Appendix 3-1
Seed Questions Provided to Middle States Work Groups

Work Group 1: Strategic Planning: A Process for Institutional Renewal
(Standards 1, 2, 3, and 7)

Is there a clear and appropriate relationship between the mission, goals, and
vision of the University and the procedures and instruments which we use to
assess our overall effectiveness and to allocate our resources?

Based on evidence of these procedures and instruments, to what extent is the
University accomplishing its overall goals and fulfilling its mission?

What changes in campus practices and procedures would better help the
University accomplish its mission?

Work Group 2: Leadership Transition, Shared Governance, and
Institutional Integrity (Standards 4, 5, 6)

To what extent has shared governance, and existing structures for decision-
making allowed for this institution’s progress in a period of significant transition?

As the new leadership has reviewed the effectiveness of administrative
structures, what have been the findings, and what actions have been or are
being undertaken in response to the findings?

To what extent have the existing structures, policies and procedures ensured
ethical standards and supported academic and intellectual freedom, particularly
during a period of significant transition?

Work Group 3: Quality Faculty, Quality Programs and Discipline Specific
Accreditation (Standards 10, 11, 13 [Graduate Programs])

How does the institution know that its policies and practices actually enable it to
recruit, develop, and retain faculty who support the teacher/scholar model? Is the
institution competitive with its peers?

What opportunities and resources does the institution provide for faculty
scholarship, research, and service? Are these opportunities and resources
equitably distributed? If not, why not? Has the level of institutional support
increased, decreased, or remained stable, and what has been the impact?

How are faculty involved in academic program development, assessment, and
improvement? How do the program development and assessment processes
foster periodic consideration of academic content and rigor? What roles do external benchmarks, consultants, and discipline-specific accreditation play in program review?

Work Group 4: Creating a Diverse, Engaging, and Supportive Learning Community (Standards 8, 9, 12, and 13 [Developmental Education])

What do demographic trends suggest will be the future of this institution's student enrollment base, and how is the institution positioning itself to handle anticipated demographic changes in relationship to peer and aspirant institutions?

To what extent are admission, financial assistance, and retention policies, procedures, and resources consistent with long-term, strategies, e.g., the Strategic Plan and financial planning goals?

How do academic programs and support services achieve these goals, especially in the recruiting, orientation, the first year of a student's experience, and beyond? What is the impact of undergraduate students? What mechanisms exist?

What steps have been taken to diversify the curriculum, student body, faculty, staff, and administration and to create a more inclusive, welcoming, and supportive environment?

What evidence exists that graduates meet acceptable levels of competency in oral and written communication, science and mathematical reasoning, information and technological literacy, and critical thinking skills, i.e., general education? How are adequate resources identified and earmarked for general education initiatives and programming?

Work Group 5: Innovation, Outreach, and Economic Development Work Group (Standard 13 [Except Developmental Education and Traditional Graduate Programs])

How does Shippensburg University maintain academic quality in courses taught through distance learning?

What processes are in place to establish quality and consistency in credit-bearing certificates and non-credit instructional programs?

How are experiential learning activities developed, designed, approved, and assessed for college credit?
What processes are used to maintain quality instruction and support services for all students enrolled in programs at off-site locations?

How does the University share its public resources to enhance the quality of life for citizens in the region?

**Work Group 6: Student Learning and Development (Standard 14)**

What is the process for defining student learning and development outcomes throughout campus? How do these definitions compare with external benchmarks, such as those identified by the Council for the Advancement of Standards in Higher Education (CAS)? How does this information get incorporated into University-level assessment and to what extent are the outcomes accomplished?

What evidence do we have that student learning assessment occurs and includes both direct and indirect measures, multiple measures, as well as external benchmarks and standards? What is the process for ensuring that all parts of the assessment cycle are occurring?

To what extent does the University use assessment information to systematically evaluate programs and services, to inform practice, to establish new goals, to allocate resources, and to improve the assessment process? What improvements to the process are warranted?

How well are student learning goals and assessment results communicated and how easily accessible are they?

As the University updates its goals, ensuring alignment with PASSHE goals, what is the process for clearly linking the University mission, unit missions and individual program goals? What improvements to the process are warranted?