



July 21, 2023

Dr. John Scholz
President
University of Oregon
1585 East 13th Avenue
Eugene, OR 97403

Dear President Scholz:

Attached please find the Spring 2023 Policies, Regulations, and Financial Review (PRFR) Evaluation Committee's review of University of Oregon. The attached review documents areas where the institution was found to be in compliance with the NWCCU Standards for Accreditation and where additional opportunities for improvement exist. Please note that the Year Seven Evaluation of Institutional Effectiveness (EIE) Evaluation Team will receive a copy of this report, as will the NWCCU Board of Commissioners at your EIE evaluation by the Commission in roughly one year's time.

Please address any areas of needed improvement that the PRFR Evaluation Committee has noted as findings in this report in your EIE self-evaluation. Please feel free to reach out to your NWCCU Staff Liaison if you have further questions.

Type 1: Standards Substantially in Compliance but in Need of Improvement

- Finding Type 1: Spring 2023 Policies, Regulations, and Financial Review - The following standards are areas substantially in compliance but where improvement is needed. (2020 Standard(s) 2.A.1;2.B.1;2.C.4;2.E.1;2.F.1;2.F.3;2.G.2;2.G.6;2.G.7;2.I.1)

Future Evaluations

- Year 7 - Evaluation of Institutional Effectiveness Spring 2024
 - Finding Type 1: Spring 2023 Policies, Regulations, and Financial Review

Thank you for your commitment to the process of peer evaluation and continuous quality improvement. If you have questions about any of the information in this letter, please contact your staff liaison, Dr. Ed Harri, at eharri@nwccu.org.

Sincerely,

Ron Larsen
Senior Vice President

cc: Mr. Ron C. Bramhall, Associate Vice Provost for Academic Affairs
Ms. Ginevra Ralph, Board Chair
Mr. Ben Cannon, Executive Director, Oregon Higher Education Coordinating Commission



Peer Evaluation for: University of Oregon

Standard 2: Governance, Resources, and Capacity

The institution articulates its commitment to a structure of governance that is inclusive in its planning and decision-making. Through its planning, operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.

Standard 2.A.1

The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

Team Verification: Needs Improvement

Evidence:

- Institutional governance policies and procedures **_Y_**
- System governance policies and procedures (if applicable) **_N/A_**
- Multiple board governing policies and procedures (if applicable) **_N/A_**
- Board's calendar for reviewing institutional and board policies and procedures **_N_**
- Bylaws and Articles of Incorporation referencing governance structure **_Y_**

Rationale:

The institution's Board of Trustees was established in 2014 after a change in state law allowed institutions to create their own boards. Governance policies, constitution, bylaws, and institutional policies and procedures are provided and appear adequate to this standard. They define authorities, roles, and responsibilities. Documents refer to changes in state law granting independence of their board, but no link to that law is provided. The review panel did not find the board's calendar for reviewing institutional and board policies and procedures, but we did find some policies dated more than 13 years ago, so the board's calendar for reviewing policies and procedures should be provided clearly in the year 7 report.

Standard 2.A.2

The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

Team Verification: Compliant

Evidence:

- Leadership organizational chart **_Y_**
- Curriculum vitae of executive leadership **_Y_**

Rationale:

The institution provided its organizational chart and the CVs or resumes of its executive leadership. Some vacancies with forthcoming searches were noted in the organizational chart for the chief of staff and the VP for advancement. In addition, the Vice President for Student Life role is filled on an interim basis. This report would have been stronger if the institution had mentioned the timelines for these forthcoming searches, but omitting them is not a deficit.

Standard 2.A.3

The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

Team Verification: Compliant

Evidence:

- Curriculum vitae of President/CEO **_Y_**

Rationale:

In this report, the institution identifies Patrick Phillips as its interim president, but the Board of Trustees website shows the interim president and ex-officio member of the board to be Jamie Moffitt, identified on the org chart as the institution's CFO. The report provides CVs for both individuals. The panel assumed that a change in interim presidency occurred between the submission of the report and the date of this review. The report would have been stronger if the institution had included the timeline for resolving the interim appointment of a president.



Standard 2.A.4

The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

Team Verification: Compliant

Evidence:

- Institutional governance policies and procedures (see 2.A.1) **_Y_**

Rationale:

The institution's constitution specifies representation in the University Senate for statutory faculty, non-tenure track research faculty, classified staff, officers of administration, students, and librarians. While the institution is in compliance with this standard, the panel raised concerns about the adequacy of representation in the University Senate—especially with regard to student representation. Undergraduates have five senators, but graduate and law students appeared to have none.

Standard 2.B.1

Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

Team Verification: Needs Improvement

Evidence:

- Academic freedom policies and procedures (evidence could include samples of negotiated agreements with faculty and/or staff, where appropriate) **_Y_**
- Evidence that the students also have academic freedom **_N_**

Rationale:

The institution provided its Academic Freedom policy for faculty; Article 5 from its collective bargaining agreement for faculty which details academic freedom, free speech, and responsibilities of faculty; and a 2021 statement from academic leadership reiterating the importance of academic freedom for faculty. The institution also provided its 2010 Freedom of Inquiry and Free Speech policy which applies to faculty, staff, students, and visitors. The academic freedom policies and statements are more recent than the 2010 policy, and the academic freedom policies explicitly apply to faculty, but their application to students is unclear.

Standard 2.B.2

Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

Team Verification: Compliant

Rationale:

In addition to the documentation provided for 2.B.1., the institution provided its policy on Community Standards which affirms the institution's commitment to advance knowledge in an environment of respect that honors the rights, safety, and dignity of each person. The policy also reaffirms that institution's commitment to freedom of thought and expression.

Standard 2.C.1

The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

Team Verification: Compliant

Evidence:

- Transfer of credit policies and procedures **_Y_**

Rationale:

The institution provided policies related to transfer of postsecondary credit earned during high school, credit hours earned in community colleges, and through alternative methods (e.g., AP, IB, and CLEP among others). The institution maintains a webpage with useful information about transferring credit to (and from) the institution. For example, the page includes the transfer equivalency database, so students seeking to transfer can understand what institutional courses their previous coursework can satisfy as well as information about reverse transfer, so students can transfer institutional credit to one of four community colleges in fulfillment of associate's degree requirements.

Standard 2.C.2

The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.



Team Verification: Compliant

Evidence:

Documentation of student's rights and responsibilities policies and procedures, which include:

- Academic honesty Y
- Conduct Y
- Appeals, grievances Y
- Accommodations for persons with disabilities Y

Rationale:

The institution provided its policies and procedures related to its code of ethics as well as student rights and responsibilities including those pertaining to academic misconduct, student conduct and community standards, appeals and grievances, and accessibility / accommodations for students with disabilities. The policies and procedures appeared to be recent and sufficiently comprehensive.

Standard 2.C.3

The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

Team Verification: Compliant

Evidence:

- Policies and procedures for recruiting, admitting, and placing students Y
- Policies/procedures related to continuation and termination from educational programs including appeal process and readmission policies/procedures Y

Rationale:

The institution provided policies and webpages related to recruiting (e.g., eligibility requirements and scheduling a campus visit), admissions (application and financial aid), credit for prior learning, and course placement. For four policies, the institution noted that the Provost, Student Services, and/or Enrollment Management are reviewing the policies for necessary updates. These four are admission requirements (last updated in 2015), review of admission requirements (last updated in 2014), second language (effective in 2001 and transitioned from system to institution policy in 2014 with no indication of last date of review), and undergraduate transfer and articulation (also transitioned in 2014 with no indication of last date of review). The institution also provided policies and webpages related to continuation and termination from programs including appeals. The University Senate's Scholarship Review Committee administers academic probation, suspension, and re-instatement. The Dean of Students administers other conduct-related matters and maintains a webpage for that appeals process with links to procedures and forms.

Standard 2.C.4

The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

Team Verification: Needs Improvement

Evidence:

- Policies/procedures regarding secure retention of student records, (i.e., back-up, confidentiality, release, protection from cybersecurity issues or other emergencies) Y

Rationale:

The institution provided its records retention schedule, policy on student records, and privacy policy. While the policy on student records addressed custody of records, secure locations for them, FERPA training for employees, and access rights for students; it did not address how the records are protected from cybersecurity issues or emergencies. The institution did not address those two contingencies in the narrative for its year 6 report either.

Standard 2.D.1

The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

Team Verification: Compliant

Evidence:

- Policies/procedures for reviewing published materials (print or websites) that assures institutional integrity Y

Rationale:

For the first and third statements in the standard, the institution provided policies and guidelines related to communications, trademarking, social media usage, photos and videos, web design, branding, and style. For the middle statement of the standard, the institution provided degree-planning pages to demonstrate completion within four years as well as the course catalog and broader college catalog.

Standard 2.D.2

The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

Team Verification: Compliant

Evidence:

- Policies/procedures for reviewing internal and external complaints and grievances **_Y_**

Rationale:

The institution provided policies related to ethical standards as well as reporting ethics concerns, complaints, and grievances. The policies are reiterated through collective bargaining agreements for employee groups with collective bargaining. Policies appear to be current, inclusive, and comprehensive. They define what actions are grievable and which are excepted. They permit informal as well as formal resolutions and provide instructions about appealing decisions. They establish timelines and confidentiality, and they prohibit retaliation.

Standard 2.D.3

The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

Team Verification: Compliant

Evidence:

- Policies/procedures prohibiting conflict of interests among employees and board members **_Y_**

Rationale:

The institution provided board statements, board bylaws, and institution policies pertaining to conflicts of interest related to ethics, research, finance, or program review; and the potential abuse of hierarchical power in relationships with students. The policies were last reviewed four to six years ago. Board statements and bylaws apply to trustees, administrators, faculty, and staff. Institution policies apply to administrators, faculty, and staff.

Standard 2.E.1

The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission

Team Verification: Needs Improvement

Evidence:

- Policies/procedures that articulate the oversight and management of financial resources **_Y_**
- Latest external financial audit including management letter **_N_**
- Cash flow balance sheets **_Y_**
- Audited financial statements **_Y_**
- Tuition and fees, educational, and auxiliary revenue for undergraduate and graduate enrollments **_Y_**
- Significant contracts/grants **_Y_**
- Endowment and giving reports **_N_**
- Investment revenue **_Y_**

Rationale:

The institution provides quarterly financial reports and annual financial audits to its board. These reports are available on the board's meeting and agendas web page. The institution provided its policies related to fiscal operations, finance, and internal controls as well as statements and reports for cash flow, audits, fees and revenues, grants and contracts, and investment revenue. The annual audit report appeared to be an internal one, and no external financial audit with management letter was found. The panel also did not find reports about endowment and giving. Because these reports (external audit, endowment, and giving) were omitted, the institution should be sure to include them in its Year-7 report.

Standard 2.E.2

Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

Team Verification: Compliant

Evidence:

- Policies / procedures for planning and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, transfers and borrowing between funds **_Y_**
- Sample of meeting agendas, minutes, and/or other documentation as evidence of meaningful opportunities for participation by stakeholders **_Y_**



Rationale:

The institution provided relevant policies both in response to this item and 2E1. Stakeholder participation appears to occur as part of the strategic investment process, academic allocation model, and tuition and fee review advisory board.

Standard 2.E.3

Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

Team Verification: Compliant

Evidence:

- Description of internal financial controls **_Y_**
- Board approved financial policies, state financial policies, or system financial policies **_Y_**

Rationale:

The institution provided a management controls checklist as well as policies related to financial controls and irregularities. A transparency website provides audited financial statements, quarterly financial reports, and more for the general public.

Standard 2.F.1

Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Team Verification: Needs Improvement

Evidence:

- Human resource policies / procedures **_Y_**
- Policies/procedures related to teaching, scholarship, service, and artistic creation **_Y_**
- Policies/procedures for apprising employees of working conditions, rights and responsibilities, evaluation, retention, promotion, and termination **_N_**

Rationale:

While the institution provided relevant policies, it appears that most of the conditions, criteria, and procedures for employees other than faculty are managed through agreements with represented employee groups. The institution provided letters of agreement and collective bargaining agreements. The institution did not, however, indicate clearly how employees are apprised of conditions, criteria, and procedures. How it conveys this information to employees should be clearly explained in the Year-7 report.

Standard 2.F.2

The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

Team Verification: Compliant

Evidence:

- Employee professional development policies/procedures **_Y_**

Rationale:

The institution provided evidence of opportunities and support through the Associate Vice Provost for Faculty and Leadership Development, Division of Equity and Inclusion, and Human Resources. These opportunities include leadership development (workshops in a series or stand-alone), mentorship, and eLearning modules. Institutional memberships in some external agencies or associations include professional development for the faculty, staff, and administrators. Employees in represented employee groups also have access to professional development opportunities through their unions.

Standard 2.F.3

Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

Team Verification: Needs Improvement

Evidence:

- Documentation about engagement and responsibilities specified for faculty and staff, as appropriate **_Y_**
- Personnel hiring policy/procedures **_Y_**
- Academic organizational chart **_Y_**
- Administrator/staff /faculty evaluation policies/procedures **_N_**



Rationale:

The institution provided information about recruitment and hiring of faculty and staff as well as an academic org chart. However, the panel did not find any assessment of sufficiency—e.g., faculty:student ratios. The Institutional Hiring Plan pertains to tenure-track faculty and appeared to be funded through the Academic Allocation Model to identify and hire tenure-track faculty according to the strategic needs of the institution. The panel infers an assessment of sufficiency informs this model, but this is an inference. Similar strategic hiring processes for administrators and/or staff was not found. This report would be stronger if it had addressed explicitly how the institution assesses sufficiency of faculty, administrators, and staff.

Standard 2.F.4

Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

Team Verification: Compliant

Evidence:

- Administrator/staff/faculty evaluation policies/procedures **_Y_**

Rationale:

The institution provided evaluation guidelines from departmental policies and collective bargaining agreements with represented employee groups.

Standard 2.G.1

Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

Team Verification: Compliant

Evidence:

- Listing of programs and services supporting student learning needs **_Y_**

Rationale:

The institution provided a description of the services and programs to support learning and success including first-year interest groups (FIGs), academic residential communities (ARCs), peer tutoring, supplemental instruction, academic coaching, career center, Center for Undergraduate Research and Engagement, Accessible Education Center, PathwayOregon, Home Flight Scholars, Center for Multicultural Academic Excellence, and both TRIO Student Support Services and McNair Scholars.

Standard 2.G.2

The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

Team Verification: Needs Improvement

Evidence:

Catalog (and/or other publications) that provides information regarding:

- Institutional mission **_Y_**
- Admission requirements and procedures **_Y_**
- Grading policy **_Y_**
- Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion **_Y_**
- Names, titles, degrees held, and conferring institutions for administrators and full-time faculty **_N_**
- Rules and regulations for conduct, rights, and responsibilities **_Y_**
- Tuition, fees, and other program costs **_Y_**
- Refund policies and procedures for students who withdraw from enrollment **_Y_**
- Opportunities and requirements for financial aid **_Y_**
- The academic calendar **_Y_**



Rationale:

The institution provided a link to its online catalog as well as print version. Additional links for other information were included in the report and can be reached through the online catalog with some effort. The panel, however, did not find the institution's information about the names, titles, and degrees held and conferring institutions for administrators and faculty.

Standard 2.G.3

Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

Team Verification: Compliant

Evidence:

Samples of publications and other written materials that describe:

- Accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered Y
- Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials Y

Rationale:

The institution provided its professional licensure disclosure page, and it appears to be rather ambitious. It is not necessary to individually account for each of the 50 states for every licensable discipline. Listing all states but listing the licensure requirements as "undetermined" gives an appearance of incompleteness. See, for example, psychology where licensure was reported for Oregon but was reported as "undetermined" for all other states. These eligibility pages would be stronger if they listed the states from which the institution has a significant number of students or to which a significant number of students head after graduation. For all other states, a general description of how to find licensure requirements would suffice.

Standard 2.G.4

The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

Team Verification: Compliant

Evidence:

- Published financial aid policies/procedures including information about categories of financial assistance Y
- Information to students regarding repayment obligations Y
- Policies / procedures for monitoring student loan programs Y

Rationale:

The institution provided policies and webpages/resources for students to understand the cost of attendance, how tuition and fees are set, different types of financial aid available, eligibility requirements for different types of aid, repayment requirements, calculators to help applicants understand the cost of loans, and how (and by when) to apply for financial aid.

Standard 2.G.5

Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

Team Verification: Compliant

Evidence:

- Published financial aid policies/procedures including information about categories of financial assistance Y
- Information to students regarding repayment obligations Y
- Policies / procedures for monitoring student loan programs Y
- Loan default rate published on website Y

Rationale:

On the institution's website, it reports its cohort default rate for the most recent three years. Financial aid webpages also provide calculators to help prospective borrowers to understand repayment amounts before they take out a loan. Loans are presented in context of a variety of forms of financial aid with eligibility and requirements for each.

Standard 2.G.6

The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are



adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

Team Verification: Needs Improvement

Evidence:

- Description of advising program, staffing, and advising publications (Student handbook or Catalog; links to webpages – please note specific pages or areas) **_Y_**
- Systematic evaluation of advising **_N_**
- Professional development policies / procedures for advisors **_Y_**

Rationale:

The institution provides advising with professional advisers, faculty mentors, and wrap-around services (e.g., SSS). New advisers are trained, and all advisers have an advising manual. The manual provided is dated 2019-20, so a current manual was requested in late March but was not received by the date of this report. For the year 7 report, the institution should attach the current adviser manual or provide a statement that the 2019-20 manual is indeed the current one. Neither the report nor its supporting documents provide a description or evidence that systematic evaluation of advising occurs. This evaluation should be clearly documented in the Year 7 report.

Standard 2.G.7

The institution maintains an effective identity verification process for students, including those enrolled in distance education courses and programs, to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Note: Institutions should refer to NWCCU Distance Education Policy for guidance and definitions related to the required evidence.

Team Verification: Needs Improvement

Evidence:

- Policies/procedures for ensuring the student who registers in a distance education course/program is the same student who participates in the course and receives credit **_Y_**
- Policies/procedures make it clear that these processes protect student privacy **_N_**
- Notification to students at the time of registration of any additional charges associated with verification procedures **_N_**
- Academic policies/procedures for instructors to implement requirements for *regular and substantive interaction* in distance education courses/programs **_N_**

Rationale:

The institution requires students in online courses or programs to use their institutional single sign-on credentials which are provided upon admission to the institution. For student living near campus, exams must be proctored on campus. For students at a distance, they must arrange for remote proctoring in their vicinity. Institutional policies were not found, so the panel could not verify that students are notified of any additional charges for distance education when they register for such courses or programs, nor could the panel verify that instructors must implement requirements for regular and substantive interaction with distance education students.

Standard 2.H.1

Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

Team Verification: Compliant

Evidence:

- Procedures for assessing adequacy of library collections **_Y_**
- Library planning committee and procedures for planning and collection development **_Y_**
- Library instruction plan; policies/procedures related to the use of library and information resources **_Y_**
- Library staffing information; policies/procedures that explains faculty/library partnership for assuring library and information resources are integrated into the learning process **_Y_**

Rationale:

The website for the institution's library included a section for Mission, Vision, and Values which incorporated assessment reports that included accession statistics, cost efficiency estimates, and satisfaction of patrons with the collection. The institution provided evidence of policies/procedures related to staffing, collection development, and use of library and its information resources. Finally, the website for the library also includes information about its collaborations, grants, and partnerships as well as description of shared governance, including through the University Senate's library committee.



Standard 2.I.1

Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

Team Verification: Needs Improvement

Evidence:

Facilities master plan, including:

- Equipment replacement policies/procedures **_Y_**
- Procedures for assessing sufficiency of physical facilities **_Y_**
- Policies and procedures for ensuring accessible, safe, and secure facilities **_Y_**
- Policies/procedures for the use, storage, and disposal of hazardous waste **_Y_**
- Technology master plan and planning processes **_N_**

Rationale:

The institution's equipment replacement policy is dated 1986 with a note that the policy number was revised in 2010. The wording seemed relevant still, but because the policy does not indicate the date it was last reviewed, it leaves the impression that the policy has not been reviewed since at least 2010. To assess sufficiency of physical facilities, the institution has policies and procedures related to campus planning as well as physical, environmental, and technological security. An accessibility policy applies to web-based content and information. Policies, procedures, and manuals demonstrate the institution's adherence to this standard with regard to hazardous waste and materials. A technology master plan and/or planning process were not found.

Concluding Comments

The institution indicated that it is launching Degree Works to support student success. The panel applauds this effort and hopes that the institution can update the Year-7 team to advise how that launch is going and perhaps share any preliminary findings from its use.

The panel praised the institution for the overall layout of its report and the judicious use of links to its evidence. Panelists appreciated the succinct statements describing how the institution met each standard, and yet sometimes, the statements were too succinct. A little more elaboration would have been helpful on each standard rated as "needs improvement."