabinet task forces are created to research and recommend actions on specific topics. Representatives attend Cabinet meetings to share data and participate in discussions related to Cabinet activities and planning. [Standard VI: C1, C2, C5]

Continuous Institutional Improvement

As discussed in Chapter 1, the University assesses the effectiveness of planning, resource allocation, institutional renewal processes, and the availability of resources to work towards institutional improvement. Assessment of the Strategic Plan has been undertaken by the University-Wide Assessment Committee's (UWAC) Strategic Plan Assessment Subcommittee. To ensure continuous institutional improvement, the University engages in assessment-based planning to use resources strategically. Strategies such as tuition repricing and institutional aid, strategic budget allocation requests, marketing, space utilization, the Early Start Program, and insourcing services are utilized to generate sustained institutional improvement. [Standard VI: C1, C8, C9]

Tuition Repricing and Institutional Aid

In Fall 2016, the University moved to a per-credit pricing model and froze individual per-credit tuition rates for up to four years. To graduate in four years, students needed to take fifteen credits a semester which resulted in an increase in tuition rates compared to the previous flat-rate model. As a result, the University suffered a decline in student enrollment. When the administration decided to return to a flat-rate pricing model, the University analyzed comprehensively current and proposed pricing strategies. In consultation with EAB in Fall 2018, as described in Chapter 4, the University addressed tuition repricing and institutional aid. EAB's assessment led the University to transition from per-credit tuition to flat-rate tuition in academic year 2019-2020, allowing students to take 12-18 credits at a set cost. The change represented a savings of 18% to students. The University established a competitive tuition pricing model for non-Pennsylvania resident students, provided merit- and need-based aid, and reduced on-campus housing costs. After adopting these changes, the University experienced a 38% increase in first-year student headcount and a 2% increase in overall headcount enrollment in Fall 2019. The University reviewed the 2019-20 pricing structure with EAB prior to entering the 2020-21 recruitment cycle. The primary goal was to continue increasing enrollment while reducing the discount rate of the 2019-2020 cohort, thus increasing net tuition revenue. This goal was met by decreasing the discount rate by 28.6% while increasing overall enrollment by 7.8%, thereby increasing the net tuition revenue by \$1.3 million and reducing institutional aid by \$1.5 million.

Post-cycle analysis shows that the University found an appropriate price point for its high need student demographic and attracted students from stronger financial circumstances. [Standard VI: C1, 2, 3, 8, 9]

Budget Allocations and Sustainability Plans

The University's planning and budgeting process grows from the mission and the Strategic Plan. Since the previous Self-Study, the president, Cabinet, constituents from the academic and non-academic programs, and, recently, outside consultants compared trends in the University to the mission and Strategic Plan to ensure the University is working toward sustainability while ensuring that students receive an education in line with the University mission.

Beginning with the 2019-2020 fiscal year budget allocation request process, University divisions identify allocation requests that support Strategic Plan goals and objectives. This documents the alignment between budget allocation requests and the institution's strategic goals and objectives to demonstrate how the resource allocation process supports the strategic direction of the institution. A detailed description of the University's budgeting process is included later in the chapter.

In 2019, PASSHE initiated a process to move the State System Universities into financial sustainability that resulted in the implementation of the BOG Policy 2019-01: University Financial Sustainability Policy. PASSHE Universities completed multiple sustainability plans using enrollment projections, revenue and cost projections, and operational efficiency metrics, such as student-to-faculty FTE ratios. The University President, Chief Financial Officer, Chief Academic Officer, Chief Student Enrollment Management Officer, and others worked together to compile and present the plans to PASSHE. The University submitted Version 1 in January 2020. As the pandemic changed circumstances, universities received more direction from PASSHE, being asked to undertake the same sustainability efforts in half the time. Version 2 was submitted in June 2020. The workbooks present a comprehensive plan for university efforts to reach financial sustainability, including expenditure control through employee complement management (primarily attrition), comprehensive enrollment planning, cost control, and accountability measures. Another version of the plan, now called the Comprehensive Planning Process (CPP), was submitted in September 2020. The CPP shows how the University can achieve a balanced budget through enrollment projections based on growth achieved in Fall 2019, Spring 2020, and Fall 2020 combined with reducing Educational and General (E&G) personnel costs for FY 2018-2019 from 84.6% of revenue to 63.1% percent for FY 2022-2023. The sustainability plan demonstrates how the University can arrive at a balanced budget by academic year 2023-2024 (Table 6.1) and begin building back reserves through moderate enrollment growth and reducing the employee complement through attrition and retrenchment. [Standard VI: C3, C5, C8]

Table 6.1 Financial Projections—Comprehensive Planning Process

Financial Projections Unrestricted Activity (Educational & General and Auxiliary)					
	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22	FY 2022-23
Total E&G Budget					
Total Revenues	\$35,406,280	\$33,197,565	\$32,179,203	\$36,979,943	\$37,644,619
Total Expenditures and Transfers to Plant	\$37,670,810	\$38,908,611	\$46,725,427	\$42,090,290	\$36,570,936
Revenues Less Expenditures/ Transfers to Plant	(\$2,264,530)	(\$5,711,046)	(\$14,546,224)	(\$5,110,347)	\$1,073,683
Surplus/(Deficit)-- Excludes Transfers to Plant	(\$1,729,614)	(\$3,306,402)	(\$14,189,952)	(\$5,110,347)	\$1,073,683
Total Auxiliary Budget					
Total Revenues	\$11,423,848	\$10,563,391	\$11,460,503	\$12,048,815	\$12,352,964
Total Expenditures and Transfers to Plant	\$13,348,311	\$12,533,400	\$13,970,989	\$13,271,931	\$12,335,565
Revenues Less Expenditures/ Transfers to Plant	(\$1,924,463)	(\$1,970,009)	(\$2,510,486)	(\$1,223,116)	\$17,399
Surplus/(Deficit)-- Excludes Transfers to Plant	(\$2,222,620)	(\$2,087,164)	(\$2,510,486)	(\$1,223,116)	\$17,399
Total Unrestricted (E&G and Auxiliary) Budget					
Total Revenues	\$46,830,128	\$43,760,956	\$43,639,706	\$49,028,758	\$49,997,583
Total Expenditures and Transfers to Plant	\$51,019,121	\$51,442,011	\$60,696,416	\$55,362,221	\$48,906,501
Revenues Less Expenditures/ Transfers to Plant	(\$4,188,993)	(\$7,681,055)	(\$17,056,710)	(\$6,333,463)	\$1,091,082
Surplus/(Deficit)-- Excludes Transfers to Plant	(\$3,952,234)	(\$5,393,566)	(\$13,636,091)	(\$6,333,463)	\$1,091,082

Marketing

The University's marketing efforts are guided by analyzing data and trends to determine the best return on investment of funds. The University analyzes department funnel reports, enrollment reports, marketing campaign analytics, historic trends, EAB data, market trends, subject matter expertise, and student input. Each marketing campaign is assessed to understand the effectiveness of messaging, media, demographics, timing, and more. Marketing platform analyses are monitored real-time to allow for mid-campaign adjustments to increase advertising effectiveness. Each recruiting cycle is assessed to determine how the University's marketing efforts aided Admissions recruitment goals and what adjustments need to be made.

In 2018, the University partnered with Zimmerman Advertising to refine the University's messaging and brand and implement digital marketing campaigns. Zimmerman identified issues affecting the University's messaging and branding including a lack of consistency, too much traditional marketing, and misaligned university communication channels. Zimmerman developed the "Learn to Dream Big" campaign which provided a unified and consistent message, established consistent communications, defined highly targeted and actionable communications initiatives, refreshed the digital ecosystem, ensured consistent use of the brand, and encouraged transparency, timeliness, and relevance to audiences.

To save money, the University ended the partnership with Zimmerman in October 2019 to reinvest resources in in-house marketing and communications. The University hired a permanent Director of Marketing and Communications, increased the Marketing & Communications Department staff from four to five, and enabled the former interim director to focus on website maintenance. Funds earmarked to pay for Zimmerman's services were funneled into marketing. The funds expanded marketing efforts from previous years and supported new digital marketing efforts, such as Spotify advertising, Snapchat display ads, and targeted web display ads. The reallocated funds represented an increase in the University's marketing budget.

For the 2020-2021 recruiting cycle, the Marketing and Communications Office collaborated with Academic Affairs and Enrollment Management to develop an enrollment marketing campaign. Academic Affairs identified high-profile academic programs to receive additional marketing attention based on the following traits: enrollment drivers, revenue generators, new programs, and niche programs. Enrollment Management defined marketing boundaries to inform decisions on geographic placement for advertising. Geographic locations in Pennsylvania and New York were designated "Advanced Marketing" and "Standard Marketing" because historic and anticipated trends suggested those regions would have a positive return on investment. The Advanced Marketing counties identified were high-yield counties, including the University's home county of Tioga, and surrounding counties. Standard marketing areas include Pennsylvania's York County and Lancaster County where the University has seen consistent student inflow, in part due to the Early Start Program. Other Standard Marketing areas include the Finger Lakes region of New York, Rochester, and Syracuse, areas that proved to be a fertile source for students historically prior to the implementation of the per-credit tuition model.

The University website is a key tool in student recruitment and serves a vital role in disseminating information to constituents. The website has undergone two revisions since the

last Self-Study. An Information Resources/Public Information Librarian has been updating the website since 2018 to eliminate unused links and information and to prepare for a new platform, Cascade by Hannon Hill. The process to convert to Cascade began in May 2020, and analysis suggests the new platform will improve end user experience and simplify website maintenance. In spring 2020, resources were committed to developing and maintaining a Search Engine Optimization (SEO) strategy to ensure the University ranks higher in organic online searches, increasing prospective student traffic to the website. [Standard VI: C1, 2, 3]

Space Utilization

In 2018, the University began reducing the campus footprint, aligning space usage with enrollment and workforce, thus saving money. The Classroom Utilization Assessment Study of the Campus Master Plan indicated the University had more classroom capacity than needed. Administration and Facilities moved classrooms and computer labs offline in three academic buildings, which reduced maintenance requirements, distributed course offerings more evenly throughout the class day, reduced lighting and heating costs, and consolidated classroom technology. Average classroom use grew from nine hours per week in Spring 2019 to 10.5 hours per week in Fall 2019. Classroom use assessment continues annually. Additionally, the University is in the process of demolishing Laurel, Maple, and Pinecrest residence halls, reducing the campus footprint by 296,283 square feet. Taking the buildings offline has created approximately \$2.5 million in annual operating cost savings, and the demolition anticipates an additional savings of \$740,700 annually through operating and personnel costs. [Standard VI: C2, 4, 6, 8, 9]

Insourcing Services

The University has been leading the state system in finding efficiencies in services with some actions predating PASSHE's pursuit of systemness. In 2018, the University insourced human resources, payroll, and purchasing to Bloomsburg. Procurement Services, including contracting processes and procedures, transitioned to Bloomsburg as well with one person remaining on campus as a purchasing liaison. In October 2020, PASSHE began Phase 1 of consolidating the Procurement Departments of PASSHE schools into one Procurement Department to gain more purchasing power through shared contracts and generate cost savings through reduced staffing. [Standard VI: C3, 4, 5]

In September 2017, Bloomsburg assumed responsibility for generating the University's payroll. The University reimburses Bloomsburg for 100% of a full-time equivalent Management Technician for salary and associated benefits. Bloomsburg is responsible for setting up payroll for new employees and tracking temporary employee contracts. [Standard VI: C1, 3, 4, 5]

Financial Planning and Budget Process

The University's financial planning and budget process is evidence-based, aligned with mission, vision, and goals, and linked to the Strategic Plan. The budgeting process is driven by

operational needs and the Strategic Plan to determine resource allocation, falling in line with Requirements of Affiliation 8, 10, and 11.

The University's financial planning process grows from budgeting and planning processes required by PASSHE. The main revenue sources are tuition revenue and annual state appropriations determined at the state level. Strategies designed to increase student degree and non-degree enrollment, such as the University's engagement with EAB and the Early Start Program, drive increases in university revenue. From 2012-2018 the University experienced enrollment decline stemming from a demographic decline in college-age students and inconsistencies in pricing strategies, identity and narrative, program portfolio, and budget cuts. The changes undermined enrollment management efforts. Demographic decline and leadership turnover resulted in budget deficits and a declining cash balance. In April 2020, the BOG approved a loan to the University for up to \$6 million to cover operating costs and auxiliary bond payments. The loan included accountability measures that the University must meet or exceed, such as submitting an updated sustainability plan and providing monthly cash flow and aging payable reports. Although the loan was approved for \$6 million, the University borrowed \$4 million. The loan is interest- and principal-free for five fiscal years, with principal and interest repayments beginning in year six of the ten-year repayment period. Recent administrative efforts in enrollment management, creating a positive narrative, increasing transparency, and right-sizing to achieve financial sustainability have put the University on a path toward sustainability. Efforts led to a 2% enrollment increase in Fall 2019, and a 7.8% increase in total headcount enrollment for Fall 2020 compared to Fall 2019. [Standard VI: C3]

Cost-saving measures have been implemented over the years to reduce expenditures. The Accounting Department reviews and approves all purchase requests over \$200, and University departments communicate to avoid purchasing supplies available in other departments. The Budget Office encumbers budgets to provide additional gatekeeping measures for spending. In 2016, the University outsourced Auxiliary cleaning services through the Department of General Services Uniquesource purchase order, realizing an estimated \$500,000 in annual savings. In 2020, faculty were offered PASSHE's Enhanced Sick Leave Payout incentive program to encourage cost savings through attrition. Additional reductions in operating expenses (\$500,000) and financial aid (\$800,000) are anticipated through FY 2022-23. [Standard VI: C2, 3, 4]

The University follows a comprehensive zero-based budgeting process that involves the Budget Office, Cabinet, and Divisional Leaders, and their support staff. The zero-based budgeting process is used to determine essential annual personnel and operating budget needs for each University division. Divisional personnel needs are determined by Cabinet members, and personnel projections are used by the Budget Office to project fiscal year personnel expenditures, the largest University expenditure. Division chairpersons identify necessary contracts and operating expenses based on need and historical spending. The Budget Office collaborates with each division leader to assist with budget questions and provide recommendations for reducing expenditures. The process ensures a needs-based, essential operating budget for each University division. Discretionary funding is determined annually to provide flexibility for unanticipated divisional budget needs and strategic opportunities. Division allocation documents provide a direct link to the Strategic Plan goals and objectives through the Strategic Plan Priorities

Worksheet. The process documents the links between allocation requests and strategic goals and objectives, which allows the budget approval process to focus on budgeting actions that support the institution's strategic direction. The Budget Office receives the completed Division Allocation Forms and inserts the data into the comprehensive university Budget Model, which is loaded into SAP prior to the next fiscal year. The Vice President for Finance and Administration completes a comprehensive budget worksheet now called the Comprehensive Planning Process (CPP) each September which ties to the Budget Office worksheets and is submitted to PASSHE for review. PASSHE review confirms institutional accountability based on how planning processes result in a balanced budget in fiscal year 2023. As the University moves towards integration with Bloomsburg and Lock Haven, one budget process for all three universities is expected. [Standard VI: C1, 2, 3, 8, 9]

The Student Government Association (SGA) is responsible for the budgetary needs for student-run campus activities, clubs, and organizations. The affiliate College Community Services Inc. (CCSI) administers the Student Activity Fee, and the SGA Committee on Finance monitors and allocates the funds. Each year the Memorandum of Understanding (MOU) between the University and SGA designates Student Activity Fee percentages allocated to specific divisions on campus. The percentages are incorporated into the University budget allocation process. [Standard VI: C3]

Auxiliary Divisions

The Auxiliary Divisions (Fitness Center, Residence Life, Student Center, and Dining Services) support the mission, have their own separate revenue sources, and follow a zero-based budgeting process. The Auxiliaries are guided by the Strategic Plan and their own planning documents, such as the Campus Master Plan and Kelchner Fitness Center Strategic Plan. [Standard VI: C2, 3]

To gain control of housing costs, the University purchased the residence halls from the Mansfield Auxiliary Corporation in FY 2016-17 and gained greater flexibility in meeting students' housing needs. The purchase was funded by PASSHE-issued bonds, and the University incurred a \$9,762,020 loss purchasing the assets and is responsible for annual bond payments of \$4.8 million. The Residence Life Auxiliary is currently not self-supporting. To save money, Hickory Residence Hall was taken offline prior to Fall 2017 but was brought back online with the Fall 2019 enrollment increase. Revenue for the other auxiliaries break even or show minimal losses. Costs are carefully controlled, and the outlook is improving as enrollments are projected to grow, though the pandemic is affecting growth. Based on a housing cost benchmark assessment, housing rates were reduced in FY 2019-20 to make on-campus living more affordable and resulted in additional net revenue. Since Spring 2020, the COVID-19 pandemic has impacted the Residence Life auxiliary's ability to be self-supporting. Demand for housing was strong for Fall 2020, approaching 80% occupancy, but housing density had to be reduced to below 50% due to the pandemic. Demand for housing is expected to be strong in future semesters. [Standard VI: C3]

Administrative Affairs and Elections Committee

The Administrative Affairs and Elections Committee (AAEC) is a Standing Committee of the Senate comprising elected faculty members, an SGA-selected student, and the Vice President for Finance and Administration. AAEC meets regularly to receive, request, and report on university budgeting matters, make recommendations to the Senate regarding budgetary support for educational programs, and report administrative policy and procedural decisions to the Senate. AAEC serves as a link between administrative planning and academic planning by creating clear and regular communication among constituents and helps ensure resource allocation processes are aligning with strategic goals and objectives. [Standard VI: C1, 2, 3, 5, 8]

Financial Statement Audits

The University undergoes annual external financial audits in accordance with Generally Accepted Auditing Standards (GAAS) and Generally Accepted Government Auditing Standards (GAGAS) that align with Requirement of Affiliation 11. Management prepares financial statements, selects accounting policies, and designs and implements internal controls for financial reporting and compliance, including controls to prevent and detect fraud. The University receives an unmodified opinion from an independent auditor who states that financial statements are presented, in all material respects, in accordance with the applicable financial reporting framework. The auditors also issue reports on Internal Controls over Financial Reporting, Compliance, and Other Matters. The University receives reports of no material weaknesses in internal controls identified at the University level. [Standard VI: C7]

COVID-19 Financial Impacts

The COVID-19 pandemic affected FY 2019-20 revenue due to student refunds for housing, dining, and course fees totaling \$2.5 million. The University has received funding from relief programs in the CARES Act to lessen pandemic effects on the budget, but the losses were not recouped completely. CARES Act HEERF provided \$966,058 to mitigate revenue loss and \$966,059 to award as emergency student aid. CARES Act Title V appropriated \$527,025 which was allocated for Personal Protective Equipment, disinfection supplies, distance learning technology, telework equipment and supplies, Unemployment Insurance reimbursement, and COVID testing. Title V funds were used into FY 2021. The University has been approved for a Tioga County COVID-19 Relief Block Grant and is applying for CARES Act GEERF funding of \$180,845 to be used for technology improvements and COVID testing. [Standard VI: C3]

Mansfield Foundation

In 2016, the University and the Mansfield Foundation could not reach agreement on the language to be used in renewing the MOU between the two entities. As a result, the MOU expired and was not renewed. Consequently, the president reconstituted the Division of Institutional Advancement, which created several endowed scholarships and conducted flash campaigns to solicit employee and community donations. The University secured scholarship funding via a

bill sponsored by Senator Joe Scarnati. Since 2017, the University has received \$3 million for the PA Student Success award to help students who have exhausted federal and state aid.

During the period without the MOU, the Mansfield Foundation continued to provide support for departments, special projects, student and faculty travel, and scholarships based on donor intent. In 2019, the MOU between the Mansfield Foundation and the University was renewed for one year. Since then, however, the parties have been unable to reach agreement on a new MOU. While the University remains willing to enter further discussions with the Foundation, the University has turned its attention toward its own fundraising. Advancement responsibilities have been assigned to the Alumni Relations office, with the director overseeing Alumni Relations and University Advancement. Table 6.2 shows giving from the Foundation over the past six years, with estimates based on University gift analysis files and scholarship files. The amounts in 2016, 2017, 2018, and 2020 have not been verified with the Mansfield Foundation. [Standard VI: C3]

Table 6.2 Mansfield Foundation Support Received

Mansfield Foundation – Support Received						
FY	MOU	Scholarships	Departmental Support	Capital & Equipment	Donations	TOTAL
2015	Yes	\$301,338	\$321,999	\$1,324	\$9,911	\$634,622
2016	No	\$417,081	\$7,245	\$15,843	Unknown	\$440,169
2017	No	\$455,234	\$28,381	Unknown	\$83	\$483,699
2018	No	\$273,426	\$2,933	Unknown	\$2,500	\$278,858
2019	Yes	\$485,873	\$37,754	\$16,287	\$957	\$540,871
2020	No	\$444,171	\$29,234	\$36,230	\$0	\$509,634

Grants and Sponsored Programs

The Office of Grants & Sponsored Programs (OGSP) was reestablished in 2018 with the hire of a full-time director. OGSP developed a comprehensive plan for managing existing grant contracts and pursuing grant opportunities that align with and support strategic planning. OGSP grew and diversified its external funding portfolio for research and extracurricular programs, improved communication among internal and external stakeholders, and refined processes for OGSP operations.

From 2018-2020, the University saw sponsored research activity increase significantly from previous years, submitting twenty-nine proposals and receiving fifteen awards for a total of \$770,000. This represents a 290% increase in external funding compared to the previous three-year average of \$265,500. External funding during the 2020-2021 to 2023-2024 period is

expected to average \$800,000 annually, though this may change due to integration. Primary external funding sources focus on students and come from federal programs like TRiO, state programs such as the It's On Us sexual abuse prevention program and the Pennsylvania Liquor Control Board's alcohol and drug education, and local sources for public safety training and environmental education. For example, the Geosciences Department received a grant to implement single-stream recycling. The Psychology and Biology Departments receive support from the Council for Undergraduate Studies to support undergraduate research across campus, and State Farm funds enhancements to the computer science program. OGSP offers training and funding opportunities and works closely with faculty, staff, administrators, and students to develop interdisciplinary initiatives to advance team-based research and increase the likelihood of receiving extramural funding.

With Academic Affairs and Financial Services, the Grants Director monitors pre- and post-award requirements. The Assistant Controller maintains fiscal management practices and records for grant awards and works with the Grants Director to ensure effective administration of external funds, completion of programs and projects on-time and on-budget, and compliance with regulations and contract terms. [Standard VI: C2, 3, 4, 5]

MU Public Safety Training Institute Resources

The Mansfield University Public Safety Training Institute (MUPSTI) is a regional training center providing professional education for criminal justice practitioners, first responders, public safety professionals, and the public. MUPSTI provides initial training for municipal police officers through Pennsylvania Act 120. Since FY 2017-2018, MUPSTI has received \$282,850 in grants and gifts from entities including Tioga, Potter, Lycoming, and Bradford Counties; local townships; businesses; and individuals to support MUPSTI's public safety education mission, aligning with Strategic Plan Initiatives 2.2.5 and 3.2.3. [Standard VI: C1, 3]

Enrollment

As discussed in Chapter 4, the Enrollment Management Team meets regularly to monitor enrollment, admissions data, strategies, and outcomes. In line with Strategic Plan Initiative 2.2.2, the major strategic initiative undertaken in the past five years implemented a recruitment management system that included adding Colleague add-ons in 2015, Filemaker Pro in 2016, contracting with EAB in 2018, and adding Slate in 2021. Slate contains communications and student information in-house at a lower cost than EAB's platform. Slate provides a student self-service application portal and real-time data access and management for Enrollment Counselors who can provide needed assistance to prospective students. These changes contributed to an increase in enrollment in Fall 2019 and Fall 2020. [Standard VI: C1, 2, 3, 8]

Human Resources

The University's human and fiscal resources support institutional operations. A comprehensive hiring process ensures positions and candidates align with the mission and goals. The Position Justification Request Form (PJRF) and Position Control Form (PCF) are used to manage the process of hiring personnel. The forms act as a gatekeeping measure to help the Cabinet

determine if resources need to be allocated to fill a position. The process asks how the position fulfills a strategic goal or objective, which helps ensure requests align with the Strategic Plan and department missions. Due to finances, Cabinet began reviewing positions in March 2020 to ensure resources are allocated responsibly. [Standard VI: C2, 4, 5, 6, 8]

HR Connect was implemented in spring of 2020 to streamline HR requests and provide employees a central location to direct questions. Previously, employees called HR or consulted the HR website to determine which person or department covered questions. HR Connect improves visibility of requests for HR staff, optimizes self-service functionality, and increases efficiency. Future services will expand the tools and knowledge base of the website, the Help Desk, and employee portal. [Standard VI: C4]

Academic Planning

The Academic Planning Committee (APC) is a University Senate Standing Committee comprised of faculty members, an SGA-selected student, an Institutional Research administrator, and an administrator selected by the President. APC advises AAC and the administration on the academic aspects of institutional planning; reviews proposals for academic program changes deemed to have a significant impact on the University; reviews new and existing academic programs to ensure they are compatible with University mission and goals; and reports to the Senate. In 2019, APC engaged Hanover Research to produce a market opportunity scan to determine potential occupation gaps in Pennsylvania and New York and career areas showing high growth and demand. In addition to Hanover's research, the University scrutinized its program mix through an internal analysis based on local enrollments and the CPP. The CPP includes an Academic Program Strategy section detailing two-year and three-to-five-year plans for anticipated changes to the University's program array. In 2020, Academic Affairs began meeting with academic departments to assess whether, based on program cost analyses, low-demand programs should be placed into moratorium for review. The program array analysis helps determine which programs draw students that the University can support while working toward the goal of fiscal sustainability. [Standard VI: C1, 2, 4, 5, 8, 9]

The University maintains a comprehensive process for implementing new programs, and departments proposing new programs complete a form describing the program, its scope, and its purpose. Proposals demonstrate how the program is aligned with Pennsylvania's workforce needs through data obtained from sources such as PASSHE's Gap Analysis Project, the PA Department of Labor and Industry, the U.S. Bureau of Labor Statistics, and local and regional employers. Proposals document demand for the new program among current and prospective students, and provide SLOs, an overview of curriculum and degree requirements, and course offerings. If applicable, the proposal describes collaborative efforts with other institutions, including research sharing, student transfer, and articulation agreements. The application describes needed facilities, equipment, faculty, staff, and financial resources required for startup and ongoing operations, and how the program fits into the University's marketing strategy. Finally, proposals describe how the program will contribute to the University's financial and student success. The process helps determine what resources are needed to launch and support the proposed program and ensures that the proposal aligns with the University's mission and goals. [Standard VI: C1, 2, 4, 5, 8]

In Fall 2019, the University analyzed department and program configurations to seek out opportunities for cross-disciplinary collaboration, to improve departmental functionality, and cost savings. After soliciting feedback from existing departments and programs, in spring 2020 the University adopted a configuration that reduced the number of departments from seventeen to nine. The departmental consolidations resulted in a department array commensurate with the University's size. The new departments are listed below.

College of Arts and Humanities

- Department of Art, Communication, English, and World Languages
- Department of History, Education, Philosophy, Political Science, and Sociology
- Department of Music
- Department of Student Support Services

College of Natural and Social Sciences

- Department of Natural Sciences
- Department of Business Administration, Mathematics, Computer Science, and Information Systems
- Department of Nursing and Allied Health Sciences
- Department of Behavioral and Social Sciences

Department of Library Instruction and Research Services

- This is a separate faculty department reporting to the Library Director.

Chairs were elected and new departments began meeting in May 2020. The main impacts involved inter-program collaboration and expanding duties for chairs. As of Fall 2021, integration planning has determined the configuration of academic departments spanning the integrated institution. If integration is approved, that configuration will supersede the University's local configuration.

Facilities Management

The University plans comprehensively for facilities, infrastructure, and technology maintenance with sustainability in mind to maintain adequate physical infrastructure to support operations. The planning process links maintenance results to strategic and financial planning processes. The Office of Physical Plant is managed by the Director of Facilities Management and Construction Planning and includes the Construction Office, Grounds, Custodial, and Maintenance. The Office is responsible for maintaining the University's 174 acres and 32 buildings and structures (1.3 million square feet). Following a 2012 Self-Study recommendation, the University engaged with the Stantec Consultant Group in 2014 to develop a Facilities Campus Master Plan based on fiscally responsible principles that aligned with the mission, vision, and strategic plan and encouraged collaboration and engagement with campus constituents. The Campus Master Plan included a facilities assessment and a space utilization report and provided various short and long-term goals for the University, such as demolishing outdated residence halls and implementing phased updates to North Hall. [Standards VI: C1, 2, 3, 4, 5, 6, 8, 9]

Facilities engages annually with Gordian Sightlines to undergo a Return on Physical Asset Analysis. Sightlines' benchmark assessment analyzes current university facilities, compares facility use to PASSHE University peers, and recommends actions for future planning. The 2018 Sightlines report shows that while its operational spending levels are lower than most PASSHE peers, the University ranked first out of its peers in building comfort and cleanliness score categories and ranked third among PASSHE Institutions in the Customer Satisfaction Index. A 2019 report highlight shows that grounds staff maintain comparable acreage with larger elevation changes and less supervision than peers. The University's grounds condition score is the highest it has been in the past five years at an average of 4.3 out of 5. The Sightlines reports demonstrate that while University facilities function on a tight budget, they meet the expectations of campus users and operate efficiently and effectively. [Standard VI: C1, 2, 4, 6, 9]

Capital Planning

The Director of Facilities Management and Construction Planning submits a Five-Year Capital Project Spending Plan annually to Cabinet, the Council of Trustees, and PASSHE to request capital funding. The Plan proposes capital projects for five years and prioritizes projects important to institutional operations and improvement. Action items are accompanied by a Capital Project Justification Form describing the proposed project and explaining how the project improves the institution and saves money. A 2016 Facilities Condition Assessment completed by Penn State's Facilities Engineering Institute identified areas for improvement such as updating the electrical distribution system and mechanical systems. The report provided Facilities Management with the ability to build a realistic capital spending plan to address institutional needs. The \$3 million Straughn Auditorium renovation project in 2016 was completed in part with PASSHE capital funding. The University completed a Heating System Feasibility Study that determined decentralized heating would be economically feasible, and, in 2019, the University began decentralizing heating with boiler installations. The utility infrastructure upgrades, including support for decentralization, are the current priority on the Capital Spending Plan. [Standard VI: C3, 4, 5, 6]

A Project Approval Form is completed and approved by the Vice President for Finance and Administration before a project is started. Most capital projects completed over the past five years have been deferred maintenance projects and updates to utility infrastructure. The 2019 Sightlines assessment advises that continuing to concentrate on these deferred maintenance projects "will alleviate stress on the maintenance department while also keeping up with the expectations of campus users." Due to University finances, Key 93 state appropriation funding is used instead of E&G funds for infrastructure repairs. Approximately \$2.9 million has been used for deferred maintenance projects over the past five years. Since 2016, projects such as the Doane Center boiler construction, road-salt storage building construction, and campus wide HVAC repairs have been completed to maintain and improve infrastructure. [Standard VI: C2, 3, 4, 5, 6]

Campus water treatment is an example of vital infrastructure the University has been working to improve. In 2013, the University replaced the existing water plant with a water treatment facility that included upgraded water tanks and micro-filtration systems. The 2018 Sightlines assessment determined that water fountain quality was a top concern to campus users. Facilities

requested resources, and in early 2020 the University implemented new filtered water fountains with bottle-filling stations in Doane Center, Butler Center, and Alumni Hall, aligning with University Strategic Plan Goal 2, Objective 2.2, Initiative 2.2.4. [Standard VI: C1, 3, 4, 6, 9]

Environmental Health, Safety, and Sustainability

The University prioritizes providing a safe and healthy campus environment for students, faculty, and staff. With the onset of COVID-19, a Health and Safety Plan was implemented to guide the campus community on how to mitigate health and safety risks. In 2020, the University formed the COVID-19 Administrative Team to assess, plan, and recommend actions based on evolving conditions and to provide regular updates to the campus community. The COVID-19 response was built on an established structure of safety reporting and assessment. Campus safety materials such as hand sanitizer stations, clear desk barriers, and informational decals were installed in buildings across campus.

The University Police Services and Environmental Health and Safety departments complete and disseminate the Annual Security Report and Annual Fire Safety Report and Crime Statistics, distributed to the campus community. The report outlines safety policies and procedures, reports crime and fire statistics, and describes safety infrastructure such as the 24-emergency blue light phones and campus alert notification systems. In the past two years, the Police Chief has engaged the campus in active assailant training, and campus police have undertaken diversity training.

In 2020, policies related to campus health and safety such as the Crime Alert Warning Policy, Fire Drill Policy, and Smoking Policy were reviewed by administration and updated. The University maintains a mobile campus alert messaging system through the Blackboard Connect platform to provide fast and reliable campus alerts via SMS and voice messages. Over the past five years, the Police Services and Safety Department has enhanced campus security by implementing the Comprehensive Plan for Active Assailant Incidents and establishing the Navigate emergency planning and response application. [Standard VI: C2, 5, 6]

The University works to improve environmental sustainability and reduce the campus footprint. New residence halls were constructed with geothermal heating and cooling systems which function more efficiently than traditional systems. In 2019, the University implemented a single-stream recycling system through a PepsiCo Recycling Zero Impact Fund grant to encourage recycling efforts and create a culture of resource conservation. Sustainability efforts have been scaled back during the pandemic. [Standard VI: C6]

Technology Planning

Technology planning is guided by the Strategic Plan. Campus Technologies (CT) focuses on Strategic Plan objectives and initiatives to establish overarching goals for technological planning and decision making. These goals were developed in consultation with staff and faculty and are monitored closely. CT contains three divisions (1) Application Development; (2) Technology Support; and (3) Instructional Training. Each division identifies issues needing improvement and defines annual budget requirements which are then shared with the Director of Campus

Technologies and added to the annual budget request. The Senate’s Information Technology Committee (ITC) assists in identifying campus technology needs. The process ensures technological infrastructure and services are maintained and improved. [Standard VI: C2, 4, 6, 8]

The University is currently upgrading its campus network infrastructure to provide increased speed, capacity, reliability, and security to academic, administrative, residential buildings, and outdoor areas. Phase one of the program was implemented in summer 2015 to update campus wireless infrastructure, campus Internet connectivity, and intranet across academic buildings. Subsequent phases will continue into 2021. With support from ITC, CT upgraded classroom and lab computers in 2017 with solid state drives and memory to improve performance and stability. Additionally, major enterprise technology investments established a new data center in 2016, upgraded wireless network infrastructure for residence halls in 2017, established a secondary data center in 2018 for business continuity, and deployed multifunctional printers across campus in 2019 to reduce desktop printer costs and create streamlined efficiencies with a “tap and go” ID card print system.

The University acquires hardware in a fiscally responsible manner. In February 2019, the University entered a strategic alliance with Bloomsburg to replace aging equipment at the University with used equipment from Bloomsburg. Beginning in 2015, the University transitioned from traditional onsite services to cloud-hosted services to ensure business continuity and data retention/protection. In 2017, CT migrated operations to the Office 365 cloud service, allowing cloud-based tools such as Microsoft Teams to be used for communication and planning, and OneDrive for accessible and secure cloud-hosted data. Grants received enabled CT to expand the virtual reality initiative to other academic programs, and the University now has three virtual reality labs to support student learning. In 2020 CT implemented the Akademos online bookstore platform to transition CCSI to online textbook sales, providing affordable books and efficient user experiences for students. As the University integrates, CT will continue to optimize cloud-hosted services in partnership with PASSHE and sister universities. [Standard VI: C4, 6]

Students pay a technology fee that ensures the acquisition, installation, and maintenance of up-to-date and emerging technologies to enhance student learning, provide equitable access to technology resources, and ensure that graduates are competitive in a technologically sophisticated workplace. Hardware, software, databases, and other capital equipment procured with these revenues support student learning. Part of this fee is given back to the students each semester to use as "Print Cash" to print documents. Technology fees pay for annual library database subscriptions, which are analyzed each year in terms of academic need and usage rates, distance learning hardware and software, Desire2Learn, computer labs, and other services. [Standard VI: C4, 6]

The University assesses students’ perspectives of campus technologies through online surveys, Help Desk data mining, and surveys administered by IR such as Ruffalo Noel Levitz and NSSE. The 2020 Technology Survey includes student responses regarding various aspects of campus technologies and demonstrates that, in general, students are satisfied with University technology and the CT Help Desk staff. Students noted that CT staff are helpful, responsive, professional, and knowledgeable. Surveys show patterns of student technology usage, which guides CT in

determining areas for improvement regarding current applications and services, such as improving network speed. [Standard VI: C6, 9]

COVID-19 Technology Response

Early in the pandemic, the University pivoted to online modality. CT established a Bring Your Own Device Policy to guide University employee telecommuting, ensured licenses were available for online learning and virtual private network clients, and monitored online platform data use and needs for students, faculty, and staff. Cloud-based systems such as Zoom were used extensively for remote learning and teleworking. The University created Wi-Fi hotspots for drive-up community access to allow community members and commuter students to access the internet. CARES Act funding bought classroom webcams, laptops for telecommuting, and other classroom technology to improve online delivery. In integration discussions, the integration workgroups have been assessing technology operations and are moving forward with sharing technology across the three campuses to provide a seamless experience for faculty, staff, and students. One change involves converting the student information system to Banner. The process involves identifying and transitioning to other common critical platforms in support of the student information system, such as a single recruitment CRM in support of the three campuses. [Standard VI: C2, 4, 6]

Conclusion

Despite the reality of limited fiscal resources, leadership continues to engage in strategic, responsible efforts to financially support its operations and to work toward sustainability. The University was seeing promising trends until the pandemic, and the integration should help the University achieve sustainability since the University anticipates debt relief as a part of the integration process based on the Governor of Pennsylvania's proposed budget. The chapter supports Requirements of Affiliation 8, 10, and 11.

Strengths

1. Operated facilities effectively on a tight budget to meet the expectations of campus users.
2. Increased enrollment in recent years after efforts to optimize financial aid, retool enrollment management and marketing, and working to create a positive narrative regarding the University.

Opportunities for Improvement

1. Develop an overarching Technology Plan that aligns campus technology needs with Bloomsburg and Lock Haven technology.
2. Improve relations with the Mansfield Foundation.
3. Find efficiencies in human, fiscal, technical, and physical resources to build an ideal student-centered system through the integration process.
4. Utilize system redesign and integration to leverage resources and relationships to provide students with a wider array of opportunities in more equitable, accessible, and innovative ways.

STANDARD VII

GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves, even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Overview

Chapter 7 describes the governance structure of the University. The governance structure, including PASSHE and the University's Council of Trustees, ensures the institution adheres to its primary mission of providing high quality, affordable education. The governance structure is mostly unchanged since the 2012 Self-Study, though recent Presidents have worked to make local governance more participatory and transparent. Though there have been few changes to the governance structure since 2012, the University has experienced significant leadership turnover at the administrative level.

This chapter describes the University's compliance with Standard VII Criteria, Requirements of Affiliation 12 and 13, and Institutional Priority 3.

PASSHE Governance

The University is a publicly funded institution of higher education and a member of PASSHE, a system comprised of fourteen universities. PASSHE's mission is to prepare students at the undergraduate and graduate levels for personal and professional success and to contribute to the economic, social, and cultural development of Pennsylvania's communities, the Commonwealth, and the nation. Collectively, PASSHE universities offer more than 2,300 degrees and certificate programs to more than 93,000 students.

Act 188 of 1982 created PASSHE and its governance structure. The Act established a Board of Governors (BOG) consisting of twenty members responsible for oversight of the State System. The Board establishes policies related to educational programs, fiscal sustainability, and personnel. It appoints the chancellor and university presidents. The BOG sets tuition rates and approves the budget for the State System.

Of the twenty BOG members, eleven are appointed to four-year terms by the Governor of Pennsylvania, appointments subject to confirmation by the PA State Senate. Three SGA presidents representing different campuses serve on the BOG. Four legislators are selected by majority and minority leaders of the PA Senate and House of Representatives. Finally, the Governor of PA and the Secretary of Education (or their designees) serve on the BOG. The BOG meets at least four times a year, typically in February, April, July, and October. The PA

Sunshine Law requires that all board meetings be publicly advertised and viewable by the public, and time is allowed for public commenting.

The PASSHE Chancellor is the Chief Executive Officer who is responsible for managing the State System's financial affairs, including policy development and implementation, providing recommendations to the Board on the State System Budget, reviewing academic programs for board approval, planning university programs and public service, and negotiating collective bargaining agreements. The Chancellor administers State System policies prescribed by the board related to duties, business procedures, university maintenance and security, and contracts/procurement. The Chancellor serves as an ex officio member of the Council of Trustees (COT) at each of its respective institutions. The Chancellor consults with the BOG during the hiring of university presidents.

The current Chancellor and BOG have advocated for greater authority for system redesign, accompanied by improved shared governance. The catalyst for reform stems from issues of financial sustainability tied to the overall decline in enrollment among PASSHE universities and the curtailment of state funding and support. Beginning in July 2019, an Interim Faculty Council (IFC) was created, and a Commission on Faculty Shared Governance was proposed by the BOG. A University faculty member is a member of the IFC.

In July 2020, Act 188 was amended by Act 50 to provide the BOG and COT with the power to make changes to PASSHE schools, including creating, expanding, consolidating, transferring, or affiliating member schools. The bill allows the BOG to make financial and legal reforms to PASSHE and streamline reporting.

As a result, PASSHE has aggressively pursued a plan for system redesign and directed several universities, including Mansfield University, to explore integration. Working Groups, with representatives from Mansfield University, Lock Haven University, and Bloomsburg University, collaborated to plan the integration of the universities in efficient and financially and educationally sound ways, a process that will result in a single administration, a single faculty, a single array of programs; a unified enrollment management strategy; a single reporting relationship through the Chancellor to the BOG; and a single accredited entity. The integration process is distinct from a traditional merger or a consolidation in that each of the three campuses will retain its identity, brand, and traditions. [Standard VI: C1, 2]

Mansfield University Council of Trustees

The COT oversees the University, advocates for it, holds the President accountable, and supports its strategic goals. The Council ensures immediate needs and long-term sustainability of the institution are met to support students in pursuing academic, professional, and personal success. Its responsibilities are outlined in Act 188. The Council is responsible for making recommendations with respect to the appointment, retention, and dismissal of the President. The Council assists the President in developing connections with the external community; reviews and approves standards for admission; approves academic programs; reviews and approves budgets prior to submission to the Board of Governors; and sets room, board, and other fees, except for student activities fees. [Standard VII: C1, 2a]

The COT consists of eleven members appointed to six-year terms and who can be reappointed. The Student Representative must be a student in good standing and is limited to a four-year term. Trustees are chosen through a process orchestrated by the PA Governor's Office. The process for choosing Trustees and their meeting practices ensure that they hear from many constituents and work closely with the president to ensure that the mission and goals of the University are followed. Meetings are advertised and open to the public. [Standard VII: C1, 2a]

The Governor's Office evaluates the recommendations and nominates candidates to the Senate for confirmation. The Senate vets the candidates and, if approved, votes to confirm. A simple majority vote approves the nominees. The Secretary of the Senate notifies the Governor's Office, and a commission is issued for a six-year term (or the remainder of an existing term). Trustees whose term has expired continue to serve until a successor is appointed. [Standard VII: C1, 2a]

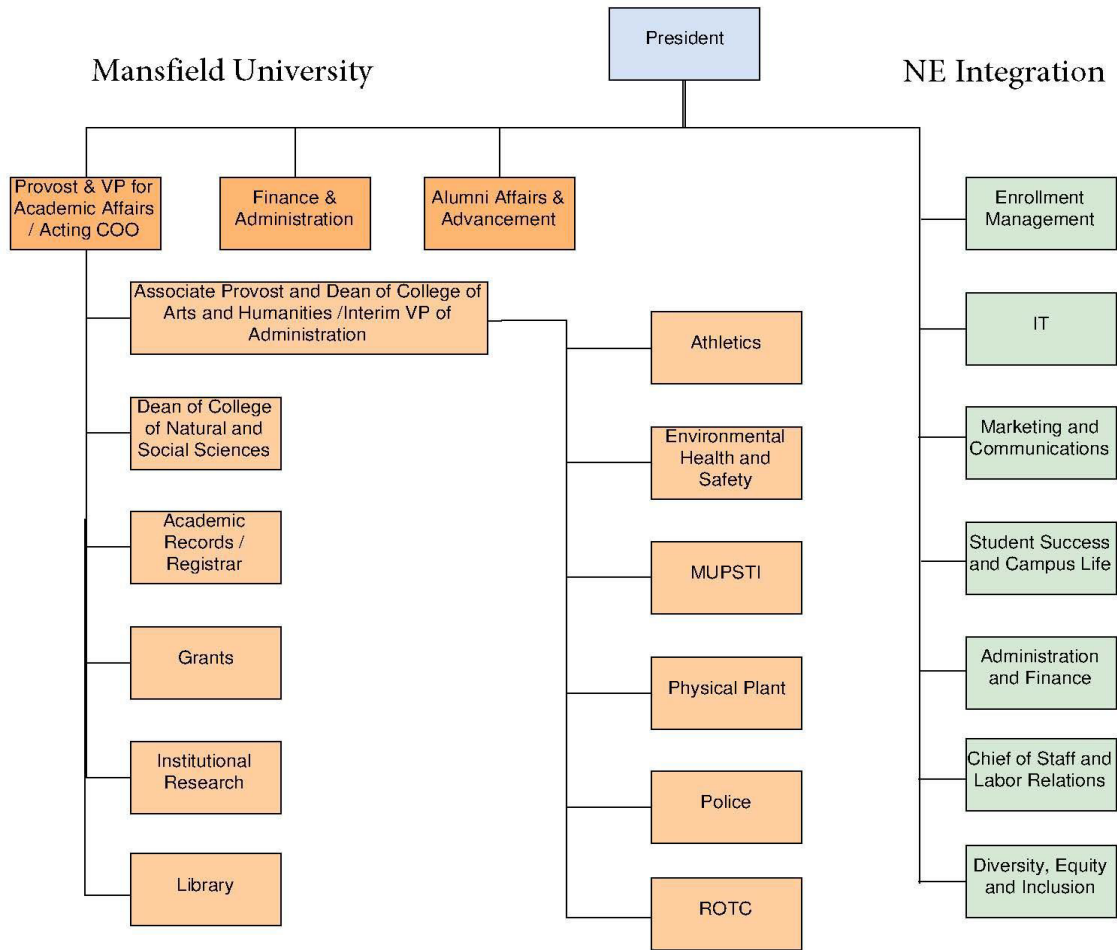
The Council meets six times per year, holding five public meetings and one private retreat. Board meetings are open to the public and members of the audience are invited to participate during the public comment period. Committee reports are presented from Academic Affairs, Finance and Administration, and Student Affairs and Enrollment Management. Ad hoc committees created to serve specific purposes such as the President's performance evaluation and the Student Trustee appointment also meet as needed. Meeting material packets are provided to campus stakeholders in advance of the meetings. Recipients of meeting materials include but are not limited to COT members, the President's Cabinet members, and the Chancellor's Office. A meeting invitation is sent to Union Presidents, University Senate President, SGA President, and the Director of Marketing and Communications. [Standard VII: C1, 2a, 2b, 2c]

The passage of Act 50 changed the duties of the COT, reducing their oversight on standards for admitting, disciplining, and expelling students; approving University policies and procedures involving institutional facilities and property; and conducting annual inspections of facilities and recommending maintenance or construction projects to the Board of Governors concerning. [Standard VII: C1, 2a, 2b, 2c, 2d]

Overview of Governance Structure

Figure 7.1 summarizes the University's governance structure as of November 2021. The Figure was drawn from a complete organizational chart that lists all University employees and their positions. The governance structure has been evolving since November 2021 due to the integration process.

Figure 7.1 Governance Structure as of November 2021



The President and the President’s Cabinet

The President is the Chief Executive Officer “charged with carrying out the Trustees’ policies and programs and administering the educational and business affairs of the institution” (COT By-Laws). The President advises and provides information to the COT so they can execute their responsibilities as outlined in Act 188. The president serves as ex-officio, non-voting member of the COT’s Executive Committee and represents the University on the Commission of Presidents, consisting of all PASSHE university presidents.

The President oversees the direction and day-to-day operations of the University. The President chairs the President’s Cabinet and the Executive Cabinet. In addition to the members of the cabinet, the Director of Alumni Relations reports directly to the President. The President attends and gives regular reports at meetings of the University Senate. [Standard VII: C3a, 3b, 3c, 3d]

The President is selected by the BOG after a recommendation is made by the COT. The recommendation comes after the BOG receives input from faculty, staff, and alumni. The University has had seven presidents since the 2012 review, two permanent, four interim, and one acting (see Table 7.1). [Standard VII: C3a, 3b, 3c, 3d]

Table 7.1 University Presidents

Academic Year	Name of Individual	Title
2011-2012	Dr. Allan J. Golden	Interim President
2012-2013	Dr. Allan J. Golden	Interim President
2013-2014	Mr. Francis L. Hendricks	President
2014-2015	Mr. Francis L. Hendricks	President
2015-2016	Mr. Francis L. Hendricks	President
2016-2017	Mr. Francis L. Hendricks	President
2017-2018	Mr. Scott W. H. Barton	Interim President
2018-2019	Dr. Peter C. Fackler	Interim President
2019-2020	Dr. Charles E. Patterson	President
2020-2021	Dr. Charles E. Patterson	President
2021-2021	Dr. John M. Ulrich	Acting President
2021-2022	Dr. Bashar W. Hanna	Interim President

The President is evaluated by the COT annually and triennially. The Chair of the COT and the Chancellor develop annual professional development plans in consultation with the President. The COT creates an Evaluation Committee to administer an annual evaluation of the President to assess the President’s performance and to review university performance results provided by the Chancellor. The evaluation is submitted to the BOG for review. Every third year, a triennial presidential evaluation is conducted by the COT. The evaluation is comprehensive and includes an outside consultant with expertise in presidential and university leadership. [Standard VII: C2f, 2g, 3a, 3b, 3c, 3d]

The Management Evaluation Committee of the Senate Executive Committee conducts periodic evaluations of the President and the Provost. The evaluation includes input from faculty who serve in leadership capacities. The committee reviews the evaluations with the President and Provost and shares a copy of the report with the President of the University Senate. [Standard VII: C2f, 5]

The President’s Cabinet consists of key personnel from the campus community and functions as the President’s innermost advisory body. It consists of the Provost and Vice President for Academic Affairs, the Associate Provost and Dean of the College of Arts and Humanities, the Interim Dean of the College of Natural and Social Sciences, the Interim Associate Vice President for Finance, the Vice President for Enrollment Management, the Vice President for Student Success and Campus Life, the Chief Diversity Officer, the Director of Marketing and Communications, and the Senior Executive Associate to the President. The President’s Cabinet meets weekly, and meeting minutes are published and available to university employees. [Standard VII: C4a, 4b, 4c, 4d]

The Provost and Vice President of Academic Affairs oversees the academic departments and programs, the North Hall Library, the Office of Institutional Research and Assessment Data, the Office of the Registrar, and the Office of Grants and Sponsored Programs. The Provost works collaboratively with the deans to shape academic policies. He meets monthly with academic chairs. He meets bi-weekly with the President and Vice President of University Senate to discuss academic issues and is the president's designee for approving curricular changes. He serves as the primary representative of management in monthly Meet and Discuss with the local APSCUF union. He also chairs the MU Assessment Council. [Standard VII: C4a, 4b, 4c, 4d, 4e, 5]

The Associate Provost and Dean of College of Arts and Humanities (CAH) and the Interim Dean of the College of Natural and Social Sciences (CNSS) report directly to the Provost. The Deans are responsible for evaluating faculty members and curricula, addressing academic petitions, supervising faculty and staff, and overseeing other academic programs (e.g., The Educational Field Experiences Office and the First Year Experience Program). [Standard VII: C4a, 4b, 4c, 4d, 4e, 4f, 5]

Other administrators play key roles in governance and ensure the University follows its mission and goals. The Interim Associate Vice President for Finance is responsible for the management and oversight of the annual budget and the supervision of several service units, including budget planning, financial services and reporting, and student accounts. The Interim Vice President for Finance and Administration (or their designee) is a member of the University Senate Administrative Affairs and Elections Committee. [Standard VII: C4a, 4b, 4c, 4d, 4e, 4f, 5]

The Vice President for Enrollment Management oversees admissions and financial aid. Based on the Lock Haven campus, the Vice President is shared with Bloomsburg and Lock Haven, a relationship that saves resources and meets the needs of the integrating universities. [Standard VII: C4a, 4b, 4c, 4d, 4e, 4f, 5]

The Vice President for Student Success and Campus Life oversees student affairs offices and residence life. Based on the Bloomsburg campus, the Vice President is shared with both Bloomsburg and Lock Haven, a relationship that saves resources and meets the needs of the integrating universities. [Standard VII: C4a, 4b, 4c, 4d, 4e, 4f, 5]

The Chief Diversity Officer oversees all aspects of the diversity, equity, and inclusion efforts at the University. Based on the Lock Haven campus, the Chief Diversity Officer is shared with Bloomsburg and Lock Haven, a relationship that saves resources and meets the needs of the integrating universities. [Standard VII: C4a, 4b, 4c, 4d, 4e, 4f, 5]

Administrators engage with faculty, staff, and students in multiple contexts and via multiple media to ensure the University functions in ways that align with the mission and goals. The primary shared governance structure for such interaction is the University Senate and its various standing committees, as described below. [Standard VII: C4a, 4b, 4c, 4d, 4e, 4f, 5]

Faculty and staff are woven into the governance structure. As explained in Chapter 4, faculty are organized into nine academic departments. Four departments are located within the College of

Arts and Humanities, and four within the College of Natural and Social Sciences. The ninth is the Department of Library Instruction and Research Services. Each College reports to one of two deans outlined above, who, in turn, report to the Provost. A chairperson leads each department. The chairperson represents the department to the dean for all budgetary, academic, scheduling, and personnel matters. Meetings between faculty and administrators are held regularly. [Standard VII: C1]

Given the University's size and financial constraints, the administration operates efficiently, covering many duties that administrators ordinarily do not cover. The consistent leadership at the provost and dean level over the past four years has streamlined and clarified many processes and provided the University with increasingly transparent and consultative administrative processes. [Standard VII: C4a, 4b, 4c, 4d, 4e, 4f, 5]

Executive Cabinet and University Councils

University governance grows from processes established at the state level and internal structures based on administrative priorities and efforts to involve more stakeholders and streamline communication. One can see these complementary processes at work across the time covered in this Self-Study. An important aspect of these processes is shared governance, the pursuit of which administrators—especially at the provost and dean levels—have been refining since the 2017 PRR, and the efforts are ongoing. In 2019, the President met with stakeholders during his first months on the job and identified a need to support efforts of earlier administrators and improve two-way communication. In October 2019, the President launched an “adhocracy model” of shared governance. The model established a more inclusive and diverse Executive Cabinet that “advises the President’s Cabinet on matters affecting the University at large and serves as a coordinating point for inclusive communications, [and the] development of strategic goals and assessment of strategic initiatives.” Adhocracy committees were created to facilitate sharing information from the top down and from the bottom up. [Standard VII: C1]

The membership of the Ad Hoc Executive Cabinet consists of thirty-four stakeholders from across the campus community and bolsters the communicative channels with the President’s nine-member Cabinet. Meetings are convened every two weeks throughout the academic year, and members are encouraged to submit agenda items and questions. Suggested items and questions may be submitted anonymously prior to each meeting. Currently chaired by the Provost, the meetings are open to the campus community and feature regular updates on COVID-19, integration planning, and enrollment. Time is set aside during each meeting for participants to ask questions, share comments, provide updates, and/or share announcements. Typically, fifty to seventy individuals attend the Executive Cabinet meetings via Zoom. [Standard VII: C1]

In 2019, the president established five University Councils that inform the Ad Hoc Executive Cabinet and the President’s Cabinet: Student Affairs and Enrollment Management, University Relations, Diversity and Inclusion, Budget and Finance, and University Assessment. Each Council, chaired by a member of the President’s Cabinet, focuses on a portfolio that advances the mission of the University and includes both internal and external stakeholders. Until that president’s departure and the onset of integration planning, the University Councils met regularly

and shared reports with the Executive Cabinet. The establishment of these councils reflected the intention to bring more stakeholders into the current governance structures, increasing the flow of information and providing the opportunity for a more informed decision-making process. [Standard VII: C1]

University Senate

The University Senate Constitution “establishes a system of faculty governance that delineates the shared authority of the faculty, the administration, the students, and the Local Chapter of the bargaining agent.” The University Senate represents a range of constituencies beyond faculty. Its purpose is to advise the President of the University and the Local APSCUF Chapter on all matters pertaining to faculty. It is the recommending body for policies related to academic affairs, academic planning, administrative affairs, student affairs, faculty affairs, and other matters of general interest. The University Senate defers to the Local Chapter on matters pertaining to the CBA. [Standard VII: C1]

The University Senate consists of senators elected from academic departments, representatives of academic and administrative faculty not otherwise represented, University managers, athletic coaching staff, AFSCME, temporary faculty, students, and the President of the Local APSCUF Chapter. Officers of the University Senate and chairs of the standing committees are voting members of the University Senate. Senators are expected to report University Senate business to their respective constituencies. The University Senate meets every other week during the semester and reports are provided by several constituencies. Meetings are open to the campus community, and minutes are available to employees. The Senate president sends a summary of University Senate business to employees after each meeting. [Standard VII: C1]

Officers of the University Senate include a President, Vice President, Treasurer, and Secretary, and are elected by the faculty body for two-year terms. The Vice President assumes the role of president at the end of their term, and the immediate past president can be a member of the Executive Committee at their discretion. The Standing Committees are the Executive Committee, Academic Affairs Committee, Academic Planning Committee, Administrative Affairs and Elections Committee, Student Affairs and Admissions Committee, Information Technology Committee, and Library Advisory Committee. The Executive Committee consists of the officers and the chairs of the Academic Affairs Committee, Academic Planning Committee, Administrative Affairs and Elections Committee, Information Technology Committee, and Student Affairs and Admissions Committee. [Standard VII: C1]

The AAC serves as the contractual Curriculum Committee of the University per Article 31 of the CBA. AAC meets once every two weeks during the semester and reviews and recommends curriculum proposals to the Senate. APC provides a broad-based, long-term perspective regarding academic change to help departments and the administration think strategically about proposing new programs. APC consults with the administration in the development of academic aspects of institutional planning and reviews and presents strategic academic plans to the Senate for recommending to the President and the Council of Trustees. APC meets a minimum of once every two weeks during the semester and is instrumental in reviewing how proposed program changes affect the University as a whole. [Standard VII: C1]

Given the decrease in faculty over this review period, University Senate has been sensitive to feedback about faculty and staff participation in shared governance. University Senate leadership proposed constitutional amendments to reduce the number of faculty on some standing committees to ensure that faculty could meet governance expectations. [Standard VII: C1]

In attempts to represent all stakeholders at the University, the University Senate amended the Constitution to include a senator elected by temporary faculty and an optional second senator for departments with more than seven full-time faculty members. Membership guidelines for the ITC and SAAC were modified to include more staff members. [Standard VII: C1]

As defined in the Senate Constitution, Faculty Assembly consists of full-time and part-time tenured and tenure-track faculty, and it serves as a recommending body for institutional policy. The Faculty Assembly is empowered to override actions of University Senate. The Assembly elects the officers and members of standing committees and meets once per semester at a minimum. Faculty Assembly addresses curricular and other issues. Recently, Faculty Assembly addressed morale, communication, and curricular process changes and acted on Senate Constitution amendments. [Standard VII: C1]

Faculty and Staff Unions

The University has a unionized faculty, with a CBA that outlines the duties and responsibilities of the faculty and the review processes by which job performance is assessed. The CBA is negotiated at the state-level. The University has a Local Chapter affiliated with APSCUF, headquartered in Harrisburg. APSCUF represents faculty and coaches employed at PASSHE universities and elects state-wide officers. The Local Chapter elects officers from among its local membership who attend local and state-wide union meetings.

The Local Chapter officers are faculty members, and the chapter meets twice a month while the University is in session, and calls a General Assembly once per semester, during which local members of APSCUF meet with the statewide APSCUF President. Local Chapter committees include the Grievance Committee, Negotiations Committee, Nominations and Elections Committee, Professional Development Committee, and the Professional Committee. The Professional Committee is separated into three committees: Promotion, Sabbatical, and Tenure. [Standard VII: C1]

The Local Chapter and Administration hold Meet and Discuss meetings every two weeks. Issues pertaining to the CBA are addressed and information is exchanged. The Meet and Discuss format has been effective on the University campus, leading to the University's retrenchment process in 2020 being held up as an example to other PASSHE schools. Local Meet and Discuss meetings were also influential in the establishment of a Concurrent Enrollment Side Letter in the 2019-2023 CBA. Statewide, a Legislative Assembly is held up to three times per year, with representatives attending from each PASSHE school. [Standard VII: C1]

While the local relationship between management and the Local APSCUF Chapter have been historically cordial and mutually cooperative, this has not always been the case at the system

level. For example, in Fall 2016, state APSCUF approved a general strike across the fourteen PASSHE universities. The strike was the first in PASSHE's history and lasted three days (October 16-19). Faculty struck in response to a Chancellor who sought significant concessions from the union, including the ability for management to rely more heavily on temporary instructors. [Standard VII: C1]

State-wide labor relations have improved since the hiring of the current PASSHE Chancellor in 2018 who quickly negotiated the current contract (2019-2023). However, the Chancellor has advocated that PASSHE institutions, including Mansfield, go "further faster" by instituting a CPP to elicit plans for PASSHE universities to become sustainable. Once the pandemic emerged, the Chancellor accelerated the process. To meet the goals of the CPP, the administration informed the Local Chapter in October 2020 of the need to possibly retrench faculty, with three faculty members receiving retrenchment notifications. Temporary faculty were also cut significantly. Due to retirements at the end of Spring 2021, the retrenchment letters were rescinded. APSCUF continues to work closely with the administration through the CPP and the integration of curricular, personnel, and other contractual issues. [Standard VII: C1]

Most employees designated as staff are represented by SCUPA or AFSCME. SCUPA represents professionals in areas such as admissions, student activities, and residence life. AFSCME represents employees in clerical, accounting, maintenance, trades, groundskeeping, custodial, and information technology. Police and security supervisors are represented by Security Police and Fire Professionals of America (SPFPA), while the PASSHE Officers Association (POA) represents patrol officers, police specialists, and security officers. The unions meet regularly with management to discuss workplace issues. Five staff members are not represented by a union. Staff has been reduced since 2012 due to financial and other constraints. [Standard VII: C1]

Student Government Association

The SGA is a student-funded and -elected body aimed toward improving the student experience. Meetings are held weekly and are open to the public. The SGA Executive Board appoints student representatives to University Senate Standing Committees, which ensures committees receive student input. The President and Vice President of SGA (or their designees) are voting members of University Senate and provide regular reports and updates. The SGA President or Vice President is a member of the President's Executive Cabinet. [Standard VII: C1]

The SGA faculty advisor is responsible for advising the SGA Senate and providing necessary information pertaining to the University community. The advisor must be a cabinet level official and is appointed jointly by the President of the University and the President of SGA. A faculty representative is appointed by the University Senate and is tasked with providing context and institutional memory to the SGA at their meetings. [Standard VII: C1]

The SGA is responsible for the budgetary needs of student-run campus activities, clubs, and organizations through the Student Activity Fee. The Fee is regulated and set by SGA's Committee on Finance (COF), a committee responsible for monitoring and allocating funds for

student activities and to organizations and clubs. There are fifteen voting members of the committee. Nine are chosen by the student body through an application process, and six members are chosen by the SGA Senate. The SGA Treasurer serves as chair of the COF. Advisors to the COF include the COF Advisor (appointed by the President of the University), the CCSI Financial Technician, and the Faculty COF Representative (appointed by the University Senate). COF holds weekly meetings. The student trustee on the Mansfield Council of Trustees assists and advises SGA but is not considered to be a member of the SGA Senate. [Standard VII: C1]

Auxiliaries

College Community Service, Inc. (CCSI) is a not for profit 501(C)4 corporation that is governed by a Board of Directors. According to the Article of Incorporation, the purpose of CCSI is to promote and cultivate educational and social relations among the members of the Mansfield community. CCSI has been charged by SGA to operate a student organization bank and accounting office to disburse and collect funds for student activities and events. The CCSI Board consists of administrators, faculty representatives, staff, and students. Students are the only voting members sitting on the CCSI Board of Directors. [Standard VII: C1]

The Mansfield Auxiliary Corp (MAC) was formed in 2009 as a nonprofit charitable organization to assist in the construction of new student housing. Oak, Hickory, Spruce, and Sycamore residence halls were built in the years 2009-2013. Subsequently, the University acquired the residence halls from MAC. [Standard VII: C1]

Following the University's acquisition, the residence halls were placed within the purview of Residence Life. The Residence Life staff consists of the Director of Student Living and Community Programs, two Technicians, and three Residence Directors. The Technicians report to the Director of Student Living and Community Programs, while the Residence Directors and the Director of Student Living and Community Programs report to the Dean of Students. The Dean of Students reports to the Vice President for Student Success and Campus Life, who, in turn, reports to the President. [Standard VII: C1]

The Mansfield Foundation is a nonprofit organization that raises and manages resources for the University and its students. The Foundation and the University are not currently affiliated with each other. In 2015, the Memorandum of Understanding (MOU) between the University and the Foundation expired. In 2019, the University and the Foundation agreed to a one-year temporary MOU. When the 2019 MOU expired, the Mansfield Foundation and University disaffiliated. The Mansfield Foundation continues to support the University and its students. The University receives donations through its Office of Alumni Affairs and Advancement. [Standard VII: C1]

Assessment of Shared Governance

The extensive governance structures and processes serve the University well. The various institutional bodies have clearly defined roles and positions that provide multiple opportunities for discussion and input. In addition to the governance structure outlined by PASSHE, the Council of Trustees, the President, and the Cabinet provide broad local leadership for the

institution. The shared governance model implemented in 2019 enhanced communication and focused and refined actions pertaining to the mission and goals. [Standard VII: C5]

Faculty, staff, and students are instrumental in the shared governance model. Faculty participate in University Senate, APSCUF, and departments through their elected representatives and leaders. Faculty participate directly in department meetings, Faculty Assembly proceedings, and APSCUF general membership meetings. Through multiple unions, staff meet regularly with administration and are represented on most university committees. Students are represented on most committees, and the SGA President and Vice President are voting members of the University Senate. This system of governance provides for multiple points of contact among administration, faculty, staff, and students and enhances communication across campus. [Standard VII: C5]

Governing bodies review policies and procedures regularly. For example, the University Senate's By-Laws state, "The Senate shall establish bi-annually an ad hoc committee to review the constitution and make recommendations for necessary changes." An Ad Hoc Constitution Committee was established several times in the past decade to review the constitution because of administrative changes and a shrinking faculty body. The committee recommended several changes that were adopted, including a section outlining the specific duties of a senator, adding a senator who represents temporary faculty, and reducing faculty membership in committees. As noted in Chapter 2, the administration reviews policies annually. [Standard VII: C5]

Regarding major decisions, input comes from multiple sources. For example, in Spring 2020, the decision to merge seventeen departments into nine took the bulk of the academic year. Restructuring efforts began in Fall 2019, when administration undertook a process of information gathering and data collection to create proposed scenarios that would reduce cost through fewer chair positions, enable undersized departments to meet contractual obligations, and explore opportunities for cross-disciplinary collaboration. Discussions regarding the rationale for proposed mergers took place and multiple opportunities to contribute feedback were provided for faculty, programs, departments, Senate, and APSCUF Meet and Discuss. [Standard VII: C5]

Enhanced Communication

A comprehensive survey called the President's Survey on Campus Leadership, Communication, and Job Satisfaction was conducted in Fall 2013. It focused on a range of issues, including communication, collaboration, job satisfaction, and leadership. Eighty-six percent of faculty and staff completed it. One notable finding revealed that faculty and staff were dissatisfied with the level of intra-University communication and collaboration. Fifty-three percent of respondents were not satisfied with intra-University communication. Dissatisfaction among staff was high, ranging from 57.9% for SCUPA to 84.2% for AFSCME. Not surprisingly, morale was reported as low. [Standard VII: C4a]

A Survey Results Team (SRT) was convened by the President and charged to analyze the survey results and open-ended comments. The Team reported their recommendations in April 2014, several of which were implemented. The Daily Digest (the email announcement platform used

to share information) was re-branded as the Mountie Minute in a more streamlined and user-friendly version. All employees now can post announcements or promote events on the Mountie Minute, which is emailed to employees daily. An updated employee directory allows users to update their information (e.g., office hours) and profiles. [Standard VII: C4a]

The SRT recommended that the President regularly send campus-wide email updates and publicize President's Cabinet meetings and notes. The SRT recommended that the University Senate President email a summary of the University Senate meetings and minutes to employees. These recommendations continue to be refined, with the Provost sending regular updates to faculty and staff about university business. The President and Provost have been holding open forums for stakeholders, including students and community members, to discuss issues like integration and other campus concerns. Another recommendation involved improving morale. In response, the Red and Black Committee (RBC) was established in 2014 to strengthen campus community and improve morale. The committee consists of volunteers from staff and faculty who plan social events, typically potlucks around a particular theme (e.g., MU Fall Fest or a "Souper" Bowl Party). [Standard VII: C3c, 3d, 4a, 4b]

The administration's work toward more open communication over the past five years led to a strong response to the COVID-19 pandemic. The response coordinated multiple campus and state-wide constituencies. Multiple committees met through Summer 2020 to prepare the University to deal with a complex set of concerns. Administrators, staff, and faculty exchanged information and ideas through meetings, emails, and workgroups over the best ways to keep the community safe. A COVID-19 Task Force met weekly to address ongoing developments, and a comprehensive web page was created, including a COVID-19 case tracker, and is consistently updated. [Standard VII: C4a]

A recent President encouraged transparency and open lines of communication with the campus and community. He gave State of the University presentations, attended University Senate meetings (in the past most presidents did not attend), chaired Executive Cabinet meetings, and held student and community forums. He met regularly with University Senate leadership. The President offered his personal cell phone number to incoming students, and he encouraged them to contact him if they had a problem or issue. The President used social media effectively to promote the University and engage students, staff, and faculty. [Standard VII: C3c, 3d]

In conjunction with the Senate, the Provost organizes roundtable discussions on diverse topics and academic affairs forums to answer questions. The Provost meets with University Senate leadership twice monthly and attends University Senate meetings. [Standard VII: C4a, 4d]

Department chairs meet monthly with the Provost in the Council of Deans and Chairs and monthly with their respective deans. The Council of Deans and Chairs meetings encourage dialogue and feedback rather than being an outlet for administrative directives. [Standard VII: C4a, 4d]

Internal Leadership Opportunities

The 2012 Report recommended the University address administrative turnover and “develop mentorship and professional development opportunities that allow staff already employed by the University to gain skills necessary to be promoted to fill leadership positions with the University and within PASSHE.” While there continues to be significant turnover that undermines the University’s ability to contend with declining enrollment and financial shortfalls, the University has made progress regarding Provost and Dean positions. [Standard VII: C4d]

The University’s current academic leadership team, the Provost and two Deans, was recruited from among faculty. The current Provost progressed as follows: chair of the English and World Languages Department for six years (2005-2011), Assistant to the Provost (fall 2014), Associate Dean of the Faculty (spring 2015), Interim Dean of College of Arts and Sciences (2015-2016), Dean of College of Arts and Humanities (2016-2017), Interim Provost and Vice President for Academic Affairs (2017-2019), and Provost and Vice President for Academic Affairs (2019-present). [Standard VII: C4d]

Collectively, the academic leadership team has more than sixty-seven years of experience at the University. Each has served as department chairs in their respective fields, and each has had release time to serve as “faculty administrators” to gain valuable on-the-job training. A further testament to the training and promotion of internal talent is the transition of staff into key leadership positions. After conducting a successful branding campaign in athletics, the Director of Sports Information was promoted to the Director of Marketing and Communications, a cabinet-level position, and the Director of Grants was promoted to Chief of Staff and External Relations, a cabinet-level position. The Director of Student Living and Community Programs served as interim dean of students from 2019-2020. [Standard VII: C4d]

Evolving Campus Policies

Since 2012, changes in presidential leadership at the University have led to uncertainty and discontent. In October 2014, the President announced that the business and education/special education programs would be put in moratorium. Public outcry was immediate due to the importance of these programs to the region. The decision was almost immediately rescinded, resulting in the retirement of the Provost. The announcement led to negative publicity for the University that, fueled by unflattering and inaccurate press, included the possibility of closing. The administration battled a PR-narrative that the University was poised to close, as exemplified in a March 2017 *Williamsport Sun-Gazette* article, though no one in the state system or locally suggested such action. Since then, the University has worked diligently to change the narrative. This work has been aided by the administration meeting with local and regional business leaders, politicians, school districts, and other community stakeholders; reexamining workforce trends and re-emphasizing programs that meet those needs; and overseeing two years of growing enrollments. [Standard VII: C1, 3]

In January 2015, the University was designated as a COPLAC school, the only Pennsylvania university with the designation. While faculty appreciated the emphasis on a public liberal arts education, the campus community had mixed feelings about the plan to market the University as

“Pennsylvania’s Premier Public Liberal Arts College.” The marketing scheme was not received well locally because it appeared to abandon regional workforce needs and Mansfield’s reputation as an access university for first generation college students. The President abruptly retired in August 2017, which led to the Vice President of Administration and Finance serving as interim president until he accepted a job elsewhere. Later Presidents’ backgrounds as academics and college administrators contrasted with the President who lacked prior higher education experience. [Standard VII: C1, 3]

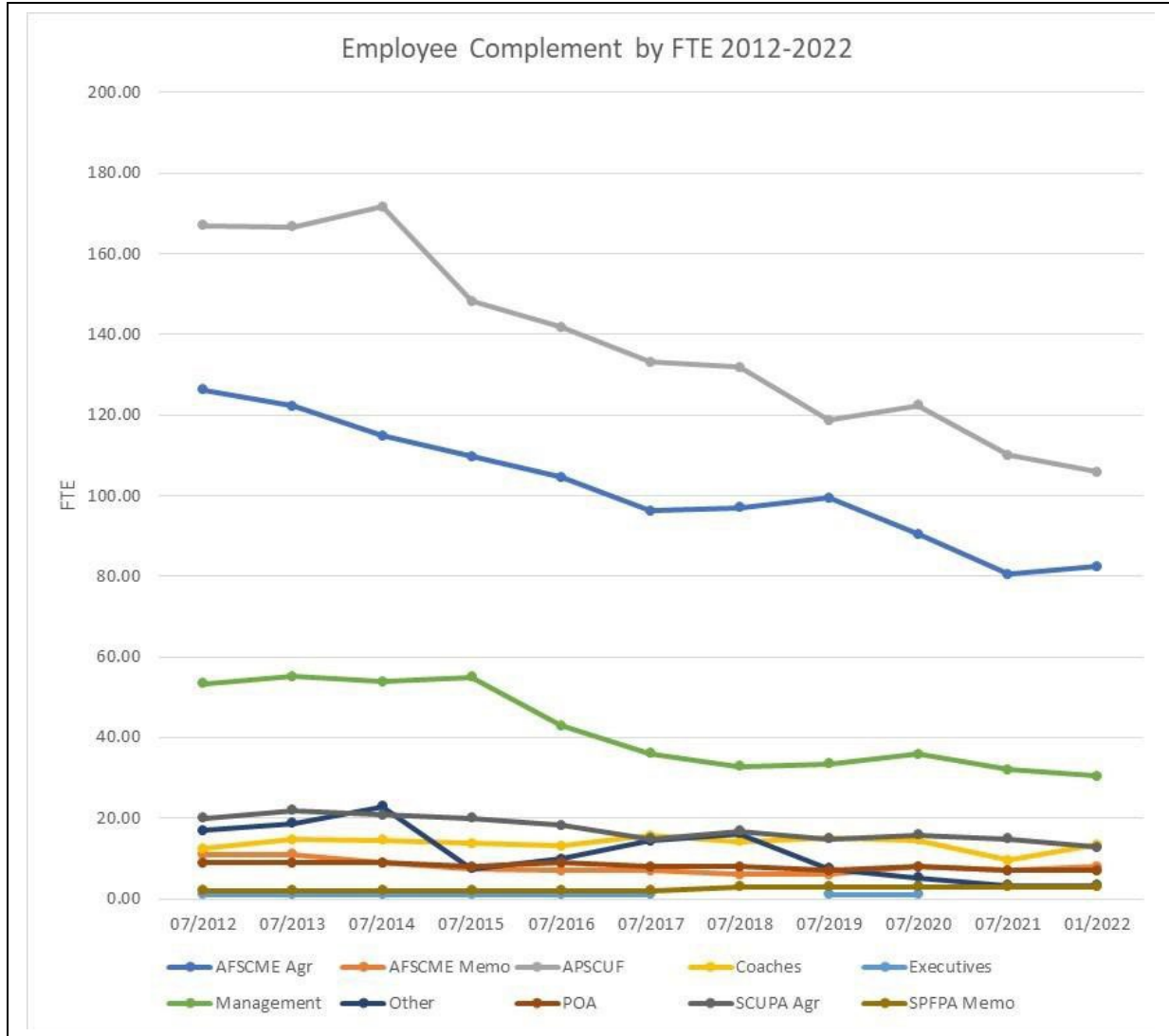
In July 2019, the President supported initiatives and marketing strategies that re-emphasized the University’s primary mission of preparing students for regional workforce needs. A flat tuition rate was re-implemented which, in conjunction with BOG tuition freezes, enabled the University to offer more affordable tuition rates to its students. The President contracted with EAB to aggressively recruit students which resulted in two consecutive years of enrollment growth (2% in fall 2019 and 7.8% in fall 2020). [Standard VII: C1, 3]

In spring 2020, a Strategic Plan Survey was sent to staff, faculty, alumni, students, and community members. The survey results affirmed the decision to shift toward aligning academic programs to workforce needs and emphasized the need to increase enrollment. The survey cited the importance of creating partnerships with local schools and regional organizations. Based on the survey, leadership pursued initiatives that furthered strategic goals, investing in concurrent enrollment at regional high schools, and continuing to partner with EAB to increase enrollment. [Standard VII: C4e, 5]

Challenges of Reduced Faculty and Staff

Over the past four years, shared governance has become stronger and more transparent. Much of the tension stemming from one President’s tenure has dissipated due to more open channels of communication, a consultative governance process, a return to a marketing strategy that fits the University’s ethos, and increased attention to regional workforce needs. However, shared governance does add to the workload of faculty and staff, whose numbers have been reduced. Since 2012, there has been a 24.4% decrease in tenure and tenure-track faculty. Yet, there have been minimal changes in the size of the University’s governance structure aside from some nominal decreases in the size of a few University Senate committees. Since 2012, the call for faculty and staff to serve has markedly increased as employees have decreased (see Figure 7.2). [Standard VII: C4d]

Figure 7.2 Employee Complement by FTE 2012-2022



The existing governance structures and the planning focused on the integration of three PASSHE universities require additional time commitments from faculty and staff. While faculty and staff embrace and appreciate shared governance, the commitments often extend the work requirements and expectations for employees. In sum, faculty and staff are collectively doing more with less amid budgetary deficits and significant institutional reorganization. [Standard VII: C4d]

While there have been bumps due to administrative turnover, the governance structures at the University have provided stability over the past ten years. Practices implemented by recent administrations have created a more stable community, and the increased emphasis on stakeholder involvement through adhocacy, open forums, State of the Union addresses, and the like have increased the sense of working toward a common purpose on campus. While this approach has undoubtedly asked more of faculty, staff, and administrators on a campus already

stretched for resources, it has served the University well through the unrest caused by events outside the University's control, such as the pandemic and integration. [Standard VII: C1a]

Conclusion

The University is governed and administered in a manner that enables it to realize its mission and goals. The governance approach benefits the institution and the constituents it serves. The primary purpose is educating its students, and it operates as an academic institution with appropriate autonomy to achieve its mission and goals. This chapter supports Requirements of Affiliation 12 and 13.

Strengths

1. Refined shared governance model enhances communication and focuses and refines actions involving to the mission and goals by involving more stakeholders and ensuring the University community is working with a common purpose.
2. Improved awareness of diversity through increased attention from faculty, staff, and administrators to issues affecting BIPOC and LGBTQ+ communities.

Opportunities for Improvement

1. Seek ways to reduce demands on faculty, staff, and administrators by streamlining processes, reducing the sizes of standing committees, departments, etc., and eliminating redundancies. Integration may assist with this recommendation.
2. Seek opportunities to increase a more diverse complement of faculty, staff, and administration.
3. Create process for assessing effectiveness of governance structures.

CONCLUSION ANALYSIS AND REFLECTIONS

The University used a comprehensive, collaborative process to study the institution's effectiveness at following its mission and goals and meeting the needs of its students. While there are opportunities for improvement in areas such as assessment and fiscal sustainability, data suggest that the University has worked toward instituting processes that address concerns in 2012 Self-Study and the 2017 PRR. The analysis indicates that the institution meets the standards for Middle States accreditation.

The University functions effectively in serving its student population and makes excellent use of limited resources. The University has made strides in growing its culture of assessment, using data to evaluate academic and student support programs and the infrastructure that makes the University functional (facilities, information technology, HR, finance, and budgeting, etc.). Assessment has tightened at the program-level and expanded to include non-academic programs. It has become more collaborative across campus, and stakeholders meet often to analyze data, discuss issues, and plan actions. The institution's commitment to creating a vibrant intellectual environment is demonstrated in the care with which faculty, staff, and administrators are called upon to support program growth, quality teaching, and student life. The analysis suggests the University is meeting the three priorities of the Strategic Plan: Ensuring Student Success, Strengthening the University, and Supporting a Thriving and Engaged University Community. The priorities will continue to guide the institution during integration.

The analyses and recommendations in each chapter serve as the foundation for addressing existing challenges and informing the development of the integrated Strategic Plan. Throughout the Self-Study process, the University has engaged in an honest and forthright discussion and appraisal of the efforts the institution has undertaken to demonstrate compliance with applicable federal, state, and Commission policies and regulations; clearly stated goals and objectives which link to the mission and reflect conclusions drawn from assessment results; financial planning and budget processes that are evidence-based and aligned with mission, goals, and objectives; and fiscal and human resources that adequately support operations. The University continues to focus on stabilizing finances, developing value-added initiatives, and exploring options that enhance the University's commitment to the students and the community. Implementation of these actions position the University well in its integration efforts and demonstrate compliance with the Middle States Commission on Higher Education Standards for Accreditation and Requirements of Affiliation.

GLOSSARY

AAC	Academic Affairs Committee
AAEC	Administrative Affairs and Elections Committee
ACBSP	Accreditation Council for Business Schools and Programs
ACE	American Council on Education
ADA	Americans with Disabilities Act
AFSCME	American Federation of State, County, and Municipal Employees
ALO	Accreditation Liaison Officer
APC	Academic Planning Committee
APSCUF	Association of Pennsylvania State College and University Faculty
APSCUF Coaches	Association of Pennsylvania State College and University Faculty for Coaches
ARG	Advising Resource Group
ASRB	Academic Standard Review Board
AY	Academic Year
BOG	Board of Governors
CAH	College of Arts and Humanities
CAS	Council for the Advancement of Standards in Higher Education
CATL	Center for the Advancement of Teaching and Learning
CBA	Collective Bargaining Agreement
CCSI	College Community Service Inc.
CHEA	Council on Higher Education
CNSS	College of Natural and Social Sciences
COF	Committee on Finance
COPLAC	Council of Public Liberal Arts Colleges
COT	Council of Trustees
COVID-19	Coronavirus Disease 2019
CPP	Comprehensive Planning Process
CRLA	College Reading and Learning Association
CRM	Customer Relationship Management
CT	Campus Technologies
D2L	Desire2Learn, Learning Management System
DEI	Office of Diversity, Equity, and Inclusion
EADA	Equity and Athletics Disclosure Act
E&G	Educational and Grounds Budget
EFC	Expected Family Contribution
EHE	National Association of College and University Business Officer's Excellence in Higher Education
EIO	Educational Improvement Organization
EITC	Educational Improvement Tax Credit

ESP	Early Start Program
FAFSA	Free Application for Federal Student Aid
FERPA	Family Educational Rights and Privacy Act
FPDC	Faculty Professional Development Committee
FTE	Full-Time Equivalent
FY	Fiscal Year
FYE	First Year Experience Committee
FYS	First Year Seminar
GAAS	Generally Accepted Auditing Standards
GAGAS	Generally Accepted Government Auditing Standards
GEAT	General Education Assessment Team
GES	General Education Subcommittee
GHS	Guthrie Healthcare System
GPA	Grade Point Average
HEOA	Higher Education Opportunity Act
HIPPA	Health Insurance Portability and Accountability Act
HR	Human Resources
IACUC	Institutional Animal Care and Use Committee
IFC	Interim Faculty Council
IPEDS	Integrated Postsecondary Education Data System
IR	Institutional Research and Assessment Data
IRB	Institutional Review Board
ISEP	International Student Exchange Program
ISSG	NCAA Institutional Self Study Guide
ISTE	International Society for Technology in Education
ITC	Information Technology Committee
KFC	Kelchner Fitness Center
LGBTQIA	Lesbian, Gay, Bisexual, Transgender, Queer-Questioning, Asexual-Ally (Straight)
LibQUAL+	Tool libraries use to analyze the opinions of users about the quality of service
MAC	Mansfield Auxiliary Corp
MOU	Memorandum of Understanding
MSCHE	Middle States Commission on Higher Education
MUPSTI	Mansfield University Public Safety Training Institute
NASP	National Association of School Psychologists
NCES	National Center for Education Statistics
NSSE	National Survey of Student Engagement
OGSP	Office of Grants and Sponsored Programs
P2P	Program to Program
PA	Pennsylvania
PACT	Pennsylvania Association of Councils of Trustees

PASSHE	Pennsylvania State System of Higher Education
PDE	Pennsylvania Department of Education
PHEAA	Pennsylvania Higher Education Assistance Agency
POA	PASSHE Officers Association
PRC	Peer Research Consultants
PRR	Periodic Review Report
RA	Resident Assistant
RBC	Red and Black Committee
ROA	Requirements of Affiliation
RPH	Robert Packer Hospital
SAAC	Student Affairs and Admissions Committee
SAO	Student Activities Office
SARA	State Authorization Reciprocity Agreement
SAT	Scholastic Assessment Test
SCUPA	State College & University Professional Association
SEAC	Student Experience Assessment Committee
SEO	Search Engine Optimization
SGA	Student Government Association
SLO	Student Learning Outcomes
SPFPA	Security, Police, and Fire Professionals of America
SPTC	Strategic Plan Transition Committee
SRT	Survey Results Team
SSD	Office of Services for Students with Disabilities
SUNY	The State University of New York
TAOC	Transfer Articulation Overnight Committee
TEC	Teacher Education Council
The Commonwealth	The Commonwealth of Pennsylvania
TracDat	Software System for Reporting and Tracking Program and Student Learning Outcomes
TRiO	Federal Outreach and Student Support Services
UWAC	University-Wide Assessment Committee
VSG	Veteran's Support Group

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