

Working Group 4 Report Template

Standard IV: Support of the Student Experience

1. **Overview of Working Group's Charge:** This group is responsible for fulfilling all aspects of the general Working Group charge with respect to **STANDARD IV: Support of the Student Experience** and will do the following:
 - a. Determine to what extent CU meets Standard IV and its Criteria, Requirements of Affiliation #8, #9, #10, and #15, and Accreditation-relevant federal regulations for Verification of Compliance.
 - b. Consider how Institutional Priorities #1, #2, #3, and #4, and Intended Outcomes #1, #2, #3, and #4 are addressed in Standard IV.
 - c. Collect and examine relevant data, policies, processes, and procedures for Standard IV.
 - d. Identify the University's strengths, challenges, and opportunities for improvement for Standard IV, recommend strategies for improvement, and implement strategies where feasible.
 - e. Develop draft reports and incorporate feedback into a final report for Standard IV according to established timelines.
2. **Description of Lines of Inquiry:** This group pursued the following lines of inquiry to determine to what extent CU meets the Standard and Criteria:
 - a. To what degree does the evidence show that the University has clearly stated ethical policies and processes for admissions, financial aid, retention, supporting underprepared students, and student achievement?
 - b. To what extent does the University have policies and procedures regarding evaluation and acceptance of transfer credits and credits awarded through various learning approaches?
 - c. To what extent does the University have policies and procedures for the safe and secure maintenance and appropriate release of student information and records?
 - d. What academic, fiscal, and administrative principles and procedures govern athletics, student life, and other extracurricular activities and to what extent does the University's assessment of the policies and procedures reveal their effectiveness?
 - e. What are the assessment outcomes of any student support services provided by third-party providers?
 - f. What does the evidence reveal about the University's periodic assessment of the effectiveness of programs supporting the student experience?

3. Collaboration with the Working Groups

Collaborations exist with Working Groups 3, 5, and 6; Admissions Office; Athletics; Provost's Office and Academic Affairs; Institutional Effectiveness; Enrollment Management; Financial Aid; Registrar's Office; Student Success and Campus Life; Alumni and Professional Engagement; Student Success Centers; Counseling Services; Tutoring Services; Disability Services; Libraries; and Diversity, Equity, and Inclusion (DEI).

4. Assessment Information Utilized to Evaluate the Lines of Inquiry

Evidence included but is not limited to Admissions Materials, Student Handbook, Annual Reports from Student Support Offices, Survey Data (e.g., Nuventive Improve, NSSE,

Student Satisfaction, Climate, Ruffalo Noel Levitz, PASSHE alcohol and drug survey, student surveys, CU Succeed progress surveys, DEI Dashboard on PASSHE site, Enrollment Trends, Retention and Graduation Rates, Enrollment Management Studies and Plans, Relevant Policies (e.g., Transfer Credit, Admissions, Financial Aid), Student Support Services Usage Data (e.g., CU Succeed report data, Maxient data, CARE team, PA Act 101 Programs across BL and LH, Student Success backup data – miscellaneous referrals and meetings not captured in CU Succeed but tracked by hand, data from Complaints, Grievances, Concerns processes), Catalog/Academic Policies, Degree Audits, Student Athlete Handbook, First-Year Experience Program and Assessments, Orientation Program and Assessments

5. Analytical Report

Standard IV

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

INTRODUCTION

Commonwealth University (CU) is dedicated to student success, as articulated through its values, priorities, and core commitments. The *Student Success* priority in the strategic plan commits CU to provide holistic and inclusive support to meet the needs of all students and prepare them for personal and professional success. The values and priorities also espouse creating a welcoming and inclusive living and learning environment, marked by diversity of people and thoughts. The ideals are realized by recruiting graduate and undergraduate students including traditional, non-traditional, international, out-of-state, transfer, underrepresented minority (URM), and veteran students. CU provides academic advising, mentoring, and academic and student support services for all students, meeting a wide range of needs that extend from admission to post graduation. CU offers a full range of co- and extra-curricular activities through clubs, organizations, and organized activities like the Honors College, Study Abroad, ROTC, Athletics, and intramurals. Ongoing review of policies, programs, and activities enables the University to continuously improve the services and support it provides all students.

ADMIT, RETAIN, SUCCEED (CRITERION 1)

Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:

- a. Accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayments, and refunds;***
- b. A process by which students who are not adequately prepared for the study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational outcomes;***
- c. Orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;***
- d. Processes designed to enhance student achievement including certificate and degree completion, transfer to other institutions, and post-completion placement;***
- e. Processes to disaggregate and analyze student achievement data to inform and implement strategies that provide outcomes for all student populations***

CU has clearly stated, ethical policies and processes for admissions and support programs that promote retention and graduation. The web-based catalogs and student handbook as well as web pages for admissions; costs, scholarships, and aid; financial aid; the Registrar's Office; and MyCommonwealthu (a resource web page for students, faculty, and staff) give students, parents, faculty, and administrative staff access to public information in these areas.

Admissions

Undergraduate and graduate admissions criteria are well defined and published on the admissions web site. For undergraduate admissions at all locations, the University requires incoming new students to have successfully completed a high school curriculum that includes college preparatory courses in English, social studies, math, and science. CU remains SAT optional, not requiring SAT scores for application. Transfer admissions occurs on a rolling basis, and requirements for transfer students are also detailed on the admissions web site. Application procedures for graduate admissions may vary based on programs, but those differences are specified in the graduate application process.

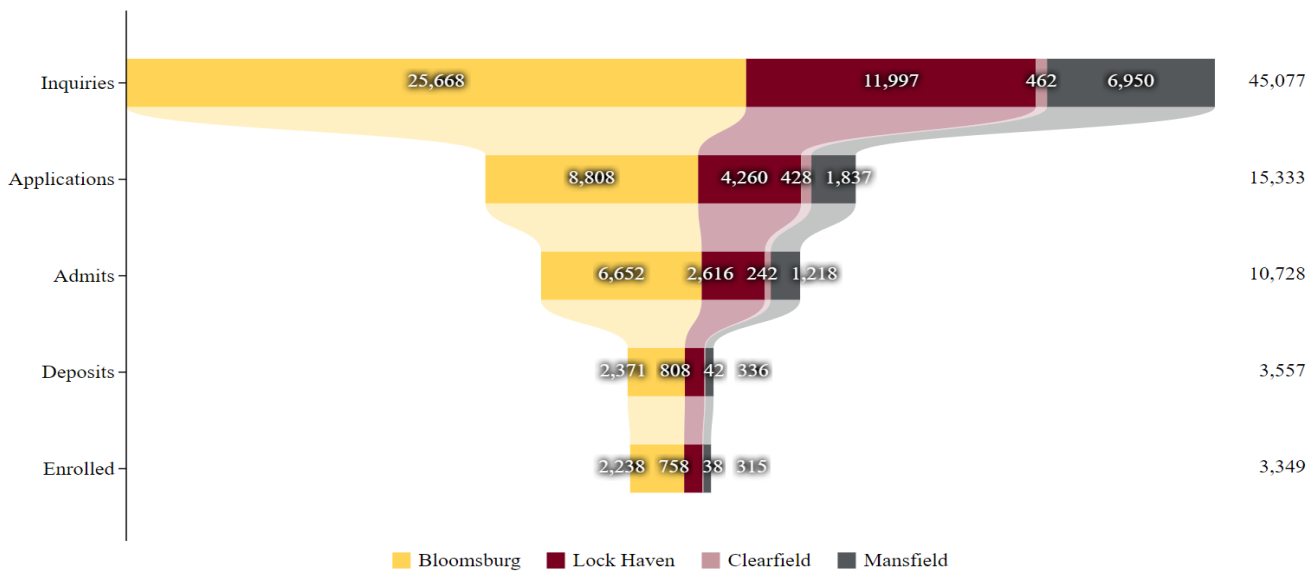
Prospective students can search the Admissions home page, learn about the campuses and programs, request to meet a counselor, and apply online. The current admissions application, housed in the Slate admissions platform and accessed online, includes all program options and provides an interactive, customized experience to each prospective student based on their campus and program selections. After prospective students submit their CU admissions application with program and location preferences, the admissions student portal adjusts throughout the application process to provide relevant information necessary for enrollment.

The University has contracted the services of Ruffalo Noel Levitz (RNL) to develop a student profile and recruiting strategies to target prospective students whose characteristics match the profile of those most likely to enroll. This work included a situation analysis, competitor analysis, and review of year-over-year results on performance indicators (e.g., first-year enrollments, yield rates based on various characteristics, GPA profile, need levels, FAFSA filing rates, etc.). Collectively, the analyses were combined with admissions funnel goals (i.e., inquiries, applications, admits, deposits, and enrollments), recruiting strategies, and action plans into the Annual Marketing and Recruitment Plan 2023-24. According to the plan, CU implemented a robust communication strategy that leverages print, email, and digital campaigns for students at all phases of the enrollment funnel. Of significance, a parent and supporter communications plan was launched and included sequenced messaging for parents of students that applied, were admitted, and deposited. The campaign includes topics like financial aid/scholarships; application processing; safety, mental health, and student services; campus visits; and the FAFSA filing.

The University has also contracted with RHB, a marketing firm with expertise in Slate-related services. The contract for services included advisory and implementation services, end-user training, admitted student portal optimization services, and predictive engagement scoring to determine the likelihood of applying. RHB's assistance was vital to implementing Slate according to industry best practices and creating a strategic workflow necessary to recruit students across all locations. This work has positioned CU to scale Slate across the institution for more targeted recruitment of other populations (e.g., Honors students). CU also continues to utilize traditional recruiting strategies like open house, VIP Day, instant decision day, campus visits, campus tours, accepted student days, and large group visits, including bus visits. New collaborative opportunities involving faculty and staff include reinstating the faculty note card campaign, academic webinars, and major showcase days. In addition, faculty are instrumental in developing precise program talking points for admissions counselors. Following consecutive years of smaller first-year cohorts, CU experienced an increase in total numbers, shown in Figure 4.1, in all funnel categories for Fall 2023 with noted increases for first-year and graduate

students at the BL and LH campuses, suggesting a positive impact from the recruiting strategies.

Figure 4.1: Fall 2023 Admissions Funnel by Location



However, first-time transfer admissions were down at all locations and overall as shown in Table 4.1. Efforts to increase all categories at all locations continued with the Fall 2024 recruiting cycle but special emphasis ensued on transfer application processing and MA institutional aid to combat increased competition from changes in New York’s admissions and aid strategies.

	INQUIRIES		APPLICATIONS		ADMITS		DEPOSITS		ENROLLED		
	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	% Change
First-year	36,197	41,455	11,850	12,022	8,880	8,938	2,316	2,531	2,184	2,448	12.09%
Transfer	1,243	1,938	1,632	1,627	924	920	521	436	467	391	(16.27%)
Graduate	1,497	1,684	1,497	1,684	713	870	508	590	403	510	26.55%
TOTAL	38,937	45,077	14,979	15,333	10,517	10,728	3,345	3,557	3,054	3,349	9.66%

Cost and Affordability

Providing an accessible, affordable education is inherent to the historical and present-day missions and priorities of the State System and CU campuses. The July 2022 release of the State System 2025 priorities emphasizes the need to *expand student affordability and grow* by increasing total student aid, limiting student cost, growing employer and statewide partnerships to create student opportunities, and creating affordable credentialing pathways. System-level BOG efforts ranging from implementing policy changes that rescinded institutional aid restrictions, establishing tuition rates earlier in the year, and freezing tuition for six consecutive years exemplify the System’s commitment to affordability. CU remains committed by realizing strategic plan priorities for *Student Success* and *University Success* that espouse access to an affordable educational experience and connecting enrollment and student achievement to fiscal decision making.

Institutional Aid

Prior to integration, the CU campuses enlisted consultants to assist with enrollment management strategies, which included significant work toward offering more affordable options

and optimizing merit- and need-based aid. Since the campuses' aid programs differed in award tiers and amounts varied across campuses, initial steps involved working with RNL to develop a common strategy and, further, a comprehensive suite of enrollment solutions that included pricing and financial aid leveraging. Two RNL pricing studies, one commissioned by the State System and one by CU, were conducted and pointed to the same insights and solutions. Initial results from RNL's competition analysis, affirmed by IPEDS comparative analyses, indicated that CU's students relied more on debt funding than students at other private and public four-year competitors, suggesting that the current institutional aid strategy may position CU campuses at a competitive disadvantage. As a result, CU created local awards; adjusted in-state, out-of-state, and international merit-award strategies; and provided more consistent criteria across campuses to ensure clarity in communicating to students and parents.

The costs, scholarships, and aid web page posts eligibility criteria and award tiers for (1) local community, in-state, out-of-state, and international first-year students and (2) in-state, out-of-state, and community college partner transfer students. Criteria for renewable awards are posted on the web and, for example, require first-year students to maintain 2.0 GPA and earn 24 credits by the end of the first year and 2.5 GPA with 24 credits in years two through four. Table 4.2 provides the tier structure of in-state, first-year students; similar tables exist on the web for other award groups.

Name	4pt. GPA	% GPA	In-State per Year	In-State 4-Year Total
Chancellor's Scholarship	3.80-4.00	95%-100%	\$5,000	\$20,000
President's Scholarship	3.50-3.79	90%-94%	\$3,000	\$12,000
Trustees' Scholarship	3.00-3.49	85%-89%	\$2,000	\$8,000
Provost's Scholarship <i>Awarded *Only at MA</i>	2.50-2.99	80%-84%	\$1,750	\$7,000
Dean's Scholarship <i>Awarded *Only at MA</i>	2.01-2.49	75%-79%	\$1,500	\$6,000

To effectively expand the institutional aid strategies, CU actively sought partnerships with local school districts and community colleges. The local, community scholar awards include merit-based scholarships and on-campus housing at any of its locations for all qualified students in 50+ area school districts. The Community College Partner Scholarships provide a seamless pathway for graduates from six community colleges to continue their education with renewable scholarships and guaranteed on-campus housing.

Financial Aid and Cost Information

The executive director of financial aid and three campus leads (one at BL, LH, and MA) oversee the financial aid function. A complement of staff operates on each campus and delivers financial aid presentations to new students and their supporters during campus visits, orientation programs, virtual events, and off-campus events (e.g., high school events to assist families with FAFSA completion). Staff members also deliver classroom presentations, financial literacy events, email, and social media communications to students and offer one-on-one consultation via email, phone, face-to-face meetings, and virtual meetings.

The costs, scholarships, and aid and financial aid web pages also include accurate and comprehensive information regarding expenses, financial aid, additional scholarships, grants, loans, repayment, and refunds. The site also provides information on application, awarding, over-awarding, federal verification, and satisfactory academic processes. The pages link to loan forms, Family Educational Rights and Privacy Act (FERPA) information, and related resources like the student employment platform, JobX. With the rising importance of financial literacy,

financial aid offers information and tools that help prospective and current students understand implications of financial decisions (e.g., Financial Aid 101 Virtual Sessions, in-person FAFSA Fridays, and print and web-based brochures).

CU uses CampusLogic, a financial aid software, and its various platforms and solutions to facilitate processes. An automated financial aid platform, StudentForms, allows students to submit necessary documents via a secure, online portal regardless of campus location (e.g., information for verification of federal aid and professional judgements). CampusCommunicator enhances communication strategies, sending standardized award offers to incoming students and debt letters to students with information on their debt status, debt management, and financial literacy. CU most recently launched Campus Advisor, which allows students to ask questions and receive answers to routine student questions in real time through an AI-powered chatbot, while staff can monitor online exchanges to address more complicated concerns. The chatbot is embedded on the CU web page and over time, will acquire the ability to answer a greater breadth and depth of questions.

College Preparedness and Student Support

CU provides college preparedness and success programs that coalesce into a comprehensive, inclusive, student-centric approach. Under the Student Success AVP’s leadership, student success centers are implemented at all campuses and align with the strategic plan’s *Student Success* initiative to “create and provide exemplary and holistic student services.” Processes exist for identifying, assessing, admitting, retaining and supporting students in attaining appropriate educational goals. Initially, the admissions application provides data on academic indicators (e.g., GPA, SAT, and class rank) that help identify students, potentially designating them eligible for an early start and/or college access and opportunity program. Following the review of academic indicators, economic eligibility is determined where relevant to certain programs like Act 101.

Leveraging the Slate CRM, the Admissions Office and program directors coordinate information sent to incoming students about program eligibility, participation, and application processes. Table 4.3 describes those program options for students with at-risk indicators at initial enrollment and high-level program attributes designed to support academic achievement and retention. Programs like Act 101 experienced positive results. For example, Act 101 overall participation increased 16% at BL and 28% at LH from 2022-23 to 2023-24 and a pilot program at MA is in process. For retention to second year, Act 101 rates increased by more than 11% to 66.7% for the 2022 cohort, and URM rates increased from 52.8% to 75.0% exceeding rates for the cohort as a whole. TRIO retention rates remain stable around 60% for URM population.

Table 4.3 Programs for Students with At-Risk Indicators

Program	Location	Leadership	Description
Early Start Programs (for students with at-risk indicators)			
Jump Start	BL	One executive director for all three campuses with support staff on each campus	Each campus offers a pre-fall semester, week-long session to preview college life and access resources and academic support. Essential skill building includes preparing for first-semester courses, building college study habits, utilizing campus safety measures, meeting other students, and finding support for college success. Learning outcomes also include knowing your advisors’ role, accessing health and wellness resources, building new relationships, managing time, and knowing the campus buildings and resources. The programs require mandatory orientation, class attendance, study halls, and seminars on study skills and time management; living/learning communities; staff mentors; and a signed learning and behaviors contract.
Mounties PEAK	MA		
Academic Success Program	LH		

Table 4.3 Programs for Students with At-Risk Indicators

College Access and Opportunity Programs (for students with at-risk indicators)			
TRIO SSS	All Campuses	Director at each campus	A federally funded grant program, TRIO SSS provides intensive support for eligible students designated as low-income, first-generation college students and/or students with disabilities. Enrichment activities help students transition to college by navigating academic, financial, socio-cultural and personal issues that may impact students' ability to succeed. The program begins with a summer bridge component at LH and MA and continues for all participants from the first date of enrollment to graduation.
PA Act 101 Program	BL, LH, MA in Pilot	One executive director for all campuses with support staff on each campus	Serving eligible educationally and economically disadvantaged students from the Pennsylvania, Act 101 supports students in their adjustment to college and preparation for academic success and aligns with innovations that promote student learning and success from the Student Affairs Administrators in Higher Education (NASPA). The program begins with a summer bridge component at BL and LH and continues for all participants from the first date of enrollment to graduation.

The registration process for first-year students is overseen by Academic Affairs and supported by Student Success during orientation. When students attend summer orientation, they select their themed first-year seminar according to their interests (e.g., Bitcoin Basics; Sex, Socks, and the Freshman 15; College is a Contact Sport; and Dinosaurs go to the Movies). The remainder of their schedule is selected by department chairs and Registrar's staff according to major and general education requirements ideal for first-year students. In addition, mathematics placement testing is required for certain majors, e.g., majors in the College of Science and Technology and Zeigler College of Business, to determine their readiness for particular courses. CU uses the ALEKS Placement, Preparation, and Learning system and posts information on the Testing web site to help students understand how their percentage mastery on the test places them into specific math courses. Students may use the Preparation and Learning Module to improve placement scores, prepare for classes, and increase course outcomes.

Academic Support Programs and Initiatives

CU offers a full array of programs and services to assist all students in their transition to college and give academic and student support. The first-year experience begins with summer orientation, pre-semester Mascot Days, and Welcome Week. Orientation blends pre-orientation online modules, in-person summer sessions, and the day-time components of Mascot Days to orient to college life, expectations, services, and facilities. Evening Mascot Days' components consist of a variety of student engagement opportunities and campus traditions. Welcome Week offers an expanded schedule of speakers, events, and engagement opportunities the first week of class. The General Education (GE) program includes the First-Year Seminar (FYS 100) requirement. The GE Program *Foundations* theme and FYS learning objectives intend to cultivate scholarly and academic success, engage with the university community, foster personal development and wellness, and promote understanding of diversity and social responsibility through a first-year seminar. A guide for the syllabus and course development for FYS100 was shared on the CU Curriculum SharePoint site for faculty use in FYS course preparation and delivery. In addition to First-Year Programs, Table 4.4 describes other support provided through the student success centers.

Table 4.4: Student Success Centers Academic Support Programs and Initiatives

Program	Location	Leadership	Description
First-Year Programs	All Campuses	One executive director for all campuses and one second-year director for all campuses with support staff on each campus	Support all students with such components as orientation, Mascot Days, welcome week, and a first-year seminar.
Tutorial & Learning Centers; Writing & Literacy Engagement Studio	All Campuses	Director at each campus	Deliver peer tutoring, supplemental learning, academic coaching, writing assistance, and on-line tutoring through NetTutor.
Exploratory to Major Programs	All Campuses	Faculty Directors for BL/LH and MA that oversee staff advisors at BL/LH	Provide undecided students holistic advising to assist them with registration, scheduling, and determining a path to declare a major as soon as possible.
Partnership for Achieving Student Success (PASS)	All Campuses	Executive Director of Student Success and Success Specialists	Support students in academic jeopardy to develop and implement an academic improvement plan in consultation with the student's academic advisor.
Mid-term and final grade outreach	All Campuses	Executive Director of Student Success and Success Specialists	Launch messaging campaigns to offer support or congratulations to students as appropriate to their grades.
General Student Assistance and Programming	All Campuses	Executive Director of Student Success and Success Specialists	Through Student Success Centers, offers individual and group programming on a variety of topics including time management, study skills, student services, and tips for success, etc.

Advising and CU Succeed

Academic advising assists students in planning their educational pathway and remains a shared responsibility between the advisor and advisee. Students are assigned an academic advisor after admission and given an account on Banner, the Student Information System. Banner houses the academic transcript and degree audit, through the Degree Works tool, which assists students, faculty, and relevant staff in understanding degree requirements and tracking progress. As per the CBA, advising is a faculty role, and faculty members must hold at least five office hours per week. Some advising tasks (e.g., course registration, resolving scheduling conflicts, etc.) can be assigned to personnel outside the bargaining unit in cooperation with the faculty advisor and the department chairperson. Students are expected to meet with their academic advisor at least once a semester to review their academic progress and course selection for the upcoming session. As highlighted in Table 4.4, exploratory or undecided students are supported by success coaches who assist in creating a realistic plan consistent with their academic, personal, and career goals.

The student success platform, CU Succeed, facilitates communication among academic advisors, instructors, students, and staff who support student learning. Throughout each semester, advisors receive notifications from CU Succeed regarding their advisees based on flags, referrals, and kudos raised by the students' instructors, success specialists, and others in their "Success Network." Within the student success platform, advisors can review many of the tracking items raised for their advisees, in addition to notes pertaining to their progress and meetings attended, such as with Success Specialists, GA Academic Coaches, tutors, and instructors. Students with midterm grades of C- or below receive outreach to alert them of the grade(s) and to connect them with additional support. Midterm grades are also posted in Banner and CU Succeed, helping students and advisors identify issues in certain courses before the

semester's end to develop action plans with the aim of improving performance. Students, advisors, and student success staff are provided with notifications regarding advisees' academic status per the interim academic probation policy. Student Success staff conduct outreach via CU Succeed to all students not in good academic standing and notify them of their requirement to participate in the PASS program, described in Table 4.4, to discuss action plans.

Student Support Services

Students at CU campuses receive support services through such offices as University Disability Services; Counseling; Housing and Resident Life; Dean of Students; and Diversity, Equity, and Inclusion (DEI). These offices offer both services and programs that align with CU's mission and values of being student-centered, welcoming, and inclusive.

University Disability Services (UDS) serves students by encouraging self-advocacy and working in partnership with members of the university community to provide individuals with disabilities equal access to university opportunities. A large portion of the support provided is through reasonable accommodations to enrich educational experiences and student success. UDS provides students with peer support in a peer mentoring program. This program aims to foster a sense of belonging, ease student transitions, encourage self-growth, and increase motivation and accountability. UDS also educates the campus community, including faculty, staff, students, and administrators on equitable treatment of individuals with disabilities.

The Counseling Centers also support students at each campus. The Counseling Center is staffed by counselors who meet Pennsylvania's Professional Counselor Licensing requirements. A short-term psycho-therapy model is followed. The services include individual counseling, referral to community providers for more intensive treatment, and group counseling. Services are free and confidential and help students cope with stress, traumatic incidences, educational problems, social issues, and interpersonal relationship concerns. The Counseling Center uses a brief, short-term treatment model in which sessions are provided bi-weekly. Students are provided up to 20 sessions during their enrollment at Commonwealth University.

The Office of the Dean of Students is staffed by a Dean of Students that works across all campuses, a Senior Associate Dean (BL) and two Associate Deans (one at LH and one at MA). The Office assists students with a wide range of situations, issues, or concerns that may have potential to adversely affect their academic success or holistic growth as a CU student. This may include prolonged absence, impacts of medical or personal emergencies, resource insecurities, mental health or behavioral concerns, help connecting to resources both on campus or locally, or referrals from the campus community for students of concern. The Dean of Students chairs the CU Campus Assessment, Response, and Evaluation (CARE) Team and provides case management for Students of Concern who do not rise to the level of CARE team. In addition, the Office of the Dean of Students is responsible for several key policies in the Student Handbook, student complaints and concerns, and most of the campus life units, for example, in student recreation, involvement, and wellness.

CU's Office of Diversity, Equity, and Inclusion (DEI) leads and supports university-wide initiatives focused on the recruitment and retention of a diverse faculty, staff, and student body, while fostering an inclusive and equitable campus and university community. The positive change achieved through focused initiatives and purposeful activities and events helps to create and sustain an inclusive learning, living and working environment where all members of the CU community feel that they are welcomed, valued, and supported.

Alumni and Professional Engagement

Commonly known as the “career center” at most universities, the function of career and professional development at CU is combined with the alumni engagement function to create the Alumni & Professional Engagement (A&PE) unit within the University Advancement Division. Under the leadership of the AVP for A&PE, each campus offers fundamental career and professional development resources, services, and programs to support students from acceptance through post-graduation. All students can access an integrated team of career development and alumni engagement professionals working with alumni, students, faculty, and employers. Supporting the University mission and strategic plan, team members consult, educate, and collaborate broadly in support of traditional alumni programs and events such as regional alumni gatherings, reunions, and Homecoming as well as provide career education and services to impact student career success.

Alongside the A&PE Team, CU faculty, staff, alumni, and employer partners comprise the *Professional U* career community to provide career education, networking opportunities, and connect students with internship and employment opportunities. The traditional mix of career coaching and career education programs are available to all students at all locations both virtually and in person. Career assessments like the FOCUS2, career road trips to employer organizations, and on campus recruitment expos are also available to all students. Signature offerings include a *Career Intensive Boot Camp* for third through fifth year students; academic-based, multi-day, professional conferences planned and coordinated with the collaboration of many faculty and staff across campus; and the annual *Professional U Champions* event which celebrates engaged faculty, alumni, and employers who make up our *Professional U* career community. A&PE facilitates academic internship affiliation agreements with organizations who host students for internships which generate academic credit. In the 2022-2023 academic year over 5,100 student participants engaged in career and professional development programs and connected with 650 alumni volunteers across CU.

Alumni and Professional Engagement working with the BL Foundation, Financial Aid, and the University Budget Office collaborates in the process for stewarding and awarding Professional Experience Grants (PEGs). These grants are funded through the institutional budget and with donations from alumni. PEGs help students with expenses associated with work-based learning experiences such as internships, study abroad and study away experiences, faculty-mentored research, service-learning, and other scholarly and creative activities. Since creating PEGs in 2016, over one million dollars has been awarded to students.

Student Success and Achievement

CU's mission declares that students are at the heart of everything we do; the priorities for *Academic Excellence* and *Student Success* focus on supporting students to succeed in meaningful careers and beyond and prepare them for personal and professional success. The programs and services described in this Criterion and throughout the self-study provide concrete examples of how CU achieves that goal. Regular, ongoing review and dialogue about related key performance indicators and selected strategic plan measures gauge progress and inform continuous improvement efforts during and after the planning cycle. Easy access to the Strategic Plan Dashboard and specific dashboards provides overall and disaggregated data on retention and graduation rates for each cohort, URM, and Pell-eligible students, among other populations. In addition to KPIs, divisions and units use more granular data and measures to investigate student achievement. For the Fall 2022 cohort returning in Fall 2023, CU and all campuses experienced an increase in retention-to-second-year rates for URM, Pell-eligible, and all students (see Table 4.5). CU's achievement gaps narrowed, as the URM gap was nearly cut in half from 12.34% to 6.80%, and the Pell-eligible gap reduced by 1.6% from 6.68% to 5.08%. In addition, CU's retention-to-second-year rates compare favorably with its peers on the IPEDS

Feedback Report 2023 as CU's full-time and part-time 2022 cohort rates exceed the IPEDS-selected peer and Carnegie classification peer group (74% versus 73% in both cases) and equal the average rate for PASSHE peers. Significant investment in retention and student success occurred this past year, and despite integration, this cohort-based student achievement measure appears to be improving in all respects. Ongoing and enhanced engagement efforts, especially through programs for at-risk students, will continue as CU aspires to reach the KPI targets and enhance student achievement.

Table 4.5: Retention-to-Second-Year Rates									
Campus	Overall Cohort			URM			Pell-Eligible		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
BL	75.3%	76.4%	76.9%	65.6%	65.3%	71.7%	68.4%	69.6%	72.9%
LH	69.4%	69.2%	71.1%	58.2%	53.8%	56.9%	64.6%	64.1%	66.1%
MA	70.5%	66.3%	69.0%	53.8%	50.8%	57.9%	65.5%	60.4%	62.6%
CU	73.3%	73.3%	74.80%	62.8%	61.0%	68.0%	67.0%	66.6%	69.7%

Source: Student Data Warehouse, Official Reporting

While the success of these graduating cohorts was largely determined before CU integrated, historical student success efforts helped to push these students through COVID-19 and integration to achieve the posted results. The IPEDS comparative data for the 2016 cohort again reflects favorably on CU overall (1-4% higher than all peer groups for graduation rates at 150% of normal time) but lower for URM groups, although the report on PASSHE peers showed CU's graduation rate 2% higher for black students, which may be a better comparison against schools with a similar geographic and demographic characteristics. Table 4.6 and 4.7 show four-and six-year graduation rates for CU, which show that URM and Pell-eligible students succeed at lower rate than overall cohort.

Table 4.6: Four-Year Graduation Rates									
Campus	Overall Cohort			URM			Pell-Eligible		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
BL	43.6%	45.7%	41.8%	25.4%	25.9%	24.1%	30.8%	35.2%	30.4%
LH	35.1%	35.3%	39.4%	8.0%	18.1%	14.9%	26.5%	36.8%	31.5%
MA	45.2%	44.0%	41.2%	18.6%	20.6%	24.6%	38.8%	38.7%	34.7%
CU	41.6%	43.2%	41.3%	21.0%	23.8%	22.4%	30.5%	35.9%	31.3%

Table 4.7: Six-Year Graduation Rates									
Campus	Overall Cohort			URM			Pell-Eligible		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
BL	59.4%	56.4%	56.6%	40.9%	40.2%	38.7%	51.0%	46.1%	43.9%
LH	54.5%	51.3%	47.4%	35.9%	24.8%	12.8%	45.1%	45.5%	37.8%
MA	57.1%	55.4%	56.5%	30.3%	39.2%	34.9%	46.5%	46.9%	51.0%
CU	57.9%	55.0%	54.2%	39.1%	36.5%	32.6%	48.8%	46.0%	43.0%

Source: Student Data Warehouse, Official Reporting

TRANSFER CREDITS AND PRIOR LEARNING (CRITERION 2)

Transfer students at CU equal about 18% of new student enrollment. The greatest number of transfers derives from community colleges (e.g., Luzerne, Lehigh Carbon, Harrisburg, and Northampton) and Penn State University. As described in Criterion 1, Admissions section, CU's first-time transfer admissions were down in Fall 2023, but we remain committed to focusing on transfer enrollment, especially as one of three participating State System schools involved with the transfer in action plan supported by the National Association of System Heads (NASH). Since 2022, CU engaged in action planning with a target of increasing by seven percent in-state

transfers from two-year institutions who complete baccalaureate degrees within six years. To this end, CU completed successfully adopting the 30-credit framework developed by PA Transfer and Articulation Center (PA TRAC) and discussed below to support transfers from community colleges to enter CU's four-year degree programs with complete general education requirements.

To facilitate transfer enrollment, CU's transfer credits and prior learning procedures are designed to be fair and equitable. Step-by-step instructions exist on the Transfer Students web page, which also includes information about course equivalency, articulation agreements, dual admissions, program-to-program (P2P), and reverse transfer programs. Students who transfer credits or who gain credit through prior learning are evaluated according to university and State System policies.

Governed by BOG Policy 1999-01-A: The Student Transfer Policy and CU's undergraduate student transfer policy (PRP 3343), the evaluation and acceptance of college-level credits occurs on all campuses to maximize the number of credits toward degree completion for undergraduate and graduate students. The policy intends to reduce unnecessary duplication of learning and time to degree while seamlessly articulating credits taken (including GE) and earned credentials into degree pathways. According to policy, CU first applies college-level credits toward the satisfaction of GE requirements, then to requirements in the major, and finally to elective credits. As a State System university, CU recognizes the integrity, design, and validity of GE programs delivered at institutionally accredited postsecondary organizations. CU accepts GE and in-major coursework when comparable and qualified under the statewide equivalency framework, PA TRAC. Participating colleges and universities identify and list transfer courses and exam equivalencies [e.g., Credit for College Level Examination Program (CLEP) and Advanced Placement (AP)] in PA TRAC to help students understand what courses transfer and how they will be counted toward their degree. PA TRAC includes equivalencies for each campus, and transfer students receive credit for equivalent courses at their home campus. Web-based policies and guidelines also provide information about AP, CLEP, and Dantes Subject Standardized Tests (DSST), for example, with information about testing center services available to students and community members.

Dual admissions programs and P2P programs also facilitate transfer credit and reduce duplication. Dual admissions programs with six community colleges guarantee admission to CU and assist students in maximizing coursework. The BOG transfer policy also provides for guaranteed admission to a State System university for transfer students with an associate degree from a PA community college or a State System institution. Undergraduate transfer students with an associate degree from an institutionally accredited organization in a parallel program or as part of the program-to-program (P2P) statewide agreements are awarded full junior standing; they are not required to complete more than 60 credits to earn a 120-credit baccalaureate degree in a P2P or other parallel program. Students transferring into a program with accreditation or licensing/certification standards may take limited additional credits to meet those standards.

Credit for Prior Learning (CPL) is a process that offers predominantly adult and non-traditional students the opportunity to petition for college credit based on prior knowledge, training, and skills gained through experiences outside the traditional academic setting. CPL assessment uses a broad range of tools that include nationally recognized and locally developed examinations, individual assessments, portfolio review, non-college education and training, industry-recognized credentials, and military training.

The CPL director oversees the process, is responsible for the program's strategic direction, and supports the development of assessment instruments. The director also collaborates closely with department chairs, faculty advisors, disciplinary experts, and the registrar in developing badges, credentials, and micro-credentials as well as a crosswalk inventory that aligns prior experiences with credit for all levels. Learners applying for credit interact with the director who, for cases not yet in the inventory, will leverage faculty expertise and assist in determining credit-worthy experiences. Decisions made by faculty chairs are ratified by their academic department and dean. The director also notifies academic departments of changes in industry-recognized credentialing and discipline-specific opportunities. Throughout the process, the director, departments, and deans are responsible for safeguarding academic integrity.

STUDENT INFORMATION AND RECORDS (CRITERION 3)

Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.

CU recognizes the importance of protecting privacy and maintaining accurate records. CU follows policies and procedures for the secure and appropriate maintenance and release of student records in accordance with the FERPA, the Right-to-Know Act, and our own internal record retention guidelines (e.g., which specify retention timelines and protocols to retain records in separate, secure locations). University policies are reviewed and approved per the process established in Standard VII, and specific policies and procedures outline student rights to access their academic records and the limited instances in which the university may share it without consent. This information is shared with students through the Office of the Registrar, student handbook, consumer information, and the MyCommonwealth web pages.

FERPA procedures protect students' records (e.g., academic, disciplinary, financial, disability, and medical records) and ensure the appropriate maintenance, access, and release of information. The FERPA web site includes definitions, regulations, access instructions, disclosure information, and forms. Generally, CU does not disclose information without the student's written consent, except for directory information (e.g., name, address, phone number, major, campus attended, honors received, etc.); however, students have the right to withhold the release of directory information by completing a non-disclosure form. Web pages for the Registrar's, Student Handbook, and Cost, Scholarship, and Aid web pages include links to the FERPA release forms.

In addition, the FERPA treatment records and Personally Identifiable Information (PII)- 20 U.S.C. 1232g(a)(4)(B); 34 CFR 99.3 protects student's rights and privacy as it relates to authorization to release or obtain Protected Health Information. All employees handling these records must also comply with the FERPA treatment records and Personally Identifiable Information (PII) law. Health Services securely stores student medical records. As required by Pennsylvania law, medical records will be maintained for a minimum of seven years from majority age to ensure the confidentiality, security, and physical safety of records. If a student or outside source requests copies of medical information, that originated from Student Health Services, the student must complete and sign a Medical Records Release Form granting permission for release of such information.

Policies exist to protect disclosure of digital data through appropriate technology use. CU uses single sign-on with MFA authentication for identification security. Acceptable use of technology, academic integrity, and information security policies protect integrity and appropriate use of information.

As a state university, CU is subject to the Right-to-Know Law and complies with the Right-to-Know policy for information requests. The policy states that these requests must be submitted in

writing to the designated Agency Open Records Officer. Any request must include the requester's name and the address to which the response will be delivered.

STUDENT LIFE, STUDENT ACTIVITIES, AND ATHLETICS (CRITERION 4)

If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs

The university is a vibrant and diverse community that offers students a wide range of opportunities to learn and grow. In addition to its rigorous academic programs, many student activities and organizations give students opportunities to get involved and meet new people. The university also has three strong athletics programs, with a variety of teams. The university is committed to providing students with a well-rounded experience, and its student life, student activities, and athletics programs all contribute to that goal.

Affiliate Organizations

Three affiliate corporations serve as umbrella organizations overseeing student life and engagement funding at the campuses. Each one administers the student service fee portion for student activities according to its MOU and approved bylaws. This fee financially supports funded campus clubs and organizations, certain musical groups, intramurals, and athletics. All funded student groups must prepare and submit a budget to its campus corporation to receive funding. The organizations also oversee their policies, a well-rounded program of campus life, the university bookstores, and some additional services which vary by campus as shown in Table 4.8. Since integration, several campus-based student organizations are coordinating and meeting as larger groups across CU.

	Student Auxiliary Services, Inc.	College Community Services, Inc.	CGA, Inc.
Locations Served	Lock Haven & Clearfield	Mansfield & Sayre	Bloomsburg
Corporation Type	501c3	501c4	501c3
University Store	Lock Haven	Mansfield	Bloomsburg
Additional Services	Campus Vending	Campus Vending	Student Housing Complex

Clubs and Organizations

The Office of Student Involvement works with student governments and campus-based programming boards to provide opportunities through clubs and organizations and campus-based events. CU accommodates a robust array of student clubs, which cover a variety of interests. Coordinated by professional staff, the three campus recreation centers organize active intramural programs on a rotating and seasonal basis depending on student interest and trends. Club sports are available through the same processes that govern clubs and organizations. The number of clubs, intramurals, and club sports scales to campus size; for example, BL offers over 200 clubs, LH is around 100, and MA operates 70. The Interfraternal Council (IFC) and Panhellenic Council are recognized as clubs/organizations, receive advising from professional staff members, and provide guidance for fraternities and sororities.

Athletics

National Collegiate Athletic Association (NCAA) approved the request to retain a full complement of NCAA athletic programs on the campuses that currently host them. The vast majority of teams belong to the NCAA's Division II, with a few exceptions as noted below:

- BL's 23 varsity athletic programs include an NCAA Division I men's wrestling program that competes in the Mid-American Conference (MAC).
- LH's 21 varsity athletic programs include Division I men's wrestling and field hockey. The men's wrestling program is an affiliate member of the MAC, and the field hockey team competes in the Atlantic 10 Conference (A-10).
- MA's 13 varsity athletic programs include sprint football, which is a member of the Collegiate Sprint Football League (CSFL).

Athletic programs continue to use their respective location name, logos, colors, mascots, and traditions. At CU, student athletes comprise 10.82% of the student body with 544 students at BL, 526 at LH, and 238 at MA for Fall 2023.

CU's athletics departments adhere to university policies as well as those set forth by the athletic conferences, NCAA, and the Student Athlete Handbook and Code of Conduct. CU athletics departments fully comply with Title IX regulations and the NCAA Policy on Sexual Violence. Each athletics department collaborates with the Department of Title IX to provide required training, education, a comprehensive CU policy on Sexual Misconduct, appropriate due process, and additional direct outreach to student athletes, coaches, and athletic administration. The Title IX Coordinator, in collaboration with Athletics, implements a compliance plan including six key areas in policy, transparency, education, annual disclosure by athletes, confirmation, and standard operating procedures. The compliance memo to each athletics director documents Title IX compliance.

Residence Life

The Office of Housing and Residence Life (OHRL) provides living environments that enhance student development in support of the University's mission. OHRL also works to ensure students' needs and concerns are addressed through intentional conversations and connections to resources for students who are identified as at risk of noncompletion. OHRL oversees the living and learning activities of students not only by administering housing requirements and policies, but through the delivery of programming for on-campus students. These programs align with the OHRL's learning goals, which include cultivating communities that build social connections and foster a sense of belonging, promoting responsible decision-making, encouraging student involvement, and supporting academic and future success of all students. Each residence hall has an active programming and event calendar throughout the academic year. Program participation and success is assessed and reported through year-end reports.

THIRD-PARTY PROVIDERS (CRITERION 5)

If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers

CU does not have third-party providers for services as defined by this standard and criteria but does maintain contracts with Aramark for dining services; UPMC/Susquehanna Physician Services and Guthrie Medical Group for health services at LH/Clearfield and MA/Sayre campuses, respectively; the YMCA for Clearfield Campus activities; and Apogee Telecom, Inc. for residence hall internet at LH and MA. Additional partnerships with community resources include CONCERN, Inc. and TapLine, which are community mental health resources utilized to provide after-hours mental health counseling to students in crisis. The University follows a well-defined process to contract, execute, monitor, and assess contracts. Examples of vendor assessment include the Aramark dining survey and the Quality of Life survey.

ASSESSMENT OF PROGRAMS (CRITERION 6)

Periodic assessment of the effectiveness of programs supporting the student experience.

Annual Reports and Unit Assessments

All administrative, educational, and student support units articulate goals, measures, and targets at the beginning of the planning cycle and report outcomes (once available) and action plans at year-end. CU's assessment platform, Nuventive Solutions Premier, is the repository for this work, and the reporting function produces year-end annual reports in a standard format as shown in Figure 4.2 below. Assessments disclosed in annual reports take many forms, such as institutional or program-level surveys (e.g., NSSE, First Destination, Climate, and Quality of Life), participation data, committee discourse and decision making, program outcomes, and student achievement data. This multifaceted approach ensures we can tailor our resources and programming to optimally address student needs.

Figure 4.2 represents an excerpt of the 2022-23 annual report for Health Services, which articulates a goal for increasing student access to Naloxone and outreach efforts. The goal is supported by initiatives and multiple measures / targets. Year-end results show that the goal was met but that ongoing actions include more campus outreach to specific student groups and coordination with the CARE Team on communication.

Figure 4.2: Annual Report 2022-23 for Health Services (excerpt)

Naloxone Distribution and Outreach	
<p>Unit Goal: Increase student access to Naloxone and increase outreach efforts about safe Naloxone use to campus community groups and organizations. Goal Status: Active Goal Year(s): 2022 - 2023, 2023 - 2024 Initiatives: Collaborate with county naloxone programs, PA DOH, local and campus law enforcement, residence life, Dean of Students' office and student government to identify the student concerns related to the opioid crisis and provide resources and access to free Narcan. Creation of Naloxone kits and a process for anonymous, no-questions-asked pick up. Strengthen a bulk delivery ordering process through the DOH, distribution plans in student union buildings and provide feedback to the PA DOH regarding distribution numbers. Outreach and education efforts to Greek Life and athletics programs. Additional Resources Needed: Institutional Public Health Coordinator, PA DOH, AOD Director and Peer Support educators, Health and Wellness Educator</p>	
Measures	Results / Outcomes
<p>Measure: Distribution plan development and implementation Tracking system implementation Number of Narcan distributions over 3 campuses over course of 2 semesters Target(s): 100% implementation of Naloxone distribution plan for residential, off-campus and commuter students 100% implementation of tracking system, collection of baseline data to establish next-year targets, and full reporting of key statistics to DOH Provided resources for 80-100% of student concerns identified through collaborative efforts with campus police, Dean of Students Office, AOD Director, Health and Wellness Educator, Student government groups</p>	<p>Reporting Period: 2022 - 2023 Result / Outcome: Distribution plan development and implementation was 100% met Tracking system implementation was 100% met. Resources were provided to students across the 4 campus locations through MarComm, health and wellness social media and campus wide emails. MA: 99 boxes Narcan distributed LH: 60 boxes distributed (less due to halted giveaway due to sabotage and questionable destruction of the medication) BL: 463 boxes distributed Conclusion: Target Met Action Plan For Next Year (Initiatives): Action Plan Date: 06/16/2023 Action Plan: Campus outreach to student groups for Narcan education (Honors college) Ongoing Integrative collaboration through the CARE team regarding Narcan and overdose harm reduction communication</p> <p>Related Documents: Fentanyl student video 9-30-22 Updated Version.docx Narcan administration Narcan brown bags.docx CA,RA Overdose,Narcan talking points 9.15.22.pptx</p>

The Office of Institutional Effectiveness provides feedback to all units via a rubric score and comments for improving the assessment plan and process. Figure 4.3 shows the Health Center's 2022-23 rubric with 3.0 rating on all categories but provides comments to ensure alignment in 2023-24 with the new Strategic Plan. Aggregate scores for all units (n=59 in 2022-23) met expectations for unit goals (3.0), measures (3.0), results/outcomes (2.69), and action plans (2.41). Since perfect scores were awarded for planning and measures due to ongoing

mentorship throughout the year and prior to scoring, OIE placed more emphasis in training and mentoring on reporting results and developing action plans informed by those results.

Figure 4.3: Overall Average Rubric Scores for Administrative, Education, and Student Support 2022-23 Annual Reports

	1 - Needs Improvement	2 - Making Progress	3 - Target
Unit Goals	Did not articulate goals or goals are too vague and do not link to institutional/divisional goals.	Articulated unit goals that should be more measurable, specific, and linked to institutional/divisional goals.	Articulated sufficient (e.g., 3-5 goals) unit goals that are measurable, specific, and linked to the institutional/divisional goals.
Measures	Did not articulate measures/targets or measures/targets are too vague and/or misaligned.	Identified some measures but targets should be more specific and/or better aligned with unit goals.	Identified the best measures of unit success with specific targets (e.g., % participated, completed) for each unit goal that aligns with that stated goals.
Results/Outcomes	Did not report results.	Reported results/outcomes for at least half of the measures and goals in the unit plan.	Reported results/outcomes for all measures and goals in the unit plan.
Action Plan	Did not articulate an action plan.	Identified actions for at least half of the goals and those actions are somewhat aligned to the data and/or to the divisional priorities and goals.	Identified data-informed actions for next year that align with the institutional and divisional priorities and goals.
Q2. Notes			

The Health Centers/Clinics Unit Plan and Assessment Results met all expectations for reporting. Moving forward to next year, the Unit may want to review goals, ensure they align with the five-year Strategic Plan and SSSL Divisional Goals, and consider year-one actions to operationalize those goals. Excellent.

Review of Concerns and Complaints

CU makes every effort to resolve student complaints internally, using policies and procedures outlined in the Student Handbook; Policies, Procedures, and Guidelines; and Student Concerns and Complaints web pages. The Student Concerns and Complaints web page includes information for areas such as academic, non-academic, students of concern, student conduct, discrimination, harassment, sexual misconduct, criminal, and general complaints that fall outside of existing policies.

CU addresses concerns and complaints immediately upon receipt but reviews complaint logs, at least annually if not more frequently, to determine if patterns exist or areas emerge that lead to continuous improvement. Standard II includes examples of general complaints, but the description below describes the CARE Team's process and resulting changes made from a systematic review of concerns in 2022-23.

CARE TEAM

As stated in Criterion 1, the CARE Team assists with situations that could disrupt a student's academic or social well-being. The CARE Team includes representatives from Dean of Students, Student Success, DEI, Housing, support programs, Financial Aid, University Police, Athletics, and other areas as needed. The Dean of Students Office and CARE Team collect information on students of concern cases, types, campus location, and resolutions. While the team coordinates appropriate action plans for individual cases, the members also review anonymized, summary data to anticipate and address student needs for the next academic year. Data collected in 2022-23 resulted in one new associate dean of students at MA and one at LH to assist with students of concern case management and data collection within Maxient, the case management software. Trends revealed a high volume of cases linked to class attendance issues, which resulted in a revamped Absence Memo and Extended Medical Illness process within CUSucceed. The process was launched in 2023-24 to improve faculty notification of student absences due to situations beyond their control.

Surveys and Studies

CU conducts institutional and unit-level surveys to identify the effectiveness of programs and services related to Standard IV. The following examples describe some ways in which survey data are used to inform decision making and eventually, to initiate change.

Ruffalo Noel Levitz

As described in greater detail in Standard II, RNL conducted an organizational / operational assessment of various areas including retention and student success. While the study identified several areas of strength, opportunities for improvement exist as well. Examples of Student Success recommendations include the following and are being addressed by administration:

- Move to a more prescriptive scheduling process for entering first-year students. Schedules should be completed ahead of time so that students can review at orientation; with input specifically on their FYS. Free agency scheduling for new first-year students is not a best practice.
- Determine who should 'own' CU Succeed and develop a detailed plan for roll out across CU including how it will be used, measured, and tracked to support student retention moving forward.
- Develop consistent processes and timelines to assign advisors to new students and communicate such to the student.
- Continue to improve the orientation experience across all three campuses with an understanding that certain programming must be consistent and other areas should allow for nuances at the various locations.
- Provide sufficient resources to stand up OneSIS, CU Succeed, and Degree Works for these software systems to improve and fully support the end-user experience for students, staff, and faculty.
- Expand the automated communications out of Slate to prospective students and parents from groups across organization

National Survey of Student Engagement (NSSE)

Now on a three-year cycle, NSSE was administered separately on the CU campuses multiple times. Results generally show little variance on most categories in terms of longitudinal data and peer comparisons. For example, many areas related to this standard were on a par with peers including first-year and senior student ratings for providing support for overall well-being, supporting students to succeed academically, using learning support services, faculty and staff helping students adapt, intention to return, and overall experience. However, notably, the Spring 2022 survey administration revealed significant positive (+.4) change with ratings above all peer groups for quality of interactions with administrative staff and offices from both first year and senior students and with student services staff for first-year students. During this post-COVID, integration setting, CU paid particular attention to the quality of interactions with student services and administrative staff, conducting intentional outreach, offering channels to express concerns and opinions, being responsive, and enhancing the presence and build out of the student success centers alongside of student programming and activities. CU students indicated that they spent more time than peers engaged in co-curricular activities, preparing for class, and socializing. CU students (43.5%) were more likely (8.2% to 19.4%) to hold a formal leadership role than students in all peer groups. Even though students reported having positive interactions with staff, they indicated that they rely less on success coaches than they do on family and friends for advice. Though not surprising, CU used the data to create a new strategic plan for success offices,

enhance the presence at first-year activities, and drive more students to choose this key resource when in need.

Climate Survey

The spring 2022 climate survey also revealed many strengths and opportunities in areas across campus as described in Standard II. Overall climate questions on learning and support revealed that most students (76.4%, just above PASSHE peers) indicated that support for advancement and success is evident in my classes, but this category did reveal opportunities for improvement in providing mental health resources (56% satisfied) and need-based scholarships (49.4% satisfied). CU included both areas in the strategic plan. Efforts to address aid are included under Criterion 1. Such areas as the counseling centers, health centers, CARE Team, and student life have addressed mental health through their regular services and programming and initiatives like:

Emailing CU's weekly wellness spotlight to students, faculty, and staff which focuses on increasing awareness of campus resources that are available to students experiencing stress, physical issues, and mental health concerns while also offering options for wellness coaching and events that promote wellbeing and stress reduction.

- Offering long medical provider appointments to students with mental health concerns.
- Offering medical appointments to students expressing stress or mental health concerns same day or within 24 hours of contact.
- Meeting with mental health providers monthly to collaborate and streamline mental health services.
- Participating in health and wellness events, screenings, workshops, and programming at all campuses
- Piloting a Grief Therapy Group at LH and working toward mirroring the initiative at BL

Available in Nuventive, DEI divisional goals also focus on supporting a campus climate that champions DEI throughout the internal and external community and were informed by the climate survey results. During Fall 2023, DEI sponsored 19 campus activities, programs, and trainings across CU locations. A survey was administered at the conclusion of each program. When asked about the campus climate, 65% of attendees responded that it is welcoming and inclusive and moving in the right direction, and 32% indicated that things are improving but there is still work to be done. Attendees (96%), rated the events as excellent or good.

Quality of Life

[Provide data and narrative at 202324 year end.]

First Destination

CU uses the National Association of Colleges and Employers (NACE) framework for its post-graduation core survey questions to collect initial data on respondents' career placement and graduate/professional school enrollment. Program-specific questions provide academic colleges and programs with data that informs program planning. The survey is administered twice a year, in the spring and fall, and six months after graduation. While each campus's survey pre-integration differed and veered slightly from NACE, a small working group created one CU survey realigned to NACE, providing a unified instrument, process, and survey dashboard. In addition, all campuses now use the BL Foundation callers to conduct follow-up calls, especially to enhance return rates

at LH and MA. The data is readily available to the CU community on the Surveys web page and shows CU's student achievement with 94% placement rates.

6. Areas of Strength

- Provide policies and procedures for good security and maintenance of student records.
- Work with at-risk students
 - Expanding the Student Success model across all campuses:
 - CU Succeed – Used by Financial Aid for the Satisfactory Progress Plan process, by the Registrar's Office for enrollment verification, by the Student Success offices for outreach and note taking, by TRIO and Act 101 for student communication and note keeping, by the Dean of Students office for several processes including outreach to students in need of support, and others.
 - Success Centers
 - TRIO SSS
 - ACT 101
 - Collaboration with other areas: DEI, Dean of Students, Residence Life.
 - Implementing Students of Concern/CARE Team
- Publish data dashboards with filters for various student populations making data readily available

7. Opportunities for Improvement and Innovation

- Align policies across campuses
 - Fraternity & Sorority Life – No policy
 - All policies Interim – BL's Legacy Policies
 - Old and discontinued policies remain live
- Follow policies due to technology changes
- Apply consistently current policies and procedures across campuses/departments

8. Initial Strategies on Continuous Quality Improvement

- Ensure all policy review includes a DEI lens
- Overhaul web site and ensure that DEI contact information and programming information are widely available on the web to augment the ongoing email communication
- Increase training on policy and its application