Document Roadmap

Documenting Compliance with the Accreditation Standards of
The Middle States Commission on Higher Education

This template is provided as an optional tool for institutions undertaking self-study.

Institutions undertaking comprehensive self-studies (including comprehensive with emphasis) are not required to complete document roadmaps but may find it helpful to do so.

Institutions undertaking selected topics self-study complete document roadmaps for those standards not addressed or addressed only partially in their self-studies.

Instructions: Type your responses in the expandable, shaded boxes.

Name of Institution: Philadelphia University
Name of the Institution’s Chief Executive Officer: Dr. Stephen Spinelli
Date Completed (mm/dd/yyyy): 11/10/2014
STANDARD 1: MISSION AND GOALS

The institution’s mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution’s stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.

Assemble the following, as appropriate.


This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist.

<table>
<thead>
<tr>
<th>Standard 1 Fundamental Elements</th>
<th>If This Fundamental Element IS Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element</th>
</tr>
</thead>
</table>
| Clearly defined mission and goals | Mission and vision statement  
Strategic Plan and Strategic Build  
College & School Mission & Vision Statements:  
CABE Principles, Mission & Vision Statements  
About Kanbar College of Design, Engineering & Commerce  
SBA Mission Statement  
About SDE  
About CSHLA  
About CPS |
| • that guide faculty, administration, staff and governing bodies in making decisions related to planning, resource allocation, program and curriculum development, and definition of program outcomes | Strategic Plan and Strategic Build  
UARC Charges and Members  
Facilities Master Plan  
Capital campaign  
Organization of the Faculty  
PhilaU Brand Promise  
PhilaU Budget Advisory Committee Charge |
| • that include support of scholarly and creative activity, at levels and of the kinds appropriate to the institution’s purposes and character | Faculty research & development  
Industry Partnerships Website  
Industry Partnerships description  
Entrepreneurship Resources - Blackstone  
Faculty Manual  
Term Chair Roles and Responsibilities  
Graduate Assistantships  
Undergraduate Research - IRB |
| • that are developed through collaborative participation by those who facilitate or are otherwise responsible for institutional improvement and developments | Strategic planning document  
Developing the Strategic Plan  
Organization of the Faculty  
Provost Council Agendas & Minutes  
President’s Council Agendas |
| • that are periodically evaluated and formally approved | Strategic Plan and Strategic Build  
Middle States PRR 2011 |
|that are publicized and widely known by the institution’s members| **University website**  
**College catalog**  
**President’s blog**  
**Provost’s blog**  
**Strategic planning website**  
**Innovator magazine**  
**PhilaU Today** |
|---|---|
|Mission and goals that relate to external as well as internal contexts and constituencies| **Institutional Learning Outcomes**  
**Mission and vision statement**  
**Strategic Plan and Strategic Build** |
|Institutional goals that are consistent with mission| **Strategic Plan and Strategic Build**  
**Letter from Provost**  
**Institutional Learning Outcomes**  
**PhilaU Brand Promise** |
|Goals that focus on student learning, other outcomes, and institutional improvement| **Institutional Learning Outcomes**  
**College & School Mission & Vision Statements**  
**CABE Principles, Mission & Vision Statements**  
**About Kanbar College of Design, Engineering & Commerce**  
**SBA Mission Statement**  
**About SDE**  
**About CSHLA**  
**About CPS** |

Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 1: Mission and Goals, including relevant Fundamental Elements.

Philadelphia University’s mission and goals define the character, individuality, and values of the institution and directly align with the goals of the Strategic Plan and the Strategic Build. Using a collaborative process, the institution developed both the mission statement and the strategic plan through broad participative reflection and future visioning that led to the current delineation of the scope of the institution and an invigoration of institutional purpose and practice as a provider of innovative pre-professional learning.

Ratified by the governing board and embraced by institutional leaders, faculty, and staff, the Mission and Strategic Plans clearly guide all institutional decisions concerning planning, resource allocation, and program and curriculum development. Periodically evaluated through administrative, faculty, and staff advances and retreats, these same goals and mission guide the consistent improvement of the quality of all Philadelphia University endeavors from teaching to communication, from internal to establishing our external priorities. Fundamentally, the mission and the goals of the strategic plans seek to focus all stakeholders’ activities on increasing student learning and improving the institution.
STANDARD 2: PLANNING, RESOURCE ALLOCATION, AND INSTITUTIONAL RENEWAL

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

Assemble the following, as appropriate.

☐ Document Set 2: Institutional Strategic Plan,

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist.

<table>
<thead>
<tr>
<th>Standard 2 Fundamental Elements</th>
<th>If This Fundamental Element IS Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element</th>
</tr>
</thead>
</table>
| Goals and objectives or strategies, both institution-wide and for individual units that are clearly stated, reflect conclusions drawn from assessment results, are linked to mission and goal achievement, and are used for planning and resource allocation at the institutional and unit levels | Strategic Plan (2008) and Strategic Build (2013)  
Academic Affairs:  
Library Strategic Plan,  
Study Abroad Strategic Plan,  
Honors Experience Strategic Plan and Honors Experience Program Revision  
Writing Across the Curriculum Strategic Plan  
Learning and Advising Strategic Plan  
Teaching Portfolio Initiative  
Student Life Division Plan Summary  
Office of Information Resources (OIR) Strategic Plan Update and Mission Statement  
University Fundraising Priorities  
Colleges’ Advancement Councils Overviews  
Philadelphia University Facilities Related Strategic Plan process  
ACUPCC Climate Action Plan  
Campus Master Plan  
Campus Landscape Plan  
Campus Energy Plan  
Climate Action Plan  
Learning Spaces Initiative Planning Process and Faculty Mandate  
Library Commons:  
Library Commons’ Presentation to UARC  
Presentation of Concepts  
Graduate Assistantship Plan and Procedures  
GRO (Presentation to Academic Leadership - March 2013) |
| Planning and improvement processes that are clearly communicated, provide for constituent participation, and incorporate the use of assessment results | Campus-wide Community Forums:  
April 2014  
November 2013  
Annual Enrollment Summits: |
<table>
<thead>
<tr>
<th>Planning and improvement processes that are clearly communicated, provide for constituent participation, and incorporate the use of assessment results</th>
</tr>
</thead>
</table>
| **New Faculty Orientation Presentation**  
2013 Agenda  
2014 Agenda  
**Enrollment Reports to Faculty and Campus Meetings:**  
November 2013, April 2014, and October 2014  
**Board of Trustees presentations:**  
**President’s Council Advance Agendas:**  
July 2012, January 2014, and August 2014  
**Capital Campaign:**  
Power to Innovate Timeline  
Budget Advisory Committee annual memo to budget managers  
**Academic Growth Plan**  
Transformation Imperative lecture series  
**University Sunset Policy**  
**International Initiative – Working Group Charge**  
**Graduate Infrastructure Working Group Charge**  
Arlen Specter Center for Public Service – call for participation on inaugural Advisory Committee  
**Shared Governance:**  
UARC (mission) |
| Well defined decision-making processes and authority that facilitates planning and renewal |
| **Organization of the Faculty**  
AOOC New Program Approval Process  
AOO New Course Approval Process  
Annual Budget and Capital Planning Process |
| The assignment of responsibility for improvements and assurance of accountability |
| **University Organizational Chart**  
Board of Trustees and President’s Council Evaluation of President  
President’s Council Year-End Report to President (sample) |
| A record of institutional and unit improvements and their results |
| **Critical Few Objectives (CFOs) (2012-13)**  
**Power to Innovate Annual View Books:**  
Highlights 2008-2009, Highlights 2009-2010,  
**Student Life Unit Annual Reports:**  
Career Services; Counseling Center; Disability Services; Health Services; Residence Life; Athletics; and Student Engagement.  
**External Reviews of Non-Accredited Academic Programs**  
**Accreditation Reviews of Academic Programs**  
**External Review of College Studies** |
| Periodic assessment of the effectiveness of planning, resource allocation, and institutional renewal processes |
| **Strategic Planning Implementation Surveys** (secure)  
Noel Levitz Student Satisfaction Surveys – Summary Presentation  
IPEDS Data Feedback Reports  
Career Services Senior Survey (2103)  
Biennial Shared Governance Structure Assessment (2014 survey results) |
| Annual Board Assessment Surveys |
| Annual Enrollment Summits: |
| 2013 Agenda |
| 2014 Agenda |
| President’s Council Advance Agendas: |
| July 2012, January 2014, and August 2014 |
| Facilities: |
| Condition Assessment |
| APPA FPI Reports |
| Nexus Learning Spaces Assessment (mid-fall 2014 feedback) |
| Classroom Spaces Faculty Survey |

Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 2: Planning, Resource Allocation, and Institutional Renewal, including relevant Fundamental Elements.

Under new presidential leadership, the University engaged in a whole-campus strategic planning process in 2007-08. This was a shift in culture and practice, as previous planning efforts had been focused on physical plant. The president assumed leadership of a campus community poised for shift in focus from historic strengths to a vision for a sustainable future. He engaged the campus in an integrated planning process to become “a model for professional education in the twenty-first century.”

The planning process considered the physical, financial, fundraising, technical, and human resources to implement a vision and the initiatives necessary to achieve it. The momentum of this planning framework continued during the first five years of the plan with the creation of a campus master plan for facilities (from which we realized a new named building for Kanbar College of Design, Engineering, and Commerce) and a landscape plan; the planning for and realization of the new college structure and academic leadership; the creation of advancement councils for the different Colleges and Schools; the reorganization of academic affairs and the development of strategic plans for academic service units within Academic Affairs. This laid the groundwork for a new Organization of the Faculty, which was approved by the faculty in 2011-2012.

In addition, it was during this time when academic leadership implemented an integrated new academic program planning model, called the Academic Growth Plan, to better facilitate the goal to grow new academic programs. A standard protocol for exploring new program concepts and proposals was created and included a fully-loaded budget model, market research of demand and differentiation, and a new program proposal template that required proponents to consider all aspects of a new academic program and its viability.

In 2011-12, the Finance Office initiated a cost-of-education planning process to better understand the University’s expenses relative to institutional priorities. In 2012-13, the University implemented Growth and Resource Opportunity (GRO) program, which provides financial incentives for administrators to manage expenses and grow enrollment. GRO is a modified Responsibility Centered Management (RCM) approach that better fits the Philadelphia University culture. In its first year, it returned $120,000 to units within Academic Affairs alone, for reinvestment in priority capital needs.

In the fifth year of the Strategic Plan implementation, the Board and President agreed it was timely to revisit the plan, assess the University’s achievements and works-in-progress, and refine or set new goals as appropriate for the current climate of higher education. The Board of Trustees, the president and executive leadership (the President’s Council) published to the campus community the Strategic Build, which affirmed the vision articulated by the Strategic Plan and established areas needing further attention. The Strategic Build is focused four key areas around which the campus organized and deployed resources and energy for implementation. 1) Faculty Development; 2) International Education; 3) Online Education; and 4) Health Sciences. Communication with
faculty, staff, and students about the Strategic Build is in the format of regular triannual Community Forums and monthly faculty meetings. With a new Shared Governance framework in place and a strong infrastructure for planning and implementation, the University community was prepared to fully engage in implementation of the Strategic Build. Academic Affairs initiated a series of steps to support the faculty, who were preparing for institutional growth and change. In 2012-13, Academic Affairs kicked off a year-long series of lectures, workshops, and campus engagement called The Transformation Imperative, which brought to campus educational leaders from across North America to present about the disruption in higher education and best practices to stay relevant, competitive, and nimble in a highly competitive landscape.

In winter term of 2013-14, Academic Affairs invited Professor Emeritus Peter Seldin, a specialist in the evaluation and development of faculty and administrative performance, to deliver a train-the-trainer intensive session on Teaching Portfolios. In an effort to institutionalize the philosophy and reflective approach, follow-up sessions were held in early summer 2013-14 and are scheduled for 2014-15. And, beginning in 2013-14 throughout 2014-15, Academic Affairs worked closely with the University Personnel Committee and engaged in campus-wide consultation on Faculty Manual. In addition to the procedural improvements, the Provost, Deans, and Faculty worked in focused ways on the College-specific evidence of professional development for tenure/long-term contract and promotion to full professor.

In 2013-14 and throughout 2014-15, Academic Affairs on substantial revisions to the Faculty Manual. The revisions included clarifications about contract types, evidence of professional development, and procedures for reviews, reappointments, and promotions. It was a highly consultative process that involved a number of meetings with the University Personnel Committee, two open meetings with faculty; one break-out group session after a Faculty Meeting; an open comment period; and several meetings with individual College Faculties.

- In 2012-13, a planning process through an ad hoc faculty/staff committee supported by Shared Governance was initiated to consider and prepare to increase international enrollments; the planning process continued through 2013-14. Enrollment Management shared goals and tactics with the campus community at the periodic Community Forums. In addition, faculty development activities were offered in 2013-14 and 2014-15.

- In 2012-13, the University entered into a strategic 7-year partnership with Post University that facilitates the delivery of online education via Post’s robust infrastructure. In 2012-13, the University and its online education partner Post University sponsored, as part of Celebrate Teaching Week, several on-campus workshops about teaching online and about working with Post University. In 2012-13, the University expanded its faculty grants for pedagogy (aka Nexus Learning Grants) to include grants for online education. In May 2013, as part of the Academic Growth Plan, campus constituents participated in a brainstorming session about a strategic plan for online education. In 2014-15, the University hired its first director of PhilaU Online.

- In 2013-14, a University-wide space planning process was initiated with Philip Parsons, a consultant, to better understand programmatic space needs, opportunities to optimize existing facilities, and establish a need for new facilities to serve the University’s goal to grow enrollment in and improve quality of the health sciences education. This laid the groundwork for a focused programming study in 2014-15 for a new health sciences building. The Chief Administrative Officer and Associate Vice President of Facilities periodically share planning progress with the University Academic Resources Committee and regularly presents at monthly faculty meetings.

To reinforce the University’s shared responsibility to meet the goals of the Strategic Plan and the focused initiatives of the Strategic Build, the President initiated an annual requirement of his executive team (President’s Council) to develop Critical Few Objectives (CFOs)—individual and intersecting priorities. Established for the fiscal year, CFOs permeate the University’s divisions and units and are the organizing themes for strategic and tactical
goal setting, resource allocation, and action. CFOs are the focus on the President’s evaluation of his direct reports, their annual reports to him, and the President’s Council and Board of Trustees advances.
STANDARD 3: INSTITUTIONAL RESOURCES

The human, financial, technical, facilities, and other resources necessary to achieve an institution’s mission and goals are available and accessible. In the context of the institution’s mission, the effective and efficient uses of the institution’s resources are analyzed as part of ongoing outcomes assessment.

Assemble the following, as appropriate.

- **Document Set 3-A: Financial Statements**: The institution’s two most recent externally-audited financial statements, including management letters. Provide appropriate supporting documents to help the Commission understand the audited financial statements; these may include the original financial plans and budgets for these fiscal years, a summary of budget procedures used in these fiscal years and, if applicable, SEC 10K filings or Forms 990. If either of the financial statements shows a deficit, include in Appendix 3-B clear, well-founded plans to yield a balance or surplus in a timely fashion.
  - FY 2011-2012 Philadelphia University A-133 Audit Report
  - FY 2011-2012 Philadelphia University - Audited Financial Statements
  - FY 2012-2013 Philadelphia University A-133 Audit Report
  - FY 2012-2013 Philadelphia University Audited Financial Statements
  - YE 2011 Philadelphia University 990 PD
  - YE 2012 Philadelphia University 990 PD
  - FY 2011-2012 through FY 2014-2015 Budget Proposals

- **Document Set 3-B: Financial Plans**: The institution’s budget for revenues and expenditures, in detail, for the current fiscal year and the next five fiscal years.
  - FY 2014-2015 Budget Proposal
  - FY 2011-2012 through FY 2014-2015 Budget Proposals

- **Document Set 3-C: Analytical Narrative** that (1) provides information on the financial plan’s underlying assumptions, (2) provides evidence of the viability of those assumptions, (3) reconciles the financial plan to the institution’s strategic, operating, and other plans, and (4) assesses the institution’s financial capacity and risk factors.
  - FY 2014-2015 Budget Proposal Executive Summary

- **Document Set 3-D: Physical Facilities**:
  - A thorough description of physical facilities, including space for instruction, library, student support services, and administrative services
  - Philadelphia University Facilities Description

  - Capital facilities master plan, if any
  - Philadelphia University Master Plan 2007 Update

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist.

<table>
<thead>
<tr>
<th>Standard 3 Fundamental Elements</th>
<th>If This Fundamental Element IS Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element</th>
</tr>
</thead>
</table>
| Strategies to measure and assess the level of, and efficient utilization of, institutional | FY 2014-2015 Budget Process
PhilauU Budget Advisory Committee Charge |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Market Analysis - BS MS in Athletic Training</td>
<td>Market Analysis - Master's Degree in Modeling, Simulation &amp; Data Analysis</td>
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<tr>
<td>Market Analysis - Master's Program in Architecture</td>
<td>Market Analysis - MS in Integrative Design and Printing</td>
</tr>
<tr>
<td>Market Analysis - Sustainable Design Master's Program</td>
<td>FY 2012-2013 Philadelphia University Audited Financial Statements</td>
</tr>
<tr>
<td>FY 2012-2013 Philadelphia University A-133 Audit Report</td>
<td>PhilaU BOT Fundraising Campaign Progress June 2014</td>
</tr>
</tbody>
</table>

A comprehensive infrastructure or facilities master plan and facilities/infrastructure life-cycle management plan, as appropriate to mission, and evidence of implementation

<table>
<thead>
<tr>
<th>PhilaU APPA Sustainable Submission 2013</th>
<th>PhilaU AFE 2014 Submission</th>
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<tbody>
<tr>
<td>PhilaU Energy Synopsis - Exec Summary &amp; Exhibits</td>
<td>2011 - 2012 Facilities Performance Indicators Summary</td>
</tr>
<tr>
<td>PhilaU - ACUPP Climate Action Plan Faculty Update 2013</td>
<td>PhilaU Climate Action Plan Sub-committee members</td>
</tr>
<tr>
<td>Philadelphia University Master Plan 2007 Update</td>
<td>Philadelphia University Facilities Description</td>
</tr>
<tr>
<td>Philadelphia University 2012 Landscape Master Plan - DRAFT</td>
<td>PhilaU 2011 Green House Gas Inventory Report</td>
</tr>
</tbody>
</table>

Recognition in the comprehensive plan that facilities, such as learning resources fundamental to all educational and research programs and the library, are adequately supported and staffed to accomplish the institution’s objectives for student learning, both on campuses and at a distance

<table>
<thead>
<tr>
<th>PhilaU Campus Space Planning Project Overview June 2013</th>
<th>PhilaU Facilities Related Strategic Plan Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>LibQUAL summary information link</td>
<td>PhilaU Strategic Plan - Library 2011-2014</td>
</tr>
<tr>
<td>PhilaU Nexus Learning Hub Project Description (Aug 2014)</td>
<td>PhilaU Summary Results of Classroom Survey (May 2012)</td>
</tr>
</tbody>
</table>

An educational and other equipment acquisition and replacement process and plan, including provision for current and future technology, as appropriate to the educational programs and support services, and evidence of implementation

<table>
<thead>
<tr>
<th>PhilaU Summary and Strategic Plan OIR</th>
<th>PhilaU Office of Information Resources Mission Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015 New Capital Budget Initiatives</td>
<td>PhilaU Budget Advisory Committee Charge</td>
</tr>
<tr>
<td>PhilaU Growth &amp; Resource Opportunity (GRO) Presentation - Academic Leadership - March 2013</td>
<td>PhilaU Academic Resources Committee Charge</td>
</tr>
</tbody>
</table>

Adequate institutional controls to deal with financial, administrative and auxiliary operations, and rational and consistent policies and procedures in place to determine allocation of assets

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<tbody>
<tr>
<td>FY 2012-2013 Philadelphia University Audited Financial Statements</td>
<td>YE 2011 Philadelphia University 990 PD</td>
</tr>
<tr>
<td>YE 2012 Philadelphia University 990 PD</td>
<td>Philadelphia University Purchasing Policy</td>
</tr>
<tr>
<td>Philadelphia University Faculty Compensation Policy - DRAFT</td>
<td>Philadelphia University F&amp;A Rate Allocation of External Funds</td>
</tr>
<tr>
<td>Philadelphia University Industry Sponsored Projects Process</td>
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</tbody>
</table>

An annual independent audit confirming financial responsibility, with evidence of follow-up on any concerns cited in the audit’s

| --- | --- |
Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 3: Institutional Resources, including relevant Fundamental Elements.

Philadelphia University has defined processes in place for analyzing resource utilization and determining the most effective and efficient uses of these resources in support of the institution’s plans and goals. The University continues to thrive with a prudent budget management model and a clearly defined strategic plan. The strategic plan has anticipated the changing population demographics that have led many universities to face undergraduate enrollment challenges. In fact, the plan has contributed to the institution’s overall enrollment growth by placing more focus on graduate, continuing and professional studies programs, and online education.

The financial planning and budget modeling process has supported new program development by providing bridge funding for programs that are created in response to market demand and the needs of our current and future students. Our ability to leverage our investment in online education through a partnership model has afforded the opportunity to expand our curriculum delivery methods. Our planning approach supports a dedication to our students to deliver a global perspective by continuing to invest in our international recruitment effort. The strategic plan also recognizes that Health Sciences infrastructure and program growth are an important component for the future of the institution, while revisioning the general education component of our education is a key to our Nexus Learning approach.

The University continues to operate with a constant eye on resource stewardship. Through a focus on curriculum development and the completion of the most successful capital campaign in its history, the university has invested wisely in facilities and technologies that support the plan. The learning spaces have been redesigned to promote an active and collaborative environment. The student living spaces have been updated to enhance the student experience. A technology plan has been implemented based on alignment with the strategic plan and the strategic build. Fostering a stronger relationship with the Center for Teaching Innovation and Nexus Learning to support faculty development focused on technology integration is just one of the many outcomes of our investment in technology.

Through a conservative, rational and consistent approach toward resource management the University continues to have a consistent track record of positive operations and balanced budgets. We continue to strengthen our balance sheet in a number of key areas and grow our total net assets. These measures provide a strong base to support the growth of Philadelphia University in years to come.
STANDARD 4: LEADERSHIP AND GOVERNANCE

The institution’s system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

Assemble the following, as appropriate.

- **Document Set 4-A: Bylaws:** The bylaws or other basic institutional documents identifying the group legally responsible for the institution.
  
  Board of Trustees (BOT) Bylaws

- **Document Set 4-B: Governing Board:** Documentation of the structure, authority, and autonomy of the governing board, including policies and procedures manuals, board and committee procedures, and board and committee minutes. The documentation should describe how the governing board regularly reviews basic policies.
  
  Board of Trustees (BOT) Bylaws

- **Document Set 4-C: Governing Board Members:** A list of current governing board members, including the name, affiliation, and occupation of each member. Identify those members of the governing board who are remunerated by the institution through salaries, wages or fees; and identify board members who are creditors of the institution, guarantors of institutional debt, or active members of businesses of which the institution is a customer.
  
  Board of Trustees Documents

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist.

<table>
<thead>
<tr>
<th>Standard 4 Fundamental Elements</th>
<th>If This Fundamental Element IS Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element</th>
</tr>
</thead>
</table>
| A well-defined system of collegial governance including written policies outlining governance responsibilities of administration and faculty and readily available to the campus community | Organization of the Faculty  
Provost Council Agendas & Minutes  
President’s Council Agendas                                                                 |
| Written governing documents, such as a constitution, bylaws, enabling legislation, charter or other similar documents, that: | BOT Bylaws  
Faculty Manual  
Articles of Incorporation                                                                 |
| • delineate the governance structure and provide for collegial governance, and the structure’s composition, duties and responsibilities. In proprietary, corporate and similar types of institutions, a separate document may establish the duties and responsibilities of the governing body as well as the selection process. | Board of Trustees  
BOT Bylaws  
BOT Committees                                                                                       |
| • assign authority and accountability for policy development and decision making, including a process for the involvement of appropriate institutional constituencies in policy development | BOT Documents  
BOT Bylaws  
BOT Committees                                                                                       |
and decision making

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Support Document(s)</th>
</tr>
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<tbody>
<tr>
<td>• provide for the selection process for governing body members</td>
<td>BOT Bylaws</td>
</tr>
<tr>
<td></td>
<td>BOT Selection Process</td>
</tr>
<tr>
<td>Appropriate opportunity for student input regarding decisions that affect them</td>
<td>Organization of the Faculty</td>
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<td>Student Government Association</td>
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<tr>
<td>A governing body capable of reflecting constituent and public interest and of an appropriate size to fulfill all its responsibilities, and which includes members with sufficient expertise to assure that the body’s fiduciary responsibilities can be fulfilled</td>
<td>Board Diversity Chart</td>
</tr>
<tr>
<td>A governing body not chaired by the chief executive officer</td>
<td>BOT Bylaws</td>
</tr>
<tr>
<td>A governing body that certifies to the Commission that the institution is in compliance with the eligibility requirements, accreditation standards and policies of the Commission; describes itself in identical terms to all its accrediting and regulatory agencies; communicates any changes in its accredited status; and agrees to disclose information required by the Commission to carry out its accrediting responsibilities, including levels of governing body compensation, if any</td>
<td>Certification of compliance for the Commission (Middles States)</td>
</tr>
<tr>
<td>A conflict of interest policy for the governing body (and fiduciary body members, if such a body exists), which addresses matters such as remuneration, contractual relationships, employment, family, financial or other interests that could pose conflicts of interest, and 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</td>
<td>BOT &amp; President Conflict of Interest Policy</td>
</tr>
<tr>
<td>A governing body that assists in generating resources needed to sustain and improve the institution</td>
<td>BOT fund raising levels</td>
</tr>
<tr>
<td>A process for orienting new members and providing continuing updates for current members of the governing body on the institution’s mission, organization, and academic programs and objectives</td>
<td>BOT orientation process</td>
</tr>
<tr>
<td></td>
<td>BOT Meetings</td>
</tr>
<tr>
<td>A procedure in place for the periodic objective assessment of the governing body in meeting stated governing body objectives</td>
<td>Annual Board Assessment</td>
</tr>
<tr>
<td>A chief executive officer, appointed by the governing board, with primary responsibility to the institution</td>
<td>CEO Job Description</td>
</tr>
<tr>
<td></td>
<td>President’s Bio</td>
</tr>
<tr>
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<td>Org Chart</td>
</tr>
<tr>
<td>Periodic assessment of the effectiveness of institutional leadership and governance</td>
<td>Annual Board Assessment</td>
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<tr>
<td></td>
<td>President’s Evaluation</td>
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</tbody>
</table>

Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 4: Leadership and Governance, including relevant Fundamental Elements.

Philadelphia University’s leadership and governance enable the institution to innovate and develop collaborative processes and curricula to meet the institution’s mission and goals. The University’s governance structure is well defined with written policies and procedures, incorporates a faculty shared governance component as well as student representation and is empowered to meet the highest standards of integrity in
regard to the Commission, other agencies, and standards of integrity. The chief executive is board appointed and participates in regular assessment by the board to determine how well the governing body objectives are met and where improvements might be implemented.

The University’s leadership and governance system has provided significant impetus for the growth of innovative curricula, facilities for learning, and greatly more effective fund raising centered on the strategic plans. The Philadelphia University Board of Trustees embraces its responsibility for academic quality, planning, fiscal and academic integrity, as they encourage the entrepreneurial activities of students and the linking of course work with collaborative, active strategies to spur student attainment. Board members actively participate in campus events and well fulfill their responsibilities of policy and resource development.
STANDARD 5: ADMINISTRATION

The institution’s administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution’s organization and governance.

Assemble the following, as appropriate.

- **Document Set 5-A: Chief Executive Officer:**
  - Resume or vita for the chief executive officer including the officer’s name and title
  - Evidence that the CEO was appointed by the governing board
  - The appointment date of the CEO

- **Document Set 5-B: Administrative Organization:** The organizational chart for the institution, including names and titles of the individuals in each position identified in the chart
  - Organizational Chart

- **Document Set 5-C: Continuity of Leadership:** Institutional procedures for continuity of leadership in the event that the institution is sold, the owner or president dies, etc.
  - Board of Trustees (BOT) Bylaws

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist.

<table>
<thead>
<tr>
<th>Standard 5 Fundamental Elements</th>
<th>If This Fundamental Element IS Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element</th>
</tr>
</thead>
</table>
| A chief executive whose primary responsibility is to lead the institution toward the achievement of its goals and with responsibility for administration of the institution | CV of Spinelli  
Appointment authorization & Date of appointment  
Job description of President  
President’s Bio |
| A chief executive with the combination of academic background, professional training, and/or other qualities appropriate to an institution of higher education and the institution’s mission | Mission Statement  
CV of Spinelli  
Appointment authorization & Date of appointment  
Job description of President |
| Administrative leaders with appropriate skills, degrees and training to carry out their responsibilities and functions | CV and Job Description for Administration  
Diversity analysis (gender, age, and ethnicity) – IPEDS DFR Reports |
| Qualified staffing appropriate to the goals, type, size, and complexity of the institution | CV and Job Description for Administration  
Benchmarks for staffing size of similar sized school – IPEDS DFR Report |
| Adequate information and decision-making systems to support the work of administrative leaders | Administrative Computing  
Faculty Manual  
Mission of IR |
| Clear documentation of the lines of organization and authority | Organizational Chart |
| Periodic assessment of the effectiveness of administrative | LibQual |
Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 5: Administration, including relevant Fundamental Elements.

Philadelphia University’s administrative structure facilitates innovation in learning and scholarship, facilitates consistent quality improvement and supports the organization and governance structure of the institution. The president and his council are qualified and capable of leading the institution toward new and improved methods of education for students and to advance all of the stakeholders’ goals and objectives including integration of collaborative learning experiences, investing in health sciences and other areas of curricular strength, developing innovative facilities, building graduate and professional programs, and integrating the curricular with the co-curricular to produce formidable graduates who are prepared for twenty-first century challenges. In addition, the administrative leaders embrace the need for continuing and even more rigorous and formalized processes of evaluation and review to ensure the efficacy of the institution’s processes to carry out its mission.
### STANDARD 6: INTEGRITY

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist.

<table>
<thead>
<tr>
<th>Standard 6 Fundamental Elements</th>
<th>If This Fundamental Element IS Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element</th>
</tr>
</thead>
</table>
| Fair and impartial processes, published and widely available, to address student grievances, such as alleged violations of institutional policies. The institution assures that student grievances are addressed promptly, appropriately, and equitably | Student Handbook
University Catalog
Academic Integrity Policy
Intellectual Property policy regarding student work |
| Fair and impartial practices in the hiring, evaluation and dismissal of employees | Employee Handbook
Faculty Manual
UPC Charges & Committee Members |
| Sound ethical practices and respect for individuals through its teaching, scholarship/research, service, and administrative practice, including the avoidance of conflict of interest or the appearance of such conflict in all its activities and among all its constituents | Institutional Review Board
Guidelines and Policies for Research Involving Human Subjects
IRB decisions
University policies regarding conflict of interest
Academic Integrity Policy |
| Equitable and appropriately consistent treatment of constituencies, as evident in such areas as the application of academic requirements and policies, student discipline, student evaluation, grievance procedures, faculty promotion, tenure, retention and compensation, administrative review, curricular improvement, and institutional governance and management | Employee Handbook
Faculty Manual
UPC Charges & Committee Members
University Personnel Committee minutes
Faculty Compensation Policy
IPEDS AAUP Report
Ethics Point |
| A climate of academic inquiry and engagement supported by widely disseminated policies regarding academic and intellectual freedom | Employee Handbook
Faculty Manual
Intellectual Property policy regarding student work |
| An institutional commitment to principles of protecting intellectual property rights | Intellectual Property policy regarding student work
Academic Integrity Policy |
| A climate that fosters respect among students, faculty, staff, and administration for a range of backgrounds, ideas, and perspectives | NSSE survey results
Student Experience Committee Charge & Members
Clery Report
Diversity analysis (gender, age, and ethnicity) – IPEDS DFR Reports |
| Honesty and truthfulness in public relations announcements, advertisements, and recruiting and admissions materials and practices | University website
Public Relations website
Admissions Process & Procedures
Admissions website |
| Required and elective courses that are sufficiently available to allow students to graduate within the published program length | University Catalog  
Annual Section Reports |
| Reasonable, continuing student access to paper or electronic catalogs | University Catalog  
Archived Catalogs |
| When catalogs are available only electronically, the institution’s web page provides a guide or index to catalog information for each catalog available electronically | University Catalog  
Archived Catalogs |
| When catalogs are available only electronically, the institution archives copies of the catalogs as sections or policies are updated | Archived Catalogs |
| Changes and issues affecting institutional mission, goals, sites, programs, operations, and other material changes are disclosed accurately and in a timely manner to the institution’s community, to the Middle States Commission on Higher Education, and to any other appropriate regulatory bodies | Middle States reports  
Substantive Change Report  
State License - NJ |
| Changes and issues affecting institutional mission, goals, sites, programs, operations, and other material changes are disclosed accurately and in a timely manner to the institution’s community, to the Middle States Commission on Higher Education, and to any other appropriate regulatory bodies | Middle States Website  
Middle States Reports |
| Availability of factual information about the institution, such as the Middle States Commission on Higher Education annual data reporting, the self-study or periodic review report, the team report, and the Commission’s action, accurately reported and made publicly available to the institution’s community | Middle States Website  
Middle States Reports |
| Information on institution-wide assessments available to prospective students, including graduation, retention, certification and licensing pass rates, and other outcomes as appropriate to the programs offered | HEOA Compliance  
Common Data Set  
Retention Reports  
Specialty Accreditations  
PANCE Pass Rates  
OT Pass Rates  
Midwifery Pass Rates |
| Institutional information provided in a manner that ensures student and public access, such as print, electronic, or video presentation | PhilaU website |
| Fulfillment of all applicable standards and reporting and other requirements of the Commission | Middle States reports  
Substantive Change Report  
State License - NJ |
| Periodic assessment of the integrity evidenced in institutional policies, processes, practices, and the manner in which these are implemented | NSSE survey results  
Academic Integrity Policy |

Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 6: Integrity, including relevant Fundamental Elements.

Philadelphia University demonstrates fair, equitable, impartial, and respectful practices in all internal and external relationships. Dedicated to academic freedom and intellectual expression, the University endeavors to communicate this and instill this through teaching, discussion, and all engagements among its faculty, staff, and students. Philadelphia University publishes truthful and accurate information and statistics to the Commission, responsible educational reporting to all regulatory bodies as well as to current and potential students and their
guardians. Philadelphia University regularly reviews news releases and public announcements and maintains a policy of truthfulness and honesty in all communication.

Title IX and Clery act reporting are honest and truthful, and through the efforts of a committed faculty, staff and students, well communicated to all institutional stakeholders. Student continued access to electronic catalog information is made possible through easily available web archives and the institution does not bottleneck its students as they endeavor to complete their degrees. A culture of respect and truthfulness characterize Philadelphia University’s response to all aspects of the fourteen standards of excellence, as does a culture of promise keeping and contractual commitment.
STANDARD 7: INSTITUTIONAL ASSESSMENT

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

Assemble the following, as appropriate.

☑ Document Set 7: Institutional Assessment Documentation: Documentation of an implemented, systematic, and sustained institutional assessment process. Documentation of processes for assessing student learning outcomes may be included either here or in a separate Appendix 14. (For more information on the Commission’s expectations for documentation, see Assessing Student Learning and Institutional Effectiveness: Understanding Middle States Expectations, available at on the Commission’s website www.msche.org.)

In the (expandable) box below, list any other documentation demonstrating compliance with this standard that the institution has assembled.

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist. When an institution does not demonstrate evidence of a particular Fundamental Element, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

<table>
<thead>
<tr>
<th>Standard 7 Fundamental Elements</th>
<th>If This Fundamental Element IS Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documented, organized, and sustained assessment process to evaluate and improve the total range of programs and services; achievement of institutional mission, goals, and plans; and compliance with accreditation standards that meets the following criteria</td>
<td>Philadelphia University Assessment Plan</td>
</tr>
</tbody>
</table>
| A foundation in the institution’s mission and clearly articulated institutional, unit-level, and program-level goals that encompass all programs, services, and initiatives and are appropriately integrated with one another | Philadelphia University Assessment Plan  
Program Review Process  
University Assessment of Student Learning  
Institutional Effectiveness  
Aligning Assessment Cycles  
Strategic Plan  
Strategic Build  
Strategic Plan Vision Statement  
University Mission Statement  
Facilities Master Plan  
Institutional Research Mission Statement |
| Systematic, sustained, and thorough use of multiple qualitative and/or quantitative measures that:  
  o maximize the use of existing data and information;  
  o clearly and purposefully relate to the goals they are assessing;  
  o are of sufficient quality that results can be used | Program Assessment Schedule 2014-15  
University Assessment Calendar  
Program Review Schedule  
Strategic Plan Process  
Executive Dean Framework Document  
SVDAssessment Report  
Program Accreditation Reports |
| with confidence to inform decisions | National Survey of Student Engagement (NSSE) – page down  
Noel-Levitz Satisfaction-Priorities Surveys – page down  
Survey Research Results  
Board Assessment  
President’s Assessment  
Self Assessment of the Provost  
Critical Few Objectives (CFOs)  
Budget Advisory Committee  
C-DEC Assessment  
Immediate & Intermediate Fundraising Goals  
Student Life Division Assessment Reports  
Faculty Self Assessment  
Facilities Assessments – APPA  
Facilities Assessments – AFE  
Energy Plan |
| Support and collaboration of faculty and administration | Strategic Plan Process  
UTLA  
Deans Assessment Report Form 2014-15  
Executive Dean Framework Document  
Institutional Research Presentations  
SVD Assessment Report  
Program Accreditation Reports  
Budget Advisory Committee  
C-DEC Assessment  
Student Life Division Assessment Reports  
Faculty Self Assessment  
Self Assessment of the Provost  
Facilities Assessments – APPA  
Facilities Assessments – AFE  
Governance Structure Assessment  
Faculty Activity Report |
| Clear realistic guidelines and a timetable, supported by appropriate investment of institutional resources | Philadelphia University Assessment Plan  
UTLA  
CAC Review Rubric 2013-14  
Program Assessment Schedule 2014-15  
University Assessment Calendar  
Program Review Schedule  
Aligning Assessment Cycles  
Executive Dean Framework Document  
IR Survey Research Schedule  
Critical Few Objectives (CFOs)  
Immediate & Intermediate Fundraising Goals |
| Sufficient simplicity, practicality, detail, and ownership to be sustainable | Philadelphia University Assessment Plan  
UTLA  
CAC Review Rubric 2013-14  
Deans Assessment Report Form 2014-15  
Program Assessment Schedule 2014-15  
University Assessment Calendar  
Program Review Schedule  
Aligning Assessment Cycles  
Executive Dean Framework Document |
Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 7: Institutional Assessment, including relevant Fundamental Elements.

Philadelphia University has developed processes that provide data for determining institutional effectiveness and for instituting improvements to programs and services in order to better achieve its institutional goals. The Strategic Plans as well as the unit level goals aligned with these plans provide clear direction for the entire university community about what is required to achieve the goals. Individual units have organized and coordinated with others in an effort to meet institutional expectations and engaged in assessment in order to drive quality improvements.

In both the categories of student learning and institutional effectiveness the processes developed have been useful to all at the institution. They have indicated where curriculum growth and new program development have stretched resources and directly resulted in a more structured resource development plan for new graduate and undergraduate programs. Assessment of learning has driven the serious revision of the general education program as well as the integration of the business programs to include a lean business core with a series of specializations that can be determined by student choice, rather than centering on a traditional business major.

Assessment results have been robust and have been used with confidence to make changes, institute improvements, plan and allocate for the future. Tools and strategies relate directly to the achievement of the strategic plan, and are selected because they provide clear and convincing evidence. The decision to implement the electronic relational retention and persistence tool, known as STARFISH Retention Solutions, is the result of an assessment process that indicated a need to increase retention and persistence just as the plan to continue the use of STARFISH occurred because of assessment concluding that progress had been made through the use of this tool. In both cases visible, convincing, direct evidence together with indirect evidence informed the decision making.

The collaborative and institution wide development and ratification of the Strategic Plans have led to a very direct planning process in which the development of curricula, and the creation of innovative learning spaces have led to the alignment of the academic growth plan with the facilities and technology plans. A healthy synergism describes planning for the achievement of the strategic plans. As in other institutional domains, assessment informs planning decision making and has led to an integrated approach from many constituencies in order to achieve the institutional goals.
Finally, in the achievement of the Strategic Plans, assessment processes have grown more organized, systematized, and sustained. Assessment practices, particularly those involved in the assessment of learning, have grown and developed significantly, with all stakeholders working to ensure that students are meeting learning outcomes that align with the institution’s mission and goals. An annual cycle of assessment owned and developed by student affairs staff, faculty, and deans has been developed, revised, and implemented to ensure student attainment. Program level learning outcomes have been mapped to the institutional outcomes and goals and all curricular and co-curricular units have aligned to provide students with the opportunities to achieve the levels of collaborative, engaged, and real world learning characteristic of a Philadelphia University graduate.
STANDARD 8: STUDENT ADMISSIONS AND RETENTION

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students’ educational goals.

Assemble the following, as appropriate.

- **Document Set 8-A: Admissions Philosophy and Practices**: Documents and policy statements (in addition to the catalog) on the institution’s admissions philosophy and practices
  - Admissions Review
  - Admissions Projection Statement

- **Document Set 8-B: Admissions Profile**: Number of inquiries, applications, admits, deposit-payers, and newly enrolled degree-seeking students, with appropriate cohort breakdowns, for the most recent year for which this information is available
  - Final graduate admission report 2014
  - Final undergrad admission report 2013
  - Profiles
  - Common Data Set
  - Undergraduate Day Admissions Recruitment Summary

- **Document Set 8-C: Enrollment Profile**: Current enrollment profile, with distributions by program or major, age, gender, racial/ethnic status, geographic origin, full-time/part-time status, and eligibility for financial aid.
  - Enrollment History
  - Common Data Set
  - Census reports

- **Document Set 8-D: Enrollment Projections**: Five-year enrollment projections, with distribution by program or major, and the assumptions upon which these projections are based
  - Enrollment projection model 2014-2015
  - Enrollment projections by program 2012
  - CPS Enrollment Projections On File

- **Document Set 8-E: Financial Aid Profile**: Brochures and other publications on financial aid and most recent student loan default rate
  - Tuition and fees
  - Cost of Attendance
  - HEOA Compliance
  - Default Rate
  - Common Data Set

- **Document Set 8-F: Retention and Graduation Rates**: Current and recent student retention and graduation rates, including clear definitions of each rate and how each is calculated
  - Common Data Set
  - Retention Summit
  - Graduation attrition retention (need password)
  - Retention
  - CPS Graduation Counts

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist.
<table>
<thead>
<tr>
<th>Standard 8 Fundamental Elements</th>
<th>If This Fundamental Element IS Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element</th>
</tr>
</thead>
</table>
| Admissions policies, developed and implemented, that support and reflect the mission of the institution | Admissions Review  
Admissions Projection Statement  
CPS Enrollment Projections On File |
| Admissions policies and criteria available to assist the prospective student in making informed decisions | Admission Requirements  
Accepted Student Website  
Admissions website  
FAQ’s  
PhilaU Applications  
The Common Application  
*Marketing Materials:*  
Brochure for HS Counselors  
Transfer Guide  
Parent Guide  
HEOA Compliance |
| Programs and services to ensure that admitted students who marginally meet or do not meet the institution’s qualifications achieve expected learning goals and higher education outcomes at appropriate points | Undergraduate Placement Policy  
AEMC-PhilaU MOU Exhibit 2 Credit Acceptance Conditions |
| Accurate and comprehensive information regarding academic programs, including any required placement or diagnostic testing | Academic Catalog  
Academics website  
Admission Requirements  
Transfer Credit Policy |
| Statements of expected student learning outcomes and information on institution-wide assessment results, as appropriate to the program offered, available to prospective students | Academic Catalog  
PANCE Pass Rates  
OT Pass Rates  
Midwifery Pass Rates |
| Accurate and comprehensive information, and advice where appropriate, regarding financial aid, scholarships, grants, loans, and refunds | Financial Aid Information  
Tuition & Fees  
Scholarships  
Assistantships  
Net price calculator  
HEOA Compliance |
| Published and implemented policies and procedures regarding transfer credit and credit for extra-institutional college level learning | Transfer Credit Policy  
Admissions website  
AEMC-PhilaU MOU Exhibit 2 Credit Acceptance Conditions |
| Ongoing assessment of student success, including but not necessarily limited to retention, that evaluates the match between the attributes of admitted students and the institution’s mission and programs, and reflects its findings in its admissions, remediation, and other related policies | Common Data Set  
IPEDS Reports  
Enrollment History  
Retention – all areas  
Graduation Rates (including by race & IPEDS)  
Retention Taskforce  
Retention Summit  
Retention Strategic Plan |
Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 8: Student Admissions and Retention, including relevant Fundamental Elements.

Philadelphia University admissions policies and practices support the goals of the institution’s strategic plans. Prospective students may learn more about the institution and expected learning outcomes for its students in a number of locations on the PhilaU website as well as through admissions materials. Materials as well as special program and college recruitment events involve prospective students with activities and projects that inform all firsthand what pursuing a course of study at the institution might experience. Retention and graduation information is available to parents and prospective students, as well as an emphasis on collaborative and active learning. Transfer and transfer student policies are easily accessed and include an opportunity for students to earn some credit for prior extra-classroom learning.

Financial aid provides complete information including a net price calculator for prospective students and informs them fully about cost of education across time through graduation. In addition all of the colleges also provide full information about their academic programs and program curricula, permitting student and their guardians to make educated choices informed by reflection upon real coursework requirements and expectations.

Furthermore, the institution provides full information about the comprehensive academic support services provided through the learning and advising center as well as the opportunities for leadership and co-curricular activities through the division of student life. Marginally admitted students are introduced to an array of services for their use to ensure then the opportunity to retain and persist to graduation.
STANDARD 9: STUDENT SUPPORT SERVICES

The institution provides student support services reasonably necessary to enable each student to achieve the institution’s goals for students.

Assemble the following, as appropriate.

☑ Document Set 9: Student Handbook: The institution’s student handbook and other documents addressing students and student development topics and giving evidence of comprehensive student services, including academic and financial services, and, as appropriate, personal, transfer, admissions, and career counseling services

Student Handbook
Accelerated Student Handbook

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist.

<table>
<thead>
<tr>
<th>Standard 9 Fundamental Elements</th>
<th>If This Fundamental Element IS Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element</th>
</tr>
</thead>
</table>
| A program of student support services appropriate to student strengths and needs, reflective of institutional mission, consistent with student learning expectations, and available regardless of place or method of delivery | Student Life Website  
Student Engagement Website  
- New Student Programs  
- Clubs & Organizations  
- Student Government  
- Commuter Life  
- Community Service  
- Leadership Programs  
Career Services Website  
- Academic Internship Program  
Athletics - Intramural Sports/Fitness  
Study Abroad Website  
Global Education & Initiatives  
International Students Website  
Health Services Website  
Disability Services Website  
Safety and Security Website  
Residence Life Website  
Learning and Advising Website  
Counseling website  
Blackstone - Entrepreneurship Website  
Honors website |

Qualified professionals to supervise and provide the student support services and programs | Director Resumes:  
CV for Dean of Students  
CV for Assistant Dean  
Organizational Chart - Student Engagement  
Health Services Credentialing  
ACHA Membership  
Standards of Health Promotion  
Safety & Security |
| Procedures to address the varied spectrum of student academic and other needs, in a manner that is equitable, supportive, and sensitive, through direct service or referral | Career Services Website  
Health Services Website  
Disability Services Website  
Counseling website  
Student Engagement Website  
Residence Life Website  
Global Education & Initiatives  
Study Abroad Website  
International Students Website  
Blackstone - Entrepreneurship Website  
Learning and Advising Website  
Starfish  
Safety and Security Website  
Dining Services  
Student Handbook  
Accelerated Student Handbook  
Academic Catalog |
|---|---|
| Appropriate student advisement procedures and processes | First Year Advising Syllabus  
Learning & Advising  
Advising Manual for first year advisors  
Starfish  
Student Handbook  
Accelerated Student Handbook  
Academic Catalog  
Career Services Website  
Blackstone Entrepreneurship |
| If offered, athletic programs that are regulated by the same academic, fiscal, and administrative principles, norms, and procedures that govern other institutional programs | Athletics - Intramural Sports/Fitness  
Athletics Organizational Chart  
Scholarship Template  
Physical Education Credit Manual  
Athletics Annual Reports  
NCAA Compliance Report |
| Reasonable procedures, widely disseminated, for equitably addressing student complaints or grievances | Title IX  
Grievances  
Academic Integrity Policy  
Campus Security Resources  
Health Services Emergency Procedures  
Counseling Emergency Procedures  
Ethics Point |
| Records of student complaints or grievances | Ethics Point |
| Policies and procedures, developed and implemented, for safe and secure maintenance of student records | HEOA Compliance  
FERPA in Academic Catalog - Undergrad  
FERPA in Academic Catalog - Grad  
Student Accounts Resources  
Confidentiality policies for Health Services & Counseling  
Disability Services |
| Published and implemented policies for the release of student information | FERPA Policies for Parents  
FERPA  
FERPA in Academic Catalog - Undergrad  
FERPA in Academic Catalog - Grad  
Disability Services |
Ongoing assessment of student support services and the utilization of assessment results for improvement

Student Life Executive Dean Assessment Reports
Career Services Assessment Reports
- Academic Internship
- Senior Survey
- Employer Evaluations
- Career Fair / Design Expo / Corporate Connections surveys
Student Engagement Assessment Reports
Disability Services Assessment Reports
International Programs Assessment Reports
Health Services Assessment Reports
Residence Life Assessment Reports
Counseling Assessment Reports
Advising Assessment Report
Athletics Assessment Reports
Noell-Levitz Survey Results page down
Student Engagement Annual Reports
Career Services Annual Reports
Athletics Annual Reports
Fitness Center usage reports - Sample
International Programs Annual Reports
Health Services Annual Reports
Disability Services Annual Reports
Residence Life Annual Reports
Safety & Security Annual Reports
Learning & Advising Annual Reports
NSEE Data page down
AICUP Survey

Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 9: Student Support Services, including relevant Fundamental Elements.

Philadelphia University holds student-centeredness as its core value. The data and documents outlined above clearly indicate evidence of a full range of student service/support offerings. The evidence also shows process, procedure, and policy around student services and support. Students can receive support in academics, advising, tutoring, transfer, admissions, student engagement, housing, mental health counseling, disability services, health services, and career counseling services. Procedures are defined for student safety and emergency protocols. In addition, many of the student services have documented assessment plans for student learning outcomes. This aligns with the university mission of being an experiential learning community for all students to thrive and ultimately prepare for careers in an evolving global marketplace.
STANDARD 10: FACULTY

The institution’s instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

Assemble the following, as appropriate.

- **Document Set 10-A: Faculty Profile:** Current counts of all instructional staff currently employed by the institution, with breakdowns by full-time, part-time, and adjunct status and by location (on campus and at each off-campus location, as applicable)
  - Common data set (2013-14) (secure)

- **Document Set 10-B: Faculty Data:** Names, titles, most advanced degree, field of experience, and current teaching load (in credits per semester or quarter and in hours per week) of each instructional staff person
  - Course Catalog (2014-15) Index of Faculty and Staff
  - Full-Time Faculty Teaching Load by Term (14FL)
  - Adjunct Faculty Teaching Load by Term (14FL)
  - CPS Faculty Data - On file

- **Document Set 10-C: Faculty/Staff Handbook(s)**
  - Faculty Manual
  - Adjunct Resource Guide
  - Employee Handbook
  - CPS Faculty Resource Book
  - CPS Associate Faculty Quick Guide

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist.

<table>
<thead>
<tr>
<th>Standard 10 Fundamental Elements</th>
<th>If This Fundamental Element IS Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element</th>
</tr>
</thead>
</table>
| Faculty and other professionals appropriately prepared and qualified for the positions they hold, with roles and responsibilities clearly defined, and sufficiently numerous to fulfill those roles appropriately | Course Catalog (2014-15) Index of Faculty and Staff  
Faculty Manual  
Personnel Request Form |
| Educational curricula designed, maintained, and updated by faculty and other professionals who are academically prepared and qualified | Organization of the Faculty  
Academic Oversight and Opportunities Committee Charge |
| Faculty and other professionals, including teaching assistants, who demonstrate excellence in teaching and other activities, and who demonstrate continued professional growth | Center for Teaching Innovation and Nexus Learning (2013-14 Annual Report)  
Faculty Activity Report (template)  
Annual Faculty Evaluation Forms:  
College of Science, Health and Liberal Arts  
Kanbar College of Design, Engineering and Commerce  
College of Architecture and the Built Environment  
Monthly Faculty Accomplishment (8/12 – 5/14) (secured) |
| Appropriate institutional support for the advancement and | Summary of Resources for Faculty Development |
| Development of faculty, including teaching, research, scholarship, and service | Summary of Sabbaticals Awarded (2000-14)  
Center for Teaching Innovation and Nexus Learning (2013-14 Annual Report)  
Teaching Portfolio Initiative  
Nexus Learning Grants (Summary of Awards)  
Application for Graduate Assistant  
Faculty Research, Scholarship and Practice-based Grants (Summary of Awards) |
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Recognition of appropriate linkages among scholarship, teaching, student learning, research, and service</td>
<td>Faculty Manual</td>
</tr>
</tbody>
</table>
| Published and implemented standards and procedures for all faculty and other professionals, for actions such as appointment, promotion, tenure, grievance, discipline and dismissal, based on principles of fairness with due regard for the rights of all persons | Faculty Manual  
Organization of the Faculty: Description of University Personnel Committee and College Personnel Committee Charges  
CPS Faculty Resource Book  
CPS Associate Faculty Quick Guide |
| Carefully articulated, equitable, and implemented procedures and criteria for reviewing all individuals who have responsibility for the educational program of the institution | Annual Evaluation for Supervisory and Professional Employees  
Faculty Activity Report  
Classroom Observation Form  
Student Course Evaluation Questions  
Annual Evaluation Forms  
College of Science, Health and Liberal Arts  
Kanbar College of Design, Engineering and Commerce  
College of Architecture and the Built Environment  
Associate Dean  
Faculty Program Director  
Administrative Program Director  
Faculty |
| Criteria for the appointment, supervision, and review of teaching effectiveness for part-time, adjunct, and other faculty consistent with those for full-time faculty | Adjunct Resource Guide  
Student Course Evaluation Questions |
| Adherence to principles of academic freedom, within the context of institutional mission | Faculty Manual – Faculty Rights and Responsibilities page 34 |
| Assessment of policies and procedures to ensure the use of qualified professionals to support the institution’s programs | Faculty Manual – 2014 Revision process: Transmittal to the Faculty (8/2014)  
Summary of Comments on Faculty Manual Revision (9/2014)  
Memorandum and Summary of Changes for the UPC (10/2014)  
Faculty Contract Type Subcommittee (2010)  
Shared Governance Assessment (2014) (University Personnel Committee and College Personnel Committee/s) |
Instruction at Philadelphia University is delivered by a dedicated group of academically prepared and highly qualified faculty, which are enumerated in the University Catalog and Faculty List. The University has a systematic and thorough system for faculty recruitment, search and appointment as outlined in the Faculty Manual and Organization of the Faculty. The faculty contract types, roles, responsibilities, teaching load and qualifications are clearly defined in the Faculty Manual and Organization of the Faculty and in job descriptions for each position submitted in a Personnel Requisition Form required prior to each search. Terminal Degrees for the disciplines have been defined by the colleges and Provost’s Office. Criteria for Assignment of Contract Type was revisited in 2010 by a subcommittee of faculty and administrators in concordance with the principles of shared governance. The dean’s offices worked with faculty to clearly define criteria for scholarship and professional practice. The number of faculty needed to provide high quality education is periodically re-evaluated. The Student to Faculty Ratio of 12:1 as listed in the Common Data Set has been determined to be sufficient to fulfill the teaching roles and responsibilities of the University.

Curricula are designed, approved, maintained, revised and updated by the faculty and relevant staff (e.g. the Director of the Library, the Registrar, the deans and the Associate Provost for Assessment) in the University Academic Opportunities and Oversight Committee, College Education Committees, University Teaching, Learning and Assessment Committee, and College Assessment Committees; and supported by the faculty members serving as College Assessment Advocates and College Nexus Learning Advocates. These committees are described in the Faculty Manual and Organization of the Faculty.

The University strives for excellence in teaching and has devoted significant resources to pedagogical faculty development and assessment of teaching. A University Center for Teaching Innovation and Nexus Learning was developed which runs a variety of programs that include nationally recognized speakers, brown bag lunches and workshops on important topics such as electronic portfolios, teaching portfolios, cultural competency and effective use of writing assignments. The Center is led by an Associate Provost who had been a professor and dean at the university. The University Teaching, Learning and Assessment Committee and the College Nexus Learning Advocates support this Associate Provost/Director. Teaching is tracked and assessed by Faculty Activity Reports, student post-course evaluations, classroom observations, Annual Evaluations and submission of teaching materials during the contract renewal and tenure process. The University supports faculty professional growth, teaching, research, scholarship and service through the Center for Teaching Innovation and Nexus Learning, sabbaticals (see Sabbatical List), course release for service and research, University Research and Nexus Learning grants, the availability of graduate assistants to assist with faculty research, and funding for travel and conferences (Summary of Resources for Faculty Development). As a teaching-focused university, scholarship and service are linked to student learning. We have an active undergraduate research program in the areas of science and psychology. Many faculty members involve students in their research.

Policies, procedures and criteria for appointment, promotion, tenure, grievance, discipline and dismissal are published in the Faculty Manual and Employee Handbook. These include the appropriate due process procedures. The procedures and criteria for reviewing faculty and other instructional staff (i.e. Teaching Administrators) were thoughtfully developed, and are implemented in the Annual Evaluation, contract renewal and tenure processes. Criteria for scholarship and professional practice were recently revised by administrators and faculty for clarity and to fairly recognize disciplinary differences. Each academic unit has established criteria for appointment of part-time/adjunct faculty. These faculty members are oriented to the curriculum and university resources (Adjunct Faculty Resource Guide). Part-time faculty members are supervised by section/area Coordinators or Program Directors. As with full-time faculty, their teaching effectiveness is assessed using student post-course evaluations and classroom observation. The University does not use graduate assistants for teaching.

The University respects the tenets of academic freedom and shared governance. The revised Organization of the Faculty includes a Shared Governance Committee and Faculty Council to address any issues in these important
areas. Policies and procedures related to faculty evaluation, promotion, contract renewal and tenure are periodically assessed by committees and the Provost’s office. In 2014 a survey was sent to faculty and academic administrators to assess the effectiveness of the new Organization of the Faculty structure. The Provost discussed Faculty Manual revisions at faculty meetings, and additional input was sought via e-mail distribution for comment and open meetings. A robust outcomes assessment infrastructure and system has been developed, implemented, assessed and revised that links curriculum and teaching to student outcomes (see Chapter 14 documents).
STANDARD 11: EDUCATIONAL OFFERINGS

The institution’s educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

Assemble the following, as appropriate.

- **Document Set 11-A: List of Educational Offerings:** List of all educational programs, indicating whether they are undergraduate or graduate, if not provided in the catalog
- **Document Set 11-B: Graduation requirements of each program**, if not provided in the catalog
- **Document Set 11-C: Additional Academic Programs:** Information on existing, new, or planned programs that are not in the current catalog(s)
  - [New Program Market Analysis](#)
  - [Program Development (2011-12 through 2016-17)](#)
- **Document Set 11-D: Library and Other Information Resources:**
  - Documention of the nature and breadth of library/learning resources available on-site, at branch campuses, additional locations, and other instructional sites, and electronically, with documentation that resources take into account all instructional locations and formats
  - [Library Website](#)
  - [Libguides](#)
  - [Library Strategic Plan](#) and [Annual Report](#) and [Statistics](#)
  - Documention of how the institution provides for access to and utilization of a broad range of library/learning and other information resources to support its academic programs, learners, and faculty
  - [Library Website](#)
  - [Libguides](#)
  - Documention of the nature and scope of bibliographic instruction, information literacy, and other programs for educating students and faculty in the use of information resources
  - [Library Annual Report](#) and [Statistics](#)
  - Copies of formal agreements with other institutions for the use of their information resources and/or reference services
  - [EZBorrow through PALCI](#)
  - [OCLC InterLibrary Loan System](#)
  - [Atlas ILLiad](#)
- **Document Set 11-E: Academic Rigor:** Evidence that the content of every academic program is appropriate to the collegiate level.
  - [Academic Catalog](#)
  - [Archived Catalogs](#)

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist.

<table>
<thead>
<tr>
<th><strong>Standard 11 Fundamental Elements</strong></th>
<th><strong>If This Fundamental Element IS Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational offerings congruent with its mission, which</td>
<td><strong>Academic Catalog</strong></td>
</tr>
</tbody>
</table>
| Include appropriate areas of academic study of sufficient content, breadth and length, and conducted at levels of rigor appropriate to the programs or degrees offered | Graduate Curriculum Charts  
Revised Assessment Plan  
CWG AOC New Program Proposal Process  
Hanover Program marketing studies  
New Program Proposal Forms  
New Course Approval Forms  
Academic Growth Plan  
DEC Core  
2012-13 Catalog section for College Studies – Page 30  
2014-15 Catalog section for the Hallmarks Core |
|---|---|
| Formal undergraduate, graduate, and/or professional programs—leading to a degree or other recognized higher education credential—designed to foster a coherent student learning experience and to promote synthesis of learning | Academic Catalog  
Graduate Curriculum Charts  
Revised Assessment Plan  
CWG AOC New Program Proposal Process  
Hanover Program marketing studies  
New Program Proposal Forms  
New Course Approval Forms  
Academic Growth Plan  
DEC Core  
2012-13 Catalog section for College Studies – Page 30  
2014-15 Catalog section for the Hallmarks Core  
CPS – AS for Health Management Curriculum Map  
CPS Catalog Section  
CPS AS Health Management Core Competencies |
| Program goals that are stated in terms of student learning outcomes | Academic Catalog  
Revised Assessment Plan  
New Program Proposal Forms  
New Course Approval Forms  
Academic Growth Plan  
Progress Report in Standard 14  
CPS – AS for Health Management Curriculum Map  
CPS Catalog Section  
CPS AS Health Management Core Competencies |
| Periodic evaluation of the effectiveness of any curricular, co-curricular, and extra-curricular experiences that the institution provides its students and utilization of evaluation results as a basis for improving its student development program and for enabling students to understand their own educational progress | Revised Assessment Plan  
Hanover Program marketing studies  
New Program Proposal Forms  
New Course Approval Forms  
Program Evaluation Guidelines  
Schedule for Program Evaluation and Accreditation  
Academic Growth Plan  
Progress Report Standard 14  
Deans Annual Assessment reports  
Specialty Accreditation Reports  
Athletics Department Annual Reports  
Student Affairs Division Learning Goals  
FYS Seminar Development |
| Learning resources, facilities, instructional equipment, library services, and professional library staff adequate to support the institution’s educational programs | Strategic Technology Plan  
Facilities/Space Planning Master Plan  
Space Planning Assessment/Inventory Report on Learning Space Initiatives |
| Collaboration among professional library staff, faculty, and administrators in fostering information literacy and technological competency skills across the curriculum | APPA and AFE Facilities Performance Benchmark Indicator 2009-13  
Campus Classroom Assessment Survey, 2012  
Nexus Learning Hub Classroom Development  
Libguides  
Library Strategic Plan and Annual Report and Statistics |
|---|---|
| Programs that promote student use of a variety of information and learning resources | Academic Catalog  
Graduate Curriculum Charts  
Revised Assessment Plan  
New Program Proposal Forms  
New Course Approval Forms  
Academic Growth Plan  
DEC Core  
2012-13 Catalog section for College Studies – Page 30  
2014-15 Catalog section for the Hallmarks Core  
CPS Accelerated BS Degree Completion Programs  
Center for Innovative Teaching and Nexus Learning  
Library Website  
Libguides  
Library Strategic Plan and Annual Report and Statistics |
| Provision of comparable quality of teaching/instruction, academic rigor, and educational effectiveness of the institution’s courses and programs regardless of the location or delivery mode | PhilaU Online Link  
CPS Adjunct Faculty handbook  
CPS Accelerated BS Degree Completion Programs  
Academic Catalog  
Grad Curriculum Charts  
Library Website  
Libguides  
Library Strategic Plan and Annual Report and Statistics  
UTLA Policies & Procedures |
| Published and implemented policies and procedures regarding transfer credit. The consideration of transfer credit or recognition of degrees will not be determined exclusively on the basis of the accreditation of the sending institution or the mode of delivery but, rather, will consider course equivalencies, including expected learning outcomes, with those of the receiving institution’s curricula and standards. Such criteria will be fair, consistently applied, and publicly communicated | Academic Catalog  
Transfer Credit Policy  
CPS Prior Learning Credit Guidelines |
|---|---|
| Policies and procedures to assure that the educational expectations, rigor, and student learning within any accelerated degree program are comparable to those that characterize more traditional program formats | PhilaU Online Link  
CPS Adjunct Faculty handbook  
CPS Accelerated BS Degree Completion Programs  
Academic Catalog  
Graduate Curriculum Charts  
Library Website  
Libguides  
Library Strategic Plan and Annual Report and Statistics |
| Consistent with the institution’s educational programs and student cohorts, practices and policies that reflect the needs of adult learners | PhilaU Online Link  
CPS Adjunct Faculty handbook  
CPS Accelerated BS Degree Completion Programs  
Academic Catalog  
Grad Curriculum Charts |
| Course syllabi that incorporate expected learning outcomes | Syllabus Guidelines  
All Syllabi |
| Assessment of student learning and program outcomes relative to the goals and objectives of the undergraduate programs and the use of the results to improve student learning and program effectiveness | Revised Assessment Plan  
UTLA Policies & Procedures  
Deans’ Annual Assessment Reports  
Specialty Accreditation Reports  
Program Evaluation Guidelines  
Schedule for Program Evaluation and Accreditation  
NSSE Results by College  
NSSE Mean and Frequency Reports |

Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 11: Educational Offerings, including relevant Fundamental Elements.

**Philadelphia University is dedicated to high quality and rigorous undergraduate and graduate programs that innovate by providing students with an opportunity to grow knowledge in real world, collaborative, hands on learning environments that engage students in creating professional knowledge in an array of disciplines, including architecture, design, health sciences, and business. Resources and policies are in place to ensure quality teaching and program effectiveness in support of student learning outcomes. Assessment of student learning drives quality improvement in all Philadelphia University educational offerings in both the curriculum and the co-curriculum. Distance learning programs are developing in concert with strong adult degree accelerated completion programs in the School of Continuing and Professional Studies. Distance learning will continue to expand in the traditional colleges in the near future and will be held to the same rigorous standards for assessment of learning and program effectiveness that all of our face to face programs must demonstrate. The integration of the curriculum with co-curricular offerings is also evolving, particularly through the Hallmarks general education program. A more effective method to assess this integration should help to provide support for the transformative educational experiences linking the curricular and the co-curricular. Our new integrated**
active learning spaces in the Field Building and our Nexus Learning Hub classrooms advance the facilities available to promote active, real world, and collaborative learning projects that form the basis of Philadelphia University pedagogy and student learning.

Innovative program offerings require innovative teaching spaces and the support of technology. Working from the perspective of the strategic plan and strategic build, the development of innovative teaching and learning spaces is underway. These include the LEED Gold Certified Lawrence C. Field building which serves as the home of the Kanbar College of Design, Engineering, and Commerce, and the LEED Gold certified SEED center for the Architecture and Interior Design studio programs. In addition, the new focus on Health Sciences has led to the redesign and installation of Nexus Learning Hubs in Hayward Hall and the refurbishing of the Biology and Chemistry Labs. All focus on the collaborative and active learning pedagogies employed by all programs at Philadelphia University.

Finally, a continuous cycle of improvement and curricular updates and changes characterize all programs at Philadelphia University. Integrated in the curriculum development and revision process are the fundamentals of assessment of student learning and institutional effectiveness. Consistent assessment has led Philadelphia University in the last five years to a growth and improvement program that assures student learning and attainment.
**STANDARD 12: GENERAL EDUCATION**

*The institution’s curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.*

If the institution offers undergraduate programs, complete this section.

☐ Check here if the institution offers only graduate programs.

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist.

<table>
<thead>
<tr>
<th>Standard 12 Fundamental Elements</th>
<th>If This Fundamental Element IS Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element</th>
</tr>
</thead>
</table>
| A program of general education of sufficient scope to enhance students’ intellectual growth, and equivalent to at least 15 semester hours for associate degree programs and 30 semester hours for baccalaureate programs (An institution also may demonstrate how an alternative approach fulfills the intent of this fundamental element.) | College Studies at PhilaU: A Background Paper (2009)  
2012-13 Catalog section for College Studies – Page 30  
College Studies curriculum chart, 2012  
College Studies sequencing and prerequisites chart  
College Studies curriculum chart with learning outcomes  
Curriculum Map for College Studies assessment  
Curriculum Map for the Hallmarks Core  
2014-15 Catalog section for the Hallmarks Core  
University web site for the Hallmarks Program |
| A program of general education where the skills and abilities developed in general education are applied in the major or concentration | College Studies at PhilaU: A Background Paper (2009)  
2012-13 Catalog section for College Studies – Page 30  
2014-15 Catalog section for Writing Across the Curriculum  
Guidelines for Writing Intensive Courses  
2014 Writing Across the Curriculum Assessment Report  
University web site for the Hallmarks Program |
| Consistent with institutional mission, a program of general education that incorporates study of values, ethics, and diverse perspectives | College Studies at PhilaU: A Background Paper (2009)  
2012-13 Catalog section for College Studies – Page 30  
College Studies curriculum chart, 2012  
College Studies curriculum chart with learning outcomes  
2014-15 Catalog section for the Hallmarks Core  
University web site for the Hallmarks Program  
Curriculum map for Hallmarks Core |
| Institutional requirements assuring that, upon degree completion, students are proficient in oral and written communication, scientific and quantitative reasoning, and technological competency appropriate to the discipline | 2012-13 Catalog section for College Studies – Page 30  
College Studies curriculum chart, 2012  
College Studies curriculum chart with learning outcomes  
College Studies Information Literacy skills map  
New Program Proposal: The Hallmarks Core  
New Program Proposal: The Hallmarks Program  
Guidelines for Writing Intensive Courses  
2014 Writing Across the Curriculum Assessment Report  
Curriculum map for Hallmarks Core |
| General education requirements clearly and accurately described in official publications of the institution | 2012-13 Catalog section for College Studies – Page 30  
College Studies curriculum chart, 2012  
2014-15 Catalog section for the Hallmarks Core  
University web site for the Hallmarks Program |
| Assessment of general education outcomes within the | Annual Program Assessment: College Studies, 2007-2010 |
Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 12: General Education, including relevant Fundamental Elements.

Since the early 1990’s, Philadelphia University has delivered a comprehensive general education to all undergraduates through its innovative College Studies program. This sequenced curriculum develops general education skills and knowledge progressively over 4 years, culminating in a senior capstone course called “Contemporary Perspectives.” The program integrates with the university’s major programs at a number of points, including Writing II courses that correspond to different clusters of majors, science and mathematics requirements customized to the needs of different majors, and Information Literacy and Writing Across the Curriculum programs that are embedded in each major. The effectiveness of the College Studies program is reviewed annually through our internal assessment cycle and our approach to general education has also been reviewed by external assessors, most recently in 2012. In response to our assessment findings and the continuing evolution of the university, we began a major revision of our approach to general education in 2011. The result has been an ambitious new general education initiative known as the Hallmarks Program, which launched with our 2014 incoming class. This renewal of our general education efforts is organized around a set of 8 learning goals that we designed for delivery not just in the new Hallmarks Core, but also in the majors and in our co-curricular activities. Our students’ achievement of these learning goals is highlighted and tracked in a new electronic portfolio requirement, in which students archive relevant work not only from the general education core curriculum, but also from courses in their majors and from their co-curricular experiences. The files listed above document the structure and assessment of the College Studies program, as well as the evolution of the new Hallmarks Program. These materials testify to the careful attention that Philadelphia University pays to general education, ensuring that it is comprehensive, relevant, integrated with our major programs, and continuously assessed and improved.
STANDARD 13: RELATED EDUCATIONAL ACTIVITIES

The institution’s programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

Indicate, by checking the appropriate box(es), the kinds of related educational activities offered by the institution:
- ☑ Pre-college basic skills or developmental courses
- ☑ Certificate programs
- ☑ Experiential learning obtained outside of a higher education institution
- ☑ Non-credit offerings
- ☑ Branch campuses, additional locations, and other instructional sites
- ☑ Courses and programs delivered through distance learning modalities, such as online offerings
- ☑ Contractual relationships to provide certain aspects of the education experience

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist.

<table>
<thead>
<tr>
<th>Standard 13 Fundamental Elements</th>
<th>If This Fundamental Element IS Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Skills:</strong></td>
<td></td>
</tr>
<tr>
<td>Systematic procedures for identifying students who are not fully prepared for college level study</td>
<td>Placement Testing Policy catalog and in webportal Placement Instructions Writing Placement Procedures STAT results First Year Seminar STARFISH Early Alert and Connect Academic Success Plans First Year Advising Center</td>
</tr>
<tr>
<td>Provision of or referral to relevant courses and support services for admitted under-prepared students</td>
<td>Placement Testing Policy catalog and in webportal ESL tutoring and coursework First Year Seminar STARFISH Early Alert and Connect STAT results First Year Advising Center All Syllabi Fundamentals of Writing</td>
</tr>
<tr>
<td>Remedial or pre-collegiate level courses that do not carry academic degree credit</td>
<td>Math 099 syllabus</td>
</tr>
<tr>
<td><strong>Certificate Programs:</strong></td>
<td></td>
</tr>
<tr>
<td>Certificate programs, consistent with institutional mission, that have clearly articulated program goals, objectives and expectations of student learning and that are designed, approved, administered, and periodically evaluated under established institutional procedures</td>
<td>List of graduate degree and certification programs Documents from the Certificate programs</td>
</tr>
<tr>
<td>Published program objectives, requirements, and curricular sequence</td>
<td>Documents from the Certificate programs</td>
</tr>
<tr>
<td>Program learning goals consistent with national criteria, as appropriate</td>
<td>Specialty accreditation for Midwifery Program review for DMM Program review for Biology</td>
</tr>
<tr>
<td>Available and effective student support services</td>
<td>Student Resources</td>
</tr>
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<td>-------------------------------------------------</td>
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</tr>
<tr>
<td>If courses completed within a certificate program are applicable to a degree program offered by the institution, academic oversight assures the comparability and appropriate transferability of such courses</td>
<td>Documents from the Certificate programs</td>
</tr>
</tbody>
</table>

**Experiential Learning:**

- Credit awarded for experiential learning that is supported by evidence in the form of an evaluation of the level, quality and quantity of that learning
  - Internship syllabus and course materials
  - CPS Prior Learning Credit Guidelines

- Published and implemented policies and procedures defining the methods by which prior learning can be evaluated and the level and amount of credit available by evaluation
  - Internship syllabus and course materials
  - Catalog for Internship
  - CPS Prior Learning Credit Guidelines

- Published and implemented policies and procedures regarding the award of credit for prior learning that define the acceptance of such credit based on the institution’s curricula and standards
  - Internship syllabus and course materials
  - CPS Prior Learning Credit Guidelines

- Published and implemented procedures regarding the recording of evaluated prior learning by the awarding institution
  - Catalog for Internship
  - CPS Prior Learning Credit Guidelines

- Credit awarded appropriate to the subject and the degree context into which it is accepted
  - Catalog for Internship
  - CPS Prior Learning Credit Guidelines

- Evaluators of experiential learning who are knowledgeable about the subject matter and about the institution’s criteria for the granting of college credit
  - Internship syllabus and course materials
  - CPS Prior Learning Credit Guidelines

**Non-Credit Offerings:**

- Non-credit offerings consistent with institutional mission and goals
  - On file with CPS Office

- Clearly articulated program or course goals, objectives, and expectations of student learning that are designed, approved, administered, and periodically evaluated under established institutional procedures
  - On file with CPS Office

- Academic oversight assures the comparability and appropriate transferability of such courses, if courses completed within a non-credit or certificate program are applicable to a degree program offered by the institution
  - On file with CPS Office

- Periodic assessment of the impact of non-credit programs on the institution’s resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals
  - On file with CPS Office

**Branches, Additional Locations, and Other Instructional Sites (including business/corporate locations and study abroad):**

- Offerings at branch campuses, additional locations, and other instructional sites (including study abroad locations and programs offered at business/corporate sites) that meet standards for quality of instruction, academic rigor, and educational effectiveness comparable to those of other institutional offerings
  - OTA Program
  - OTA Program Specialty Accreditation
  - CPS in the catalog

- Activities and offerings at other locations meet all appropriate standards, including those related to learning outcomes
  - Assessment documents for OTA Program
  - 2013-14
  - OTA Program
<table>
<thead>
<tr>
<th>Adequate and appropriate support services</th>
<th>OTA Program Specialty Accreditation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Periodic assessment of the impact of branch campuses, additional locations, and other instructional sites on the institution’s resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals</td>
<td>Student Resources</td>
</tr>
<tr>
<td><strong>Distance or Distributed Learning:</strong></td>
<td></td>
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<tr>
<td>Distance learning offerings (including those offered via accelerated or self-paced time formats) that meet institution-wide standards for quality of instruction, articulated expectations of student learning, academic rigor, and educational effectiveness. If the institution provides parallel on-site offerings, the same institution-wide standards should apply to both</td>
<td>Academic Catalog:</td>
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<td>Midwifery</td>
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<td>Disaster Medicine &amp; Management</td>
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<td>Occupational Therapy</td>
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<td>MS Sustainable Design</td>
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<td>PhilaU Online</td>
</tr>
<tr>
<td>Consistency of the offerings via distance learning with the institution’s mission and goals, and the rationale for the distance learning delivery</td>
<td>Academic Catalog:</td>
</tr>
<tr>
<td></td>
<td>Midwifery</td>
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<tr>
<td></td>
<td>Disaster Medicine &amp; Management</td>
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<td>Occupational Therapy</td>
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<tr>
<td></td>
<td>MS Sustainable Design</td>
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<td>PhilaU Online</td>
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<tr>
<td>Planning that includes consideration of applicable legal and regulatory requirements</td>
<td>AOO Course and Program Approval Process</td>
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<td></td>
<td>New Program Development Process</td>
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<td>State Authorization Planning Presentation</td>
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<td>State Authorizations</td>
</tr>
<tr>
<td>Demonstrated program coherence, including stated program learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded</td>
<td>Academic Catalog:</td>
</tr>
<tr>
<td></td>
<td>Midwifery</td>
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<td></td>
<td>Disaster Medicine &amp; Management</td>
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<td>Occupational Therapy</td>
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<td></td>
<td>MS Sustainable Design</td>
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<tr>
<td></td>
<td>PhilaU Online</td>
</tr>
<tr>
<td>Demonstrated commitment to continuation of offerings for a period sufficient to enable admitted students to complete the degree or certificate in a publicized time frame</td>
<td>Post-PhilaU Consortial Agreement-on file</td>
</tr>
<tr>
<td>Assurance that arrangements with consortial partners or contractors do not compromise the integrity of the institution or of the educational offerings</td>
<td>Post-PhilaU Consortial Agreement-on file</td>
</tr>
<tr>
<td>Validation by faculty of any course materials or technology-based resources developed outside the institution</td>
<td>S-CPS Curriculum Committee materials and forms-on file</td>
</tr>
<tr>
<td>Available, accessible, and adequate learning resources (such as a library or other information resources) appropriate to the offerings at a distance</td>
<td>Library link</td>
</tr>
<tr>
<td></td>
<td>Libguides</td>
</tr>
<tr>
<td>An ongoing program of appropriate orientation, training, and support for faculty participating in electronically delivered offerings</td>
<td>CPS Instructor Training</td>
</tr>
<tr>
<td></td>
<td>CPS Faculty Quick Guide</td>
</tr>
<tr>
<td>Adequate technical and physical plant facilities, including appropriate staffing and technical assistance, to support electronic offerings</td>
<td>Technology Strategic Plan</td>
</tr>
<tr>
<td>Periodic assessment of the impact of distance learning on</td>
<td>Financials On file</td>
</tr>
</tbody>
</table>
the institution’s resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals

**Contractual Relationships and Affiliated Providers:**

- Contractual relationships with affiliated providers, other institutions, or organizations that protect the accredited institution’s integrity and assure that the institution has appropriate oversight of and responsibility for all activities carried out in the institution’s name or on its behalf:
  - Post-PhilaU Consortial Agreement
  - Off file

- Consistency of any course or program offered via contractual arrangement with the institution’s mission and goals:
  - S-CPS curriculum committee documents
  - Off file

- Adequate and appropriate accredited institutional review and approval of work performed by a contracted party in such functional areas as admissions criteria, appointment of faculty, content of courses/programs, instructional support resources (including library/information resources), evaluation of student work, and outcomes assessment:
  - S-CPS curriculum committee documents
  - Off file

Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 13: Related Educational Offerings, including relevant Fundamental Elements.

Philadelphia University meets the standards of excellence in Related Educational Activities through its Continuing and Professional Studies offerings, some very strong on-line and hybrid graduate programs, and its commitment to advising and tutoring for students at all levels of preparation. The University maintains a distinctive first-year advising program for incoming freshmen and transfer students that in the past two years has been integrated with the Starfish early alerts system; in the first year the University adopted the system, we received recognition from Starfish for our high rate (over 90%) faculty participation in its first year of implementation. The Learning and Advising Center, itself an award winner, combines first-year advising with tutoring for the entire University community, with a high 50% student participation rate in tutoring. Courses to improve student preparation for the University’s demands in writing and reading and mathematics serve the incoming freshman class, and include sections dedicated to the needs of international students. The University’s online graduate programs in Midwifery, Occupational Therapy, Disaster Management and Medicine, and Sustainable Design pioneered on-line education at the University and provide a standard of excellence in the use of support software that will provide a model for the future on-line implementation. The School of Continuing and Professional Studies continues to grow enrollment and add innovative programs that match the professional orientation and specific content of Philadelphia University’s existing educational offerings, of which CPS’s Occupational Therapy Assistant program is an example. The University’s partnership in online education with Post University in Connecticut is at present confined to programs in the School of Continuing and Professional Studies, which had already implemented on-line version of its on-site professional certifying education offerings. Our greatest challenges ahead are in the implementation and assessment of on-line education and certificate programs, challenges that the University will more easily meet thanks to our already ongoing and strengthening culture of assessment of student learning at the University.
STANDARD 14: ASSESSMENT OF STUDENT LEARNING

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution’s students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

Assemble the following, as appropriate.

Document Set 14: Assessment of Student Learning Documentation: Documentation of an implemented, systematic, and sustained process to assess student learning outcomes, if not part of Appendix 7. (For more information on the Commission’s expectations for documentation, see the booklet Understanding Middle States Expectations for Assessing Student Learning and Institutional Effectiveness, which is also Chapter 4 in Student Learning Assessment: Options and Resources.

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist. When an institution does not demonstrate evidence of a particular Fundamental Element, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

<table>
<thead>
<tr>
<th>Standard 14 Fundamental Elements</th>
<th>If This Fundamental Element IS Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element</th>
</tr>
</thead>
</table>
| Clearly articulated statements of expected student learning outcomes (see Standard 11: Educational Offerings), at all levels (institution, degree/program, course) and for all programs that aim to foster student learning and development, that are: | Institutional Learning Outcomes  
Catalog  
Syllabus Guidelines  
All PhilaU Syllabi  
Curriculum Committees Proposal Documents  
Curriculum Maps  
Philadelphia University Assessment Plan |
| • appropriately integrated with one another; | Catalog  
Curriculum Committees Proposal Documents  
PhilaU Progress Report 2013  
Program Accreditation Reports  
Philadelphia University Assessment Plan  
Program Review Process |
| • consonant with the institution’s mission; and | University Mission Statement  
Catalog  
Curriculum Committees Proposal Documents  
PhilaU Progress Report 2013  
Program Accreditation Reports  
Philadelphia University Assessment Plan  
PhilaU annual assessment reports  
Program Review Process |
| • consonant with the standards of higher education and of the relevant disciplines; | University Mission Statement  
Catalog  
Curriculum Committees Proposal Documents  
PhilaU Progress Report 2013 |
A documented, organized, and sustained assessment process to evaluate and improve student learning that meets the following criteria:

- **Systematic, sustained, and thorough use of multiple qualitative and/or quantitative measures that:**
  - maximize the use of existing data and information;
  - clearly and purposefully relate to the goals they are assessing;
  - are of sufficient quality that results can be used with confidence to inform decisions; and
  - include direct evidence of student learning

- **Support and collaboration of faculty and administration**

- **Clear, realistic guidelines and timetable, supported by appropriate investment of institutional resources**

- **Sufficient simplicity, practicality, detail, and ownership to be sustainable**

- **Periodic evaluation of the effectiveness and comprehensiveness of the institution’s student learning assessment processes**

Assessment results that provide sufficient, convincing evidence that students are achieving key institutional and program learning outcomes
Evidence that student learning assessment information is shared and discussed with appropriate constituents and is used to improve teaching and learning

Philadelphia University Assessment Plan
University Teaching, Learning, and Assessment Committee
Provost office-Associate Provost for Assessment
Deans’ Annual Assessment Reports
Provost Council Agenda and Minutes
PhilaU Progress Report 2013
College Assessment Advocates in Org chart

Documented use of student learning assessment information as part of institutional assessment

Deans’ Annual Assessment reports
Philadelphia University Assessment Plan
Survey Research Results
National Survey of Student Engagement (NSSE)
Noel-Levitz Satisfaction-Priorities Surveys

Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 14: Assessment of Student Learning, including relevant Fundamental Elements.

Philadelphia University is committed to maintaining and growing a culture of faculty led assessment of student learning. Following the Philadelphia University PRR 2011, the Commission mandated further progress review for the University in relationship to Standard 14. That progress report was accepted in June 2013 and details the building and establishment of an assessment of learning institutional infrastructure as well as sustained faculty practice in assessment of student learning. Briefly, the infrastructure for assessment at Philadelphia University includes a university wide assessment committee integrated into shared governance and tasked with facilitating and monitoring assessment of learning at Philadelphia University. Known as the University Teaching Learning and Assessment Committee (UTLA), it is co-chaired by a faculty member and the newly created position of Associate Provost for Assessment. Membership includes multiple faculty members elected by their peers from the colleges and some faculty elected at large. UTLA creates documents, provides workshops and professional development for all faculty and staff on campus. Also participating in the committee are three faculty college assessment advocates who work closely with their faculty colleagues as new programs and courses are developed to integrate assessment into curriculum development as well as to assure sustained assessment of learning in each college. The Assessment advocates also link their divisions to the Institutional Assessment carried out by the Institutional Research Office. The School of Continuing and Professional Studies also engages an assessment coordinator from their ranks, as does the Division of Student Life.

Working from the continually revised Philadelphia University Plan for Assessment, assessment of learning is calendared to align with the yearly development of the budget in the budgetary process and to include a calendar for scheduling program reviews and specialty accreditation self-studies and visits. Specialty accreditors include NAAB for Architecture, CIDA for Interior Design, NASAD for Industrial Design, forthcoming ABCSP for business, ABET for the two Engineering Programs, ACS for chemistry and Biochemistry and accreditors for the Physician Assistant Program and the Occupational Therapy Assistant and Occupational Therapy masters and practice doctoral programs.

Over the course of the most recent 4 years, from 2011 to the present, assessment of learning has demonstrated a sustained and thorough history of employing direct assessment data primarily through rubrics, and also supplemented with solid Indirect data such as that from our regularly administered NSSE and Noel-Levitz surveys. Results of assessment have led to curricular changes, improvements and innovations in curriculum development, program adjustment, and the use of more student engaging active learning and collaborative pedagogies. Programs all hold end of year conferences to discuss and analyze assessment outcomes and make choices and plan changes for the upcoming year. Those with significant budgetary implications, such as the recent development of a re-visioned General Education program, known as the
Hallmarks Program, and the Re-visioning of the Fashion and Business programs, are then slotted through the Provost Office into the budgetary development track. Through these processes, Philadelphia University demonstrates compliance with the essential elements of Standard 14. Though new to a sustained and formalized assessment of learning system, active revision is a consistent feature of the UTLA charge and authentic to this growing culture of assessment at Philadelphia University.