Subject of the Follow-Up Report:

At its session on April 7, 2011, the Middle States Commission on Higher Education acted:

“To note that the visit by the Commission’s representatives. To accept the monitoring report, remove the warning and to reaffirm accreditation. To request a monitoring report, due November 1, 2011 documenting (1) the further implementation of a comprehensive institutional strategic plan that links long-range planning to budgeting; assigns responsibility for improvements and assurance of accountability; and provides for periodic assessment of the effectiveness of planning, resource allocation, and institutional renewal processes (Standard 2); and (2) the further implementation of a budget process that is aligned with the institution’s mission, goals and strategic plan (Standard 3). A small team visit may follow submission of the monitoring report. To direct the institution to commence self-study in lieu of the Periodic Review Report due June 1, 2011. The next evaluation visit is scheduled for 2013-2014.”

Date of the Evaluation/Follow-Up Team’s Visit:

December 1, 2010

Monitoring Report to the

Middle States Commission on Higher Education

from

CHEYNEY UNIVERSITY OF PENNSYLVANIA

Cheyney, PA 19319-0200

Michelle Howard-Vital, Ph. D.
President

Dr. Mary Ellen Petrisko,
Accreditation Liaison Officer

November 1, 2011
Background of MSCH Activities

Prior to the arrival of President Howard-Vital, on June 22, 2006, MSCH notified Cheyney University that its accreditation had been reaffirmed and a Periodic Review Report would be due in 2011. On September 24, 2008, however, MSCH contacted Cheyney University and requested that the University review its compliance with Standards 1-7. Moreover, MSCH expressed a concern that there might be some sort of impropriety at the University regarding use of financial resources. On October 14, 2008, President Michelle Howard-Vital responded for the University affirming that “neither the Performance Audit nor the Compliance Review reveals any findings of misappropriation of funds.” President Howard-Vital traced comments alleging misappropriation of funds to remarks made by disgruntled employees; these unsubstantiated remarks appeared in local newspapers. Further reviews and analyses supported the President’s statements.

On November 20, 2008, MSCH responded to the October 14, 2008 communication from Cheyney University by requesting a Monitoring Report due March 1, 2009. The Monitoring Report requested further documentation that there was a comprehensive strategic plan that linked planning to decision-making and the budgeting processes. On March 1, the University submitted a Monitoring Report, and on May 4-5, 2009 a small MSCH team visited Cheyney University. On June 25, 2009, MSCH thanked the University and informed us that the Commission would act on the report at its November 2009 meeting. On November 19, 2009 MSCH acted to warn Cheyney University that its accreditation may be in jeopardy because of a lack of evidence that the institution was currently in compliance with Standard 2 (Planning, Resource Allocation, and Institutional Renewal), Standard 3 (Institutional Resources), and Standard 6 (Integrity).

On September 1, 2010 Cheyney University submitted a Monitoring Report to demonstrate that the University was in compliance with Standards 2, 3, and 6 and had responded appropriately to specific actions the University was required to take. A team visit followed in December 2010. The December 10, 2010 Report to the Faculty, Administration, Trustees, and Students of Cheyney University stated that:

“Cheyney University had made considerable progress in developing and implementing a comprehensive institutional strategic plan. The process used to develop ... was inclusive. The plan is very comprehensive—as evidenced by the six strategic areas....A regular monthly process has been established to enable reporting and monitoring of goal accomplishment at the unit and vice presidential levels.... And positive results are already being felt by the institution as a result of the strategic plan including more coordination between plans in different areas... improved policies, and other new initiatives intended to address each of the strategic areas (4).”

The team did note, however, the following weaknesses for future improvement:

“On the actual strategic plan, there is no timetable or assigned roles. The process included relatively little environmental scanning. .. The enrollment management plan fails to cover graduate enrollment; it also does not distinguish between the freshmen and transfer populations and the full-time/part-time populations. Because it does not include the graduate students, it fails to account for the shrinking graduate FTE population over the last ten
years…..Although there are numerous plans in the institution, some of the connections between them are not as complete as they might be…. Certain critical topics are missing from the strategic plan (i.e. role of the urban site, distance learning and new academic programs under consideration.)…The plan includes no contingencies if enrollment does not materialize. The goal of 2000 FTE by 2015 may be difficult to attain….The metrics for enrollment are not clear; the goals for retention and graduation rates are unclear and, as far as can be determined, unrealistic. No assessment of the planning process appears to have been built into the plan….Some critical positions remain open and may negatively impact accomplishment of goals (i.e. Director, Institutional Effectiveness and Research, Executive Director of the University College; Director of Enrollment Management; and VP for University Advancement; and Director of Development).”

In response to the May 2009 and December 2010 Reports to the Faculty, Administration, Trustees, and Students of Cheyney University submitted by the visiting teams representing the Middle States Commission on Higher Education, Cheyney University took deliberate action to address the recommendations. The enclosed chart (beginning on page 7) documents the actions taken by Cheyney University to address further Standards 2 and 3 and demonstrates the University’s appreciation for input provided by visiting team members. Moreover, the chart responds to the weaknesses identified in the report of the December 2010 site team, and the actions demonstrate the University commitment to continuous improvement and full compliance with Commission standards.
Introduction

Cheyney University of Pennsylvania takes compliance with Middle States Standards very seriously, and it is a University priority to measure progress towards the strategic goals in our Strategic Plan—Pathways to Excellence (2010) and to monitor overall University compliance with the Commission’s Characteristics of Excellence.

The strategic goals of the University are 1) Strengthen Academic Quality and Excellence, 2) Advance Student Achievement and Success, 3) Manage and Secure Fiscal Resources and Facilities Needed to Enhance Institutional Effectiveness, 4) Nurture Human Capital, 5) Cultivate Public Engagement and Citizenship; and 6) Use Technology Pervasively to Enhance Teaching and Learning.

As requested, this monitoring report responds to two updates requested by the MSCHE in its April 7th action:

1) Further implementation of a comprehensive institutional strategic plan that links long range planning to budgeting; assigns responsibility for improvements and assurance of accountability; and provides for periodic assessment of the effectiveness of planning, resource allocation, and institutional renewal processes (Standard 2).

2) Evidence of further implementation of a comprehensive institutional plan that links long-range planning to budgeting (3 Standard).

Further, this monitoring report responds to the recommendations and perceived weaknesses expressed by the MSCHE site visit team in December 2010. In order to furnish more details on the strategic plan and linkage of ancillary plans, and there are seven appendices for more in depth perusal.

Strategic Planning & Accountability

The Cheyney University community has spent considerable time in the last three years examining its mission, reviewing (and measuring progress towards) its previous strategic plan, examining its environmental influences and history, aligning its practices with policies, reaffirming new strategic goals, and identifying ways to measure its progress towards its new and refined strategic goals in order to construct a comprehensive strategic plan that results in continuous institutional improvement and renewal.

Periodic assessments of the alignment of institutional actions to the strategic plan include multiple indicators such as periodic status reports and annual review of performance funding data (retention and graduation rates, fundraising, faculty productivity, etc.) generated yearly by the PA State System of Higher Education. Each division of the University and the Office of the President has constructed divisional strategic plans which are intricately linked to the University’s strategic plan. Divisional plans furnish an opportunity for each division to assign specific strategic actions to certain units (and individuals) with specific timelines. In addition, periodic status reports (usually 4-5 a year) also furnish an opportunity for each division to monitor and measure progress towards the University’s strategic goals. Status reports are also shared with the Council of Trustees, the University community, and they
are posted on the University’s Intranet to inform and share responsibility for attaining goals. Another purpose of these reports is to assure that the University community reviews, and reflects upon, regularly the strategic goals, reports on progress towards these goals, and adjusts activities—as feedback is received and reviewed—concerning the attainment of these goals.

The University community is aware that the period status reports and the system’s numerically-based performance funding reports provide at least two measures for evaluating progress towards meeting the University’s strategic goals. Other approaches for measuring alignment between stated strategic goals and professional actions included enrollment data, alumni giving, student profiles, and student credit hours. The University is also employing TracDat to electronically capture, measure, and analyze progress towards the strategic plan. Further, a very capable director of institutional research was hired in April 2011 to help steer the University towards the collection, analysis, and employment of statistical data to measure progress towards the strategic plan and to employ more sophisticated data analysis to inform future decision making in various divisions.

In response to the site team’s recommendations, the University provost requested that the director of institutional research and co-chair of the Strategic Planning Council use the divisional and departmental strategic plans to more specifically tie the strategic plan to the professional practice of specific units and individuals with timelines to avoid any ambiguity for accountability. It is expected that the strategic planning process and the divisional plans that were delineated in the December 2010 Monitoring Report will continue to guide the University’s future actions and result in a highly effective and competitive institution.

Moreover, the University’s governance structure with its array of councils and committees has been reviewed, revised, and re-approved by the Council of Trustees (March 15, 2011) to ensure that there are various points within the University to discuss, and to listen to, feedback regarding implementation of strategic actions. These committees/councils are additional opportunities to adjust professional practice, so that the University can be reasonably assured that it is moving towards it stated goals and fostering an environment of continuous improvement. The University’s governance structure is also available on the University’s Intranet.

Financial Planning

Since the last visiting team in December 2010, Cheyney University has also engaged in nearly a month of budget hearings with each unit on campus including the Office of the President. In these hearings, unit heads were asked to explain (in writing and verbally) how their requested expenditures related to the strategic plan of the University, and they were requested to identify areas they could reduce—in response to the Commonwealth’s 18 percent cuts in higher education—while still pursuing the strategic goals. Concurrent with the budget hearing, the University engaged in workforce planning with guidance from the State System of Higher Education which revealed that, in order for the University to meet its strategic goals, it would be necessary to reorganize some units on campus and to shift resources to certain academic growth areas and student support units.
Funding University to Respond to the University’s Strategic Plan

One result of the review of the University’s retention and graduation rates data, and in response to Goal 2- Advance Student Achievement and Success—is the further development of the University College Model. This model channels the workforce in the University community more strategically towards attracting students who will succeed in college, more intentionally towards fostering supportive academic and personal environments for these students, and more systematically towards preparing students for the workforce or graduate education. In consort with the strategies delineated in the strategic plan, the University College unit is developing eleven learning communities of cohorts of ten who will live and study together.

A review of the University’s retention and graduation rates and best practices with similar students were the impetuses to develop learning communities. Thus, employing an all funds approach, the president earmarked Title III funds to respond to the need to improve retention rates and progression towards graduation. Thus, the development of learning communities is an example of institutional renewal that follows best practices and reinforces the importance of student engagement, as a mechanism for retaining students. The University College initiative is very new; however, there is an assessment mechanism built into the program for review and continuous improvement. Once students leave the University College, they will transition into upper division courses, internship experiences, and gain more knowledge about the workforce through the Office of Career Services.

Preparation for MSCHE Self-Study & Site Visit (2014)

Regarding compliance with MSCHE Standards, in April 2011, President Howard-Vital communicated the results of the Commission’s findings to the University Community. In June, the results were discussed at the Council of Trustee meeting with a general dialogue about the need to begin a reaffirmation of accreditation self-study in preparation for a site visit. During the summer, working collaboratively with the faculty collective bargaining unit, President Howard-Vital assigned the new director of institutional research as the co-chair of the Middle States Self-Study. Further, a faculty co-chair was identified by the faculty collective bargaining unit for the Self-Study and reaffirmation visit in the 2013-2014 year.

Both of the co-chairs will be attending the November 9-10 MSCHE conference for institutions preparing for a self-study and site visit. It is expected that participation in this conference will help the co-chairs prepare the necessary study groups and processes that will ultimately culminate in a successful reaffirmation of accreditation visit.
Response to Continuous Improvement for Standards 2 & 3

Further implementation of a comprehensive institutional strategic plan that links long range planning to budgeting; assigns responsibility for improvements and assurance of accountability; and provides for periodic assessment of the effectiveness of planning, resource allocation, and institutional renewal processes (Standard 2).

| Development and implementation of a comprehensive institutional strategic plan. | On February 19, 2009, the President charged the Strategic Planning Council to review the strategic plan and the University’s progress towards its strategic goals. This initiated a series of actions including review, assessment, and revision of the University’s extant strategic plan. The resultant strategic plan also reflected environmental scanning, budget realities, fundraising history, and a comprehensive vision statement of the University president which reflected institutional history, economic data, and projection for future centers of excellence. New and revised strategic goals were approved by the Council of Trustees in Spring 2010. On April 5, 2011, the University Planning Council approved The Strategic Plan—Pathways to Excellence. Each division and the Office of the President prepared a divisional plan that coordinated with the new Strategic Plan before the December 2010 visit. The corresponding plans specified divisional strategies, timelines, and expected outcomes. The provost requested that the Director of Institutional Research and faculty co-chair of the Strategic Planning Council review the various divisional plans and specific supplemental plans, such as the enrollment management plan, the Center City Business Plan, Fundraising Plan, and after conferring with the appropriate units, amend the comprehensive strategic plan to include persons responsible and expected timelines for each goal. The amended strategic plan was posted on the University’s Intranet in October 2011. It is included in Appendix 2. Moreover, in summer/fall 2011, various members of the University community engaged in two sessions of TracDat training, so that status reports on various goals of the strategic plan can be recorded electronically and analyzed according to specific variables. TracDat is to aid in the assessment of the strategic planning process based on identified outcome measures for the strategic goals; established procedures to attain goals, analyzing and evaluating goals achieved by respective divisions and making changes necessary based on outcome evaluation of data obtained from TracDat. A timeline for implementation of TracDat can be viewed in Appendix 3. The director of institutional research is responsible for coordinating more training to include the President’s Cabinet, Administrative Council, and all departments during the 2011-2012 year. 

EX. Each vice president’s (and senior staff) yearly performance goals are composed to measure progress on the strategic goals and divisional strategic plans. Annual performance appraisals, and compensation raises, are based on the degree of attainment of the strategic goals in the strategic plan for the 2011 year and beyond. The University president is responsible for this strategic... |
action.

The University’s strategic plan guides the University community as it makes critical short-range and long-range decisions on resource allocation, academic programming, student support activities, facilities, development activities, and strategic initiatives.

Prior to the December 2010 team visit, a financial plan was completed by Cheyney University, which incorporates data projections based on historical trends, factors related to the then expected State funding, projections on the economic climate, the financial circumstances of the University, enrollment projections, plans for academic program development, and other strategic goals outlined in the Strategic Plan.

EX. In September 2010, the president charged a university-wide task force to design a University College program that would enhance retention and progression towards graduation. After a year of meetings, during the fall 2011 semester, the University College model began the first phase of its implementation which included 1) surveying students, 2) arranging students in eleven cohorts to help support their personal development and academic success, 3) special seminars for first and second year students every Wednesday, and 4) enhanced student engagement through organization and club participation. Datum are being entered into TracDat and summarized in institutional status reports for analysis.

The overall expected result is that, in accordance with Cheyney University’s Strategic Plan Goal 2: Advance Student Achievement and Success, Cheyney University will continue to develop its University College initiative as a source of institutional renewal that harnesses all student support services under the umbrella of the University College. The University College is funded by the U.S. Department of Education’s Title III grant of $500,000, employing an all funds budget, and furnishes staff, resources, and other needed resources to augment student engagement in the freshman and sophomore years.

In light of the June 2011 budget of the Commonwealth of Pennsylvania in which the University’s budget was cut by 18 percent, the University’s financial plan is being reviewed during the Fall 2011 and Spring 2012 to determine if specific assumptions hold true for the future generation of revenue, academic program development, attainment of fundraising goals, and projection of FTE’s. The expected result is institutional renewal in the form of an amended five-year, financial plan.

Additionally, the provost has been very active in reviewing the faculty productivity data with the new director of institutional research and the vice president for finance and administration, as the University receives guidance from the State System on workforce planning and the emerging academic needs of the University in the 2010-2011 years.

This fall, 2011, the University College developed 11 Learning Communities to work with students in affinity cohorts reinforced by residential life living arrangements. The overall purpose of these affinity groups is to increase retention and progression towards
Guidance for university action, assignment of responsibility, assessment of progress, and stimulus for institutional renewal.

Graduation—a strategic goal. For example, the University College is expected to increase retention from 54.2 percent to 60 percent by 2015.

In accordance with Goal 2: Advance Student Achievement and Success, in 2009 the university’s vice presidents for Academic Affairs, Student Affairs and Finance and Administration developed an Enrollment Management Committee to study policy, professional practice, and processes relative to the recruitment, admissions, enrollment, registration, retention processes and ways to further implement improvements. Because of the observations and results obtained, the vice presidents are altering the structure for enrollment management at the University, during the 2011-2014 academic year to serve students better and to foster institutional renewal.

The enrollment management plan is an outgrowth of the strategic plan, and is available in Appendix 4. This plan clearly delineates growth areas in cohorts of transfer, graduate students, evening and online enrollment, and Center City growth in the Liberal Studies degree completion program. For instance, the enrollment management plan projects a potential growth of 45 percent for commuter students from the City of Philadelphia. It also reflects a need to offer merit scholarships to qualified students in November and December to increase yield of talented students.

Overall, the enrollment management plan projects an increase of 10 percent a year for enrollment for the next three years by increasing college visitation fairs each year, by developing strategic partnerships with other agencies with potential students, and by utilizing technology and improved customer service to increase communications with prospective students.

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<tr>
<th>Correlations between budgeting and Strategic Goals</th>
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<td>The University’s governance structure includes a budget committee charged with the responsibility of matching financial resources with strategic goals. This representative body utilizes templates and a budget-hearing process. During the Summer 2010, the budget hearing process was extensive, as the University reviewed its allocation of resources to accomplish its strategic goals and to maintain fiscal solvency.</td>
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<th>The University utilizes an “all funds” budget approach and incorporates all revenues to maximize goals.</th>
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<td>The University’s budgeting process integrates all forms of revenue, including state and federal appropriations, grants, tuition and fees revenue, gifts and miscellaneous revenues. Institutional priorities drive the procurement of grants, and these funds contribute essential portions of the university’s all funds budget. For example, the interim vice president for University Advancement’s 2011-2012 goals are directly related to the strategic goals of the University, and he seeks additional grant, foundation, and private funds to help realize the strategic goals of the University. University faculty members are cognizant of the need to secure grants to advance strategic Goal # 1 Strengthen Academic Quality and Goal # 2 Advance Student Achievement and Success. Even though Cheyney University is the smallest institution in the PASSHE system, in FY 2009, the University was second in the volume grants awarded of the 14 institutions. Grants funds, for example, also have been employed to hire a faculty member for two years to redesign the computer science program to strengthen the STEM areas and to offer scholarships to students to increase enrollment in the STEM fields.</td>
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areas. The University recently received a highly competitive $1.75 million grant over five years from the National Science Foundation which will support faculty research and provide student scholarship support.

**Response to Perceived Weaknesses of the December 2010 Visiting Team**

| **On the actual strategic plan, there is no timetable or assigned roles.** | As stated, the provost assigned the Director of Institutional Research and co-chair of the Strategic Planning Council to review the strategic plan. Thus, two co-chairs have been working to ensure that specific strategic goals and action strategies are assigned strategies and outcomes with a stated timeline for completion. The amended strategic plan is in Appendix 2. Generally, the overall time table for the Strategic Plan—Pathways to Excellence is 2010-2015. Moreover, in the strategic plan, there are numerous references to dates. Additionally, it was affirmed that the Fall 2010 would be used as baseline data. For example, in the Academic Affairs divisional plan, it is reported that the assessment of outcomes of the general education curriculum would commence with the use of ETS in the 2011-2012 years. Further, a faculty member has been provided release time, through Title III funds, to monitor and measure outcomes of the general education curriculum. Updates on general education are presented twice a year at general faculty meetings. To further connect strategic goals to specific individuals, the president has crafted 2011-2012 goals for each vice president and reporting subordinates within the framework of the strategic plan to further ensure responsibilities and timelines. In the 2008-2009 year, a consultant was hired by the president to help the University community engage in environmental scanning and to identify a niche market. This consultant worked with the University for approximately one year. The experience with the consultant included Noel-Levitz sub-contractors to furnish professional development for enrollment management. Some results of the work of the University with the consultant include a new logo design, a marketing plan, and feedback from focus groups. Additionally, the work of the consultant helped inform the University president’s vision for the University that was delivered in her October 10, 2008 Inauguration Speech. “Fulfilling the Promise of Excellence,” and her vision statement, “Sustaining a National Treasure for 21st Century Excellence,” posted in the President’s July 3, 2008 Presidential Blog on the Internet. (See Appendix 1) The Presidential vision statement was a result of a year of dialogue with faculty, staff, legislators, and other stakeholders; review of the University financial history (23, 25, 26, 27, & 28) the work of the consultant; a review of the Economic Blueprint for a Greater Philadelphia (2005, p. 14); discussion with the Trustees; discussion with the chair of the State System Board of Governors; the historical strengths of the University; the best practices in the development of centers of excellence (2, 3, 14, 15, 16, & 17); a review of |
The Institutional Advancement Plan contains no contingencies if $9 Million is not raised in the timeframe.

Personnel Vacancies for key positions have been filled.

- The Director of Financial Aid position was filled by Chris Hanlon on September 29, 2009.
- Gerald Coleman filled the Vice President for Finance and Administration position on June 1, 2009.
- Dr. Suzanne Phillips filled the Vice President for Student Affairs position on September 8, 2009.
- The Director of Institutional Research was filled by Dr. Adanu Sesime on April 11, 2011.
- The Director of Development position was filled by Mandy Santiago on April 4, 2011.
- The Director of University College is filled by Dr. Robin Williams, as an interim, until the search process is completed. Dr. Williams served as a coordinator in University College at North Carolina Central University.
- There are searches for the Director of Athletics, Director of Enrollment Management, and a few faculty positions that should be completed by the end of the 2011-2012 academic year.

Financial Aid awarding is now managed by Cheyney University Personnel who are using PowerFaids.

As outlined in a Letter of Understanding between Cheyney University and the PASSHE system, all financial aid processes were transitioned from the PASSHE system to Cheyney University, as of March 11, 2010. The Office of Financial Aid is now operating under a set of fully revised and vetted financial aid policies and procedures. Power Faids software has been procured and is being used to assist in awarding, communicating, reporting, and tracking financial aid services.
The enrollment management plan fails to cover graduate enrollment; it also does not distinguish between the freshmen and transfer populations and the full-time/part-time populations

Because it does not include the graduate students, it fails to account for the shrinking graduate FTE population over the last ten years.....

The University’s Strategic Plan is the umbrella for all divisional and ancillary plans such as the Enrollment Management Plan and the Financial Plan. As with all plans, the Enrollment Management Plan makes some environmental assumptions about State funding, expected tuition ranges, the attractiveness of degree offerings, and the role of the Center City site. Because there have been some significant changes in several of the environmental factors and to comply with the MSCHE Small Team’s recommendation, the Enrollment Management plan has been reviewed and revised to include graduate enrollment, and make the distinction between the freshman and transfer populations. This plan clearly presents strategies for transfer populations, graduate students, degree completion students, and other targeted cohorts.

Cheyney University has conducted much research to set its goals for retention and graduation rates. This research includes reviewing the retention and progression towards graduation at similar institutions with similar student populations. The University’s retention rates have ranged from 54 percent to 61 percent in the last four years. The University used its 2010-2011 retention data compiled by the PA State System of Higher Education in its Performance Funding Data to project a retention rate of 60 percent.

Because of the tendency for students to “stop out” and to transfer to other institutions to complete their degrees, the University projects to raise its four-year and six-year graduation rates by one point a year. The six-year graduation rate has ranged from 25 to 31 percent. The University College model in operation is also aimed at helping increase enrollment and graduation rates through its programs and activities.

Further, the enrollment management plan has been revised to clarify assumptions and metrics. There was a President Cabinet’s retreat on September 8 to further review the results of the implementation of the enrollment management plan. This retreat also identified SWOT (strengths, weaknesses, opportunities, and threats) to the current enrollment management assumptions and projections.

Data analysis of the undergraduate, transfer, and graduate student populations has been monitored for numerous years, and was utilized in developing targets for enrollment.

Strategies for these populations have been included in the Enrollment Management Plan 2011-2014. For instance, strategies to increase transfer students include the signing of articulation agreements with specific community colleges. Three Articulation agreements have been signed in the last two years.

Additionally, a business plan for the Center City location was completed in September 2010 with the guidance of the PA State System of Higher Education. This plan has been forwarded to the Trustees, endorsed by the State System of Higher Education, and it is in Appendix 8. The Center City Business Plan clearly delineates which degree programs will be promoted and introduced at the location each year.
Further, the new business plan has been completed for institutional renewal, and it is expected to increase enrollment. Moreover, the role of the “Urban Site” used synonymously with “Center City” is mentioned on the strategic plan on pages 32 and 35.

Cheyney University is in its infancy with the development of online courses. However, Cheyney University has entered into a cooperative relationship with Slippery Rock University of Pennsylvania, a sister PASSHE institution, to provide training for a cohort group of Cheyney University faculty members. The Certified Program for Online Instructors (CPOI) training will provide the participating faculty members with the skills and strategies they need to be a successful online instructors. Through the CPOI, the faculty members demonstrate competency with the PASSHE system-wide course management system, and they learn how to apply strategies for designing quality online courses. As we continue CPOI training with this and other cohort groups of Cheyney University faculties, we anticipate a significant increase in online course offerings. This increase will give Cheyney University the needed advantage to be competitive in the distance education arena throughout the region.

In the condensed strategic plan (four page document), Goal 1, it states, “Modify existing programs and implement new programs that are relevant to the demands of the 21st century.....strengthen science, technology, engineering, and mathematics (STEM)...Implement fully, the University’s Academic Plan and implement appropriate assessment to ensure that students acquire skills, knowledge and dispositions articulated as university-wide outcomes” (2).

More details on new academic programs under consideration can be found in the details which include:

1. Review of the University’s academic programs in accordance with the approved cycle/schedule agreed upon by the University and PASSHE.
2. The creation of new professional/applied programs in Natural and Applied Sciences that meet state, regional, and national needs.
3. The establishment of joint and non-academic programs with other system institutions.
4. The establishment of a center of excellence in science and technology education.

The Enrollment Management Plan 2011-2014 delineates clear assumptions and metrics for enrollment projects. Further, the Center City business plan presents action steps to increase graduate, undergraduate, and transfer enrollments, and has specified plans for expanding the Liberal Studies through incremental increases.

The Center City business plan is a good example of an adapted strategy to increase enrollment. Moreover, a Fall II term was added in the 2011-2012 academic year to increase enrollments—reflecting some flexible options available to the University community.
| **Policy Review for continuous improvement.** | The University had an enrollment of 1586 in the Fall of 2010 that equated to 1447 FTE’s. Upon reflection, the Enrollment Management team realized that it has discussed increasing enrollment in both headcount and FTE’s terms. The Finance Plan is built on FTE’s, and other enrollment assumptions were based on headcount.

However, because of the Center City plan, the introduction of the University College retention initiative, the construction of a new residence hall, and a new science building, it is reasonable to project 2,000 FTE’s by 2015. The University has maintained an enrollment of 1200 to 1400 students with residence halls that are over 30 years old.

Nonetheless, it is acknowledged that certain environmental factors such as the national economy, the availability of financial aid, the availability of state funding, the availability of scholarship funds, and other unforeseen factors could influence the enrollment projection. Since The Strategic Plan is viewed as a living plan, it will be revised, adjusted, and renewed, as appropriate.

However, the state-wide tuition increase, the sluggish economy, and the overall lack of enthusiasm for a fast recovery resulted in an enrollment decrease of about 250 students for Fall 1 2011.

Thus, the enrollment management plan has been reviewed and revised to project a more realistic enrollment figure. The University, however, is still optimistic that it will potentially reach an enrollment of between 1,800 and 2,000 students by the end of the strategic planning period 2015.

All University policies have been reviewed, revised, and posted on the University’s Intranet. In August 2011, the executive associate to the President sent out a university-wide communication asking for any recommendations for further review of institutional policies. Academic and Student Affairs policies were also reviewed and changed, as appropriate, in response to changes to PASSHE policies.

In line with its efforts to ensure continuous improvement in its strategic planning process, the University periodically reviews the strategic planning process as well as the plan. Such a review led to a more inclusive approach coupled with more use of technology that culminated in the revised strategic plan “Pathways to Excellence” replacing “Pathways to Greatness,” an earlier strategic plan. Technology was extensively used in the planning process, including the use of the Internet to solicit input and feedback from the campus community and other stakeholders. Consequently, a new goal was added to the current strategic plan that lays emphasis on the pervasive use of technology to improve teaching and learning at the University. Not only has the university reviewed the old strategic plan but it also has a five-year plan instead of a ten-year strategic plan developed by other Universities with the view to ensuring continuous assessment of the plan and planning process every five years.

Further, use of technology to assess the strategic planning process is evident in the use of TracDat by respective divisions of the University to assess the goals of the strategic plan. TracDat has the built in mechanism that follows the assessment process of each division identifying feasible measurable outcomes based on the goals stipulated in the

| **No assessment of the planning process appears to have been built into the plan.** | |
strategic plan; establishing methodologies and measures to assess each division’s efforts at attaining their respective strategic goals. Based on data and evidence gathered and analyzed, the goals are evaluated and amendments are subject to be made to the planning process and aspects of the plan if it calls for it. This ensures a sound culture of assessment at the University aimed at continuous improvement in the strategic plan and the planning process.
The remainder of this document provides a more complete discussion of measures taken by Cheyney University to address Commission actions and the recommendations of the December 2010 team.

The further development and implementation of a comprehensive institutional strategic plan that links long-range planning to decision-making and budgeting processes (Standard 2)

Cheyney University has developed a Comprehensive Institutional Strategic Plan: *Pathways to Excellence* 2010-2015.

The University submitted a previous Monitoring Report to the Middle States Commission on Higher Education on September 1, 2010 that documented “the development and implementation of a comprehensive institutional strategic plan that links long-range planning to decision-making and budgeting processes.” This plan, and evidence of its implementation, was expected to bring the University in compliance with expectations of Standard 2: Planning, Resource Allocation, and Institutional Renewal. The Strategic Plan that was developed—*Pathways to Excellence*—was the result of a year-long process of the Strategic Planning Council with review by the President’s Cabinet and the Council of Trustees.

As stated previously, the steps taken to review, reaffirm, and adopt a revised strategic plan involved the re-establishment of the Strategic Planning Council with university-wide representation. The Council reviewed the extant strategic plan, *Pathways to Greatness: 2004 and Beyond*. Further, a survey of the various constituents of the University was conducted during the 2009-2010 term to assess the University community’s continued commitment to the strategic goals, vision statement, objectives, and strategies; and, the core values articulated in the *Pathways to Greatness* document. The survey was forwarded to approximately 1,000 staff, alumni, legislators, and other stakeholders. Approximately, 250 persons responded to the survey. Moreover, the survey also furnished empirical data for future analysis.

Additionally, the University president presented her vision statement which included environmental scanning, historical strengthens of the University, insights from a consultant, and the discussion of the development of centers of excellence to the University community, the Board of Governors, the Trustees, and the Strategic Planning Council for review and dialogue. This vision statement was included in the *Cheyney University* Magazine, Fall 2008, Vol. 1 issue, in an article entitled “Inauguration 2008: Fulfilling the Promise of Excellence.” Moreover, it was also presented as her inauguration address to the University community and other relevant stakeholders.

The initial draft of the Strategic Plan was presented at a variety of forums for review by a broad cross section of the university community, and it was posted on the University’s Intranet for review and comments. After extensive year-long interactive meetings of diverse University constituents, a consensus was reached that resulted in the current Strategic Plan, *Pathways to Excellence* being adopted on April 5, 2011. Additionally, the Council of Trustees and other external stakeholders reviewed the draft document and furnished useful feedback. Nonetheless, the continued work and
monitoring of Pathways to Excellence by the Strategic Planning Council is intended to yield continuous discourse and documents that collectively unfold into clear *pathways to excellence*.

After receiving feedback from the December 2010 visiting team, and after the June 2011 State budget reductions, the University is now revisiting some of the enrollment targets, financial projections, and other assumptions about the environment for higher education in the State of Pennsylvania—demonstrating that the Strategic Plan is a living document that can be amended. For example, the state-wide tuition and fee increases had a deleterious influence on enrollment for out-of-state students and some families with less than advantaged backgrounds. In the September 8, 2011 retreat, the President’s Cabinet discussed how these new realities would affect attaining specific strategic goals and whether new strategies were needed to ameliorate the new budget reality. For example, the vice president for finance and administration agreed to investigate how various tuition scenarios would contribute to increasing out-of-state enrollment beyond previous levels. The President’s Cabinet also discussed specific aspirant institutions such as Spelman College—a highly-rated private with an enrollment of about 2,300 students. A new Enrollment Management Plan (2011-2014) was presented to reflect the new environmental realities and to project specific enrollment targets for transfer, graduate, Liberal Studies, and other student groups. The revised Enrollment Management Plan is in Appendix 4.

**The Strategic Plan assigns responsibilities and accountability**

In addition to the comprehensive strategic plan, there are coordinating divisional plans for each unit of the University including the office of the president. The divisional plans were completed after the overall strategic plan was finalized, and they were available for the December 2010 site visit. The divisional plans direct the work of the four divisions—Academic Affairs, Student Affairs, Finance and Administration, Institutional Advancement. Divisional plans clearly state strategic actions, timelines, and persons responsible in each division.

The president has requested that each division report at periodic intervals on its progress towards implementing the strategic actions in its divisional plan. Thus, the divisional plans have been used as frameworks for institutional status reports which reflect work at the divisional level. Moreover, within divisions, there are targeted plans which reflect areas of institutional renewal such as the University College initiative and the Center City Business Plan. The overall goal is to carefully integrate these targeted plans so that the totality of the plans reflect both comprehensive and in depth strategic actions that guide individual professional performance and move the entire university towards the accomplishment of strategic goals. Nonetheless, it is acknowledged that the status reports can also reveal areas for continuous improvement and institutional renewal. Status reports are sent to the Council of Trustees, members of the President’s Cabinet, and they are available on the University Intranet web site. Status reports are also employed in the annual evaluations of the University president.

Further, in the 2011-2012 academic year, all vice presidents and managers of major units have been given performance goals that directly relate to the strategic plan. At the end of the year, performance
appraisals will more directly reflect accountability towards implementing the strategic plan in all divisions of the University. Sample institutional status reports are included in Appendix 9 of this Monitoring Report for review.

Moreover, in response to the December 2010 visiting team’s recommendation, the provost has requested that the Director of Institutional Research and co-chair of the Strategic Planning Council review the strategic plan and the divisional plans to amend Pathways to Excellence, so that it more clearly reveals accountability and a timeline. This amended plan is also available in the Appendix for further review. The provost has also led the move towards employing TracDat as a means of electronically monitoring institutional progress towards the fulfillment of the goals of the strategic plan. It is expected that by the end of the 2011-2012 year that more faculty and staff will be trained on how to implement strategic action data into TracDat.

Further, as part of the PA State System, Cheyney University participates in the numerically-based Performance Funding system that compares performance each year on key indicators which include enrollment, faculty productivity, fund raising, and retention and graduation rates. These data help the University community measure its progress towards strategic goals and the Standards in Characteristics of Excellence.

The Strategic Plan, Pathways to Excellence, Links Long-Range Planning and Decision-Making.

One specific example of how the Strategic Plan has guided decision-making and long range planning is evident in the most recent institutional renewal, initiative led by the Division of Student Affairs. In accordance with Cheyney University’s Strategic Plan Goal 2: Advance Student Achievement and Success, Cheyney University has implemented a University College model in the fall of 2011. This model is based on successful retention models and best practices at similar institutions. The overarching goals of University College are to augment student engagement in the freshman and sophomore years and better integrate student services so that the services are more seamless to the students and more efficient in leading towards improved retention and progression towards graduation. Key elements of a University College model include the development of living and learning communities, intrusive mentoring to assist students with the transition from secondary school to college, and early identification of students who need tutoring and study skills development. It is expected that the implementation of a University College at Cheyney University would lead towards increased graduation rates for more students similar to the outcomes already achieved by students in special populations such as honor students, athletes, and scholarship students. Beginning in the Fall 2011, all student services such as counseling, tutoring, academic support services, and internships will be critical players in implementing the University College model. As stated, the success of University College would be validated by increased retention, persistence, and graduation rates, in years four and five of the program. The University College projections increased retention of 60 percent by 2015, and at least a one percent increase in progression towards graduation each year through 2015.

The development of the University College model (Goal # 2) took a year (2010-2011) of dialogue and engagement by key University constituencies. A consultant was hired, from Title III funds, to help the
University with the process. The President charged a representative University-Wide Taskforce on Student Success to design an appropriate University College model that would support strategic goal # 2 by:

- Enhancing student engagement beginning in Freshman Year
- Encouraging students to identify affinities and mentors during Freshman Year
- Monitoring students’ academic progress, social skills, and social maturity
- Identifying and implementing assessment strategies for academic and student support services
- Employing students’ affinities as a means to construct supportive cohort groups that will enhance the participation and engagement of students.
- Serving as a model for other HBCU’s in improving student retention and increasing persistence towards graduation.
- Appropriately integrating student advising, mentoring, counseling, and career services to better promote student success, especially in core introductory courses.
- Employing empirical data to demonstrate the effectiveness of University College in increasing retention rates, improving persistence, and improving four and six year graduation rates.

With the help of the consultant, the University community was able to develop a profile of the incoming class, reconstruct its freshmen orientation process and content, and survey students to determine their goals, background, and challenges. These data were gathered and used to offer academic and other interest-based workshops, along with supplemental learning opportunities throughout the academic year. Overall, the Cheyney University/ University College, through a broader range of curricular and extra-curricular activities coupled with “intrusive interventions” by counselors, faculty, staff and alumni, should increase student engagement, while providing appropriate academic support and guidance in personal development. Data are being collected to determine the degree of effectiveness of this intervention intended to respond to strategic Goal # 2.

In order to assist with data review, academic records for all new first time students beginning fall 2011, will be housed in the University College—the organizational structure for integrating all the support services for these students. The student academic folders will have: (1) current course schedule, (2) learning contracts, (3) AccuPlacer scores (placement), and (4) any other pertinent information needed to properly advise and mentor students. The data folders will transition with the students after two years to the major area advisors. To provide a mechanism for collaborative engagement of faculty and staff from both Academic and Student Affairs, the Student Success Task Force, referenced earlier, will continue to guide the development of the University College and assess effectiveness relative to retention and time-to-graduation. Retention and progression towards graduation for students are essential in attaining the enrollment goals of Cheyney University.

Revised Enrollment Management Planning

Thus, to provide additional infrastructure to ensure progress toward Goal 2: Advance Student Achievement and Success, and to respond to the recommendations from the 2009 MSCHE team, the University’s vice presidents for Academic Affairs, Student Affairs and Finance and Administration
developed an Enrollment Management Committee to review policy, observe professional practice, and processes relative to recruitment, admission, financial aid, enrollment, registration, and retention; and, to implement improvements. The president charged this vice presidential committee with the development and implementation of policies and practices that would better align all offices throughout the student life cycle; i.e., admissions, financial aid, bursar, advising, registrar, instructional technology, and residence life. One outcome of this focus has been a revised enrollment management plan that addresses some of the enrollment projection concerns also raised by the December 2010 visiting team. This enrollment management plan is in Appendix 4.

The revised Enrollment Management Plan reflects a changing national and local environment related to financial aid, economic projections, the recruitment of specific student populations (graduate students, adult learners, Center City, etc.). For example, a new business plan for recruitment for Center City has also been developed to more specifically plan for graduate students, nontraditional students, and transfer students.

In the Fall 2010, the University realized a headcount enrollment of 1586—progress towards the goal of 2,000 FTEs by 2015. This translated into 1447 FTE’s. It is assumed that the University’s enrollment has been suppressed because of its past diminished ability to compete favorably with target student groups because these students are looking for more attractive infrastructures in housing, recreation facilities, academic buildings, and so forth. However, with the addition of a new residence hall (the first one in 30 years) and a new science academic building, it is expected that the infrastructure of the University will appear more attractive to prospective students. Nonetheless, environment trends will be examined regularly to revise and review enrollment trends of each semester.

Further, the enrollment management team has implemented the following:

- Monthly meetings of the enrollment management committee that serve as a forum to discuss issues, revise policies, and recommend changes in procedures and practices.
- A change in the practice of requiring students to be cleared; i.e., paid for the entire year, before the first day of class. This allows more time for the financial aid counselors to work with students and their families.
- A separate registration process has been developed for new students to facilitate their enrollment (i.e., admissions, financial aid, payment of accounts, placement into courses, and housing).
- A revised handbook of financial aid policies and procedures.
- A series of parent orientation sessions prior to the beginning of school to help parents understand the financial aid and registration processes.
- A pilot of two undergraduate enrollment periods – one at the beginning of the semester (fall I) and then another semester approximately seven weeks later (fall II). Two 7.5 week terms in the schedule, allows students who are not ready to meet their financial obligations when school starts to register for the second 7.5 week semester—if they are ready at that time.

The meetings of the enrollment management committee have also resulted in the following changes and initiatives in the Office of the Registrar to improve services to students and faculty including:
• An on-line version of the Registrar’s Office Procedures Manual has been created that assists students with frequently asked questions. This document has been posted on the Registrar’s website at: http://www.cheyney.edu/registrar/Policies-and-Procedures.cfm.

• An updated office procedural manual has been developed and placed on a shared drive for easy access by staff. These efforts have been supplemented by bi-weekly sessions with staff members to discuss methods of improving customer service in the Registrar’s Office.

• Office hours have been extended, including access by telephone and email, on Tuesday and Wednesday evenings to provide after-hours services for both graduate and undergraduate students. Office services are available through-out the entire day, including lunch hours.

• Special assistance has been provided through the Office of Information Technology to allow the registrar’s staff to view financial status, admissions status, stops, and some bursar information to better assist staff in providing services to students.

**Key positions have been filled**

Additionally, in order to improve services throughout the student life cycle, key staff were hired as indicated: Vice President for Student Affairs and Student Life, Vice President for Finance and Administration, Controller, Assistant Controller, Financial Aid Director, Director of Institutional Research, Director of Residence Life, Bursar, Assistant Bursar. Moreover, these key positions were filled in direct response to one of the recommendations of the May 2009 MSCHE visiting team. Collectively, all of these positions help Cheyney University conduct all of its billings processes and maintain accurate student accounts in a timely manner.

| The further development and implementation of a budget process and a long-term financial plan that are aligned with the institution’s mission, goals, and strategic plan. Standard 3. |

Cheyney University Has Developed and Implemented A Long-Term Financial Plan That is Grounded in the Mission And Goals Established Through the University’s Strategic Plan, “Pathways to Excellence.”

In the September 2010 monitoring report the University stated, “Financial planning is fully contextualized within the currency of several economic and institutional factors which impact fiscal affairs at the university. Tempered by economic and political factors, the financial plan for Cheyney University incorporates both historical data as well as projections relative to state appropriations, enrollment, federal stimulus funds, the economic climate and changing fiscal policies.”

However, the new political climate and prospects for future funding of higher education in the Commonwealth have necessitated a need to review the long-term financial plan for the University and the projections for enrollment, fundraising, and grant support for 2010-2015. Thus, led by the vice president for finance and administration, in conjunction with the enrollment management committee, key University leaders will spend the 2011-2012 academic year reviewing and revising, where appropriate, the financial plan of the University. This financial planning will also take into consideration the expected outcomes from the new University College initiative and the expected outcomes from the construction of a new 400-bed residence hall and a new science building. The new residence hall is
nearing its targeted completion date of January 2012, and the construction of the new science building will begin in 2012 with an expected completion date of 2013.

A revised financial plan will also be influenced by the outcomes of the revised Enrollment Management Plan (2011 to 2014) which delineates enrollment targets and strategies for transfer students, graduate students, nontraditional degree students, and other cohort groups. The aforementioned current review of the growth projections in the financial plan demonstrates that the financial plan is linked to the University’s strategic goals, enrollment planning and outcomes, environmental factors, the University’s expenditures, and it undergirds the fiscal solvency of the University.

Additionally, the amended financial planning must, and will, account for personnel matters which affect the University’s budget. The revision of the financial plan will incorporate the current workforce planning that is occurring in the State System of Higher Education and at Cheyney University. For example, after reviewing the outcomes of specific units on campus, new organizational patterns are likely to emerge to more efficiently align student support services, academic resources, and administrative services to obtain strategic Goal # 3.

It is important to note that the University has significantly altered its management of fiscal resources to allow it to pay down a previous deficit by over 2 million dollars in one year.

_The Budget Process Is Linked To Strategic Planning_

In accordance with Cheyney University’s Strategic Plan Goal# 3: Manage and secure fiscal resources and facilities needed to enhance institutional effectiveness, the University worked with an engaged Budget Committee during the 2010-2011 term, as established in the governance structure to insure that the budgeting process was closely tied to the strategic goals. The Vice President of Finance and Administration sent out budget templates to the president and each vice president. Each division, then, completed their budgets acknowledging the strategic goals and the overall objectives of the budget process. Budget hearings followed this process. In the hearings, each cost center manager along with his/her vice president presented the budget to the budget committee.

After the hearings, the budget committee recommended a budget that supported the strategic priorities generated by the Strategic Plan. This budget was approved by the Council of Trustees in September 2011 and submitted to the State System Office in the same month. Prior to the final budget submission, the vice president for finance and administration had drafted various budget scenarios (in keeping with the information generated in the hearings)—anticipating a change in the Commonwealth’s support to higher education. Unfortunately, an 18 percent reduction in State funding made one of the budget scenarios a reality. Moreover, in response to the changing environment regarding funding for higher education in the State, and environment scanning of other states, the vice presidents meet regularly, to discuss work-force planning in order to insure that the available budget resources were channeled appropriately to support strategic goals # 1, 2, 3, and 6.

In August 2011, the vice presidents presented budget and organizational recommendations to the University president that would insure that the University could meet its strategic goals. The University
president accepted most of these recommendations. Further, the University staff began meeting with union leadership to discuss potential changes in the organizational structure so that resources could be redistributed to more fully support students, to support the needed increase for faculty in some areas, and to present a rational for the reduction of faculty in other areas.

The aforementioned process resulted in a balance budget for the 2011-2012 year and a realization that 1) Cheyney University needed to generate more revenue in its Center City location, 2) Cheyney University needed to increase its corporate and private giving—particularly unrestricted funds, and 3) Cheyney University needed to grow its graduate programs.

The University employs an all funds budgeting approach

Prior to the September 2011 budget approved by the Council of Trustees, it was generally known that State appropriations would continue to dwindle and were inadequate to implement the strategic plan. Thus, faculty were encouraged to seek grant funds, the University secured earmarks for action strategies related to strategic goals (like obtaining more computer infrastructure), and fundraising became a more deliberate and strategic focus for Strategic goals #1 and #2. As such, the University used an all funds approach and aligned its Title III, and the related SAFRA (The Student Aid and Fiscal Responsibility Act) allocations to support strategies and activities in the Strategic Plan. More specifically, funds from these sources were targeted for student academic success (Goal 2), securing and managing financial resources (Goal 3), and acquiring technology to support and enhance the teaching and learning environment (Goal 6). This alignment supports the University’s Strategic Plan, and it is consistent with the stated purpose of The U.S. Department of Education to strengthen institutions so that they become “self-sufficient and expand their capacity to serve low-income students by providing funds to improve and strengthen the academic quality, institutional management, and fiscal stability of eligible institutions.”


For example, Title III funds are considered integral funds for providing services to students and for strengthening the institutions. Over the last decade, Title III, Part B allocations to Cheyney University have ranged from $1.3 M to $1.9 M dollars. These funds have been employed by the University to support its strategic goals such as the hiring of academic support staff and tutors for students (Goal# 2), the hiring of technological support staff for the University (Goal# 6), and the purchasing of technological hardware and software including computers and networking peripherals which support strategic goal (Goal # 6).

The 2010-2011 Title III, Part B allocation to Cheyney University was $1,909,177. Additionally, the University received $600,000 more in funds from a related grant. Cheyney University employed these funds to purchase needed laboratory equipment for its science programs (Goal # 1), to hire grant writers (Goal # 3), and to purchase needed computer hardware and software (Goal #6). Moreover, to support the strategic goal of advancing student achievement and success, the aforementioned funding was directed towards the development of a University College initiative, and a five year plan was constructed to direct future funding towards this goal.
**Institutional Advancement has Revised its Fund Raising Plan to Better Link to Long-Range Planning**

In the Division of Institutional Advancement, divisional planning and strategic actions of the division are definitely guided by the goals of the University’s strategic plan—especially Goal #2, Goal #3, and Goal #5. More specifically, the Office of Institutional Advancement developed a Comprehensive Action Plan in July 2009 which emanated from the University’s strategic goals, thereby reinforcing the University’s Academic Planning Document (2009) and the president’s vision to develop centers of excellence (as outlined in the document “Sustaining a National Treasure for 21st Century Excellence,” 2008). The Comprehensive Action Plan also responded to one of the recommendations of the May 2009 MSCHE visiting team. As previously noted in this report, this plan has been revised both in scope and approach based on the recommendations of the December 10, 2010 MSCHE team visit and in recognition of current economic trends.

Overall, planning for fund raising has provided the framework for the advancement staff to realign their budgets and action strategies with the University’s Strategic Plan—Pathways to Excellence. While planning, the Office of Institutional Advancement reviewed and updated its policies and procedures in order to ensure an appropriate link between policy, professional practice, and continuous quality improvement. The revision of the Fundraising Plan in Fall 2011 to An Institutional Advancement External Funding Plan for Supporting Cheyney University is in Appendix 6.

**Grant Funding Activity Supports Strategic Planning**

Grant funding at Cheyney University for the fiscal year ending June 30, 2010 totaled $6,979,949. For the year ending June 30, 2011, the funding obtained from grants decreased slightly to $5,038,638. A few grants were multi-year grants and their funding cycle ended. However, for the 2011-2012 academic year, grant funding is already on target with $4,162,731 in grant funds already obtained.

Faculty and staff are encouraged to pursue grants to support Cheyney University’s strategic goals. Additionally, grant writers are being supported through Title III funds to support faculty and staff in their efforts to obtain grants.

For example, grant funding at Cheyney University has been catalytic in the University’s ability to address the underrepresentation of minorities in the sciences. These science grants address Goal #1 (Strengthen Academic Quality and Excellence), Goal #2 (Advance Student Achievement and Success), and Goal #4 (Nurture Human Capital).

As a collaborator and/or lead recipient of external funding through NIH, NSF, and the Pennsylvania Department of Health, Cheyney University has been able to attract minority students to pursue science disciplines by providing grant-funded scholarships, research opportunities at nationally renowned laboratories and summer internships. In addition, a grant supported private-public partnership involving the Cheyney University Aquaculture Research and Education Center has expanded to include educating faculty and staff about technology transfer and providing innovation funds that are administered through the Office of the Provost.
Furthermore, strategic partnerships also have been formed with corporations that have truly become invested in academic programs through the donation of time, talent and cash funding. One specific example is the Cheyney University/ Wal-Mart partnership that “strengthens academic quality,” (Goal 1), by providing scholarships and internships for students, in addition to, in-kind support from Wal-Mart employees who serve as guest speakers and offer expertise in developing advanced curricula that has led to substantial program growth. The Cheyney University/ Wal-Mart partnership advances a major thrust of the Academic Plan that has “career-readiness” as a major objective. Finally, as a result of a collaborative grant between Cheyney University and Thomas Jefferson University, students and faculty gained access to health and medical databases and installation of a science librarian to work with Cheyney students and faculty in accessing scientific resources.

**Grants and External Funds are Integrated with Institutional Planning**

As stated in the September monitoring report, “federal, state, and local grants contribute as primary sources of funds to support the University’s strategic goals and objectives. These grants help to stabilize the foundation of our revenue streams as well as to help the University accomplish its mission and at the same time provide a pivot for directional change and improvement. As such, grants at Cheyney University help drive the development of new academic and educational programs (Goal 1; strengthen academic quality and excellence) and provide support for student retention programs (Goal 2; advance student achievement and success). Institutional priorities drive the procurement of grants, and these funds contribute an essential portion of the university’s entire funds budget.” For instance, as mentioned previously, Title III funding has been consistent for the University for the past ten years, and it has helped the institution focus specific funds on areas that directly influence achievement of the strategic goals.

**The University Assures Adherence Through the Dissemination Of Administrative Policies and Procedures**

Cheyney University’s policies are posted to the Intranet, and they will continue to be discussed at the Administrative Council Meetings and President’s Cabinet. Moreover, a communication was sent in the Fall 2011 to all members of the campus community, including alumni and Council of Trustees, advising them that all personnel are responsible for adhering to the policies. On September 23, the president sent an abridged version of the University Governance document to encourage faculty and staff to participate in the various committees and councils to ensure their “voices” would be heard. Further, as stated in the September monitoring report, “when staff members are in violation of policies, they will be notified in writing by their supervisors. Repetitive violations of policies will result in appropriate University disciplinary actions.” The Cheyney University Policy and Procedures Catalog can also be accessed on the Cheyney University website: http://www.cheyney.edu/policy-register/
Summary

The University community takes continuous progress towards its strategic goals, as reflected in its Strategic Plan—Pathways to Excellence, seriously. There continues to be growing evidence that the journey towards excellence has strengthened Cheyney University. Despite the current economic situation, the University’s financial statements demonstrate that the institution ended the 2011-2012 year overall in the positive—when all funds are integrated.

Moreover, there continues to be optimism that the new residence hall, renovation of further student housing, the implementation of the University College and the development of the living and learning communities will assist the institution as its progresses towards its strategic goals and the MSCHE’s Standards of Excellence.

Continuous improvement at the University is undoubtedly related to the collaborative leadership of the vice presidents, President’s Cabinet, and the University community’s improvement in adhering to departmental/unit budgets and procurement policies. It is important to reiterate that continuous self-evaluations efforts have placed the University in a stronger position to follow and to achieve its strategic goals. In the fall of 2010, the University received more applications for its freshmen class and brought in one of the largest and most diverse classes (in terms of talent) in the last decade. The latter demonstrates the effectiveness of the enrollment management committee led by the three vice presidents. With the addition of the new 400 bed residence hall and the new science building, the first such building in 30 years, the University is poised to enhance the quality of services to the students and their families; and, “will be recognized as a premier HBCU for the 21st century whose graduates are respected members of their communities throughout the Commonwealth of Pennsylvania, the nation, and the world.”