

C.W. POST CAMPUS SELF-STUDY DESIGN

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C.W. POST CAMPUS SELF-STUDY DESIGN

Campus Overview, Mission and Objectives

Overview

The C.W. Post Campus of Long Island University offers its 12,000 full- and part-time students a comprehensive range of undergraduate and graduate programs in six schools and colleges including: education, health professions, liberal arts and sciences, library and information science, management, and visual and performing arts.

The C.W. Post Campus is considered one of the nation's most beautiful college campuses. Located on 307.9 sprawling acres in the suburban community of Brookville, the campus includes the former estates of cereal heiress Marjorie Merriweather Post and financial wizard E.F. Hutton. In addition to magnificent historic mansions, the campus is shaped by modern buildings ranging from an award-winning student commons to a multi-level digitalized research library. The 213 degree programs at the Campus are enriched by state-of-the-art technology that includes multi-media computer labs, a TV and Editing studio, an Interactive Technologies Center, and computerized smart classrooms.

The C.W. Post Campus is known for its small classes, personal attention and excellent academic advisement system. The campus's Cooperation Education program has garnered awards for its stellar reputation and high job placement rates.

The campus serves the local area as a valuable source for intellectual development, career advancement and cultural and personal enrichment. The campus is home to the Center for Financial Markets Research, Long Island Women's Institute, Hutton House Lectures, Center on Aging as well as the Hillwood Art Museum and world renowned Tilles Center for the Performing Arts.

Mission Statement

At its core a liberal arts institution, the C.W. Post Campus of Long Island University is dedicated to meeting the needs and expanding the horizons of all its students, whether in the arts and sciences, or professional schools or through life-long learning. The C.W. Post Campus is committed to providing highly individualized educational experiences in every department and program from the freshman year through advanced doctoral research in selected areas. The emphasis on the student learner is evident; in the faculty's devotion to excellence in teaching, the intensive advisement system, and encouragement of experiential learning through cooperative education, internships, practica, community service, study abroad, research projects, and artistic performance. Students benefit as well from the Campus's participation in one of the nation's largest private university systems, and from the ability to draw on the unparalleled cultural and professional resources of New York City and Long Island. Graduates of C.W. Post will have developed strong critical and expressive abilities, civic responsibility, and a mature understanding of the ideas, events and forces shaping the modern world.

Goals and Objectives

1. Students will attain a broad liberal arts education-entailing exposure to fundamental disciplines and domains of knowledge in the arts and humanities, the social and natural sciences, and mathematics-preparing them for study in their majors. [Measured by their performance on the Academic Profile and faculty evaluation of their readiness to master advanced courses of study.]
2. The inculcation of essential literacies associated with liberal learning will prepare students to speak, write, and think with clarity and increasing sophistication, enabling them to adapt these abilities to the demands of their majors and to draw meaningful connections across and within disciplines. [Measured by analysis of Academic Profile, assessment of the Writing-Across-the Curriculum, and faculty perception of student performance.]
3. Students' development as thoughtful, broadly educated, creative individuals will be encouraged by their involvement in a wide range of extracurricular activities that promote interaction with faculty, provide a testing ground for their abilities as independent thinkers, and open them to a range of novel experiences. [Measured by attendance at faculty lectures, conferences, concerts, and other enriching events, and by student presentations of their research and artistic achievements.]
4. However well defined their career goals, students will acquire the skills, knowledge, and intellectual resources requisite for securing an entry-level job and subsequent advancement, or for gaining admission to professional or graduate school. [Measured by the employment history of graduates and by the percentage who enter and complete law school, professional programs in the health sciences, etc.; and fostered by continuous review of the curriculum to ensure its consonance with the demands and standards of business and industry, public service, and the learned professions,]
5. Students will understand and apply prevalent modern technologies, including those required for success in their chosen professional fields, as well as master new technologies. [Measured by their technical proficiency exhibited in the classroom, in laboratories, and in internship placements.]
6. Through the provision of extensive counseling and academic support services, learning disabled and physically challenged students will experience inclusion within the campus community. [Measured by reports from the Academic Resource Center, Health and Counseling Services, and the various academic tutoring program.]
7. Support services designed to integrate under-prepared students into the Campus' academic and social mainstream will foster student success in core and upper division courses. [Measured by the matriculation and graduation rate of students in the PAS and RISE programs.]
8. From the time of application through graduation, students will participate in a systematic advisement program ensuring the appropriateness of their course selection as well as their timely

9. completion of programs of study mandated by the faculty. [Measured by retention and graduation rates, and sustained by regular consultation between the Advising Office and faculty to ensure the availability of courses required by students as they proceed toward completion of their degree programs.]
10. The educational experience of exceptionally talented students will be enriched through their participation in the Honors Program, along with discipline-specific special programs that foster intellectual growth and creative expression. [Measured especially by reports from the Honors and Merit Fellowship Program detailing numbers of entering and continuing students, and their participation in extracurricular activities.]
11. Students will respect the members and value systems of diverse racial, ethnic, cultural, and religious groups, recognizing that the full participation of all peoples is essential for the well being of the campus, the nation and our interdependent world. [Measured by student government activities, participation in campus religious and cultural organizations, and the integration of multicultural and international perspectives.]
12. Students' awareness of and sensitivity to local, national, and global cultural and social forces, as well as their understanding of various workplace environments, will be enhanced through classroom activities, research projects, internship experiences, community service, and study abroad. [Measured by student activities; by reports from the PEP and Career Placement offices, the directors of study abroad and Fulbright programs, the coordinators of department-based cooperative education and internship programs; and by the faculty's effectiveness in integrating experiential education into the curriculum.]
13. Students will experience a safe, healthy, and attractive physical environment that is conducive to learning and personal enrichment. [Measured by assessments from the offices of Residential Life, Facilities Planning, and Public Safety.]
14. Students will participate in a spectrum of co-curricular activities in a congenial, inclusive environment that encourages their growth as individuals and their socialization as members of a community. [Measured by reports from the campus ministries, the student government, and student clubs.]
15. The area's youth, from pre-schoolers through high school students, residents of surrounding communities, and alumni will be enriched by programs tailored to their interests and needs. [Measured by participation and evaluations conducted by the Program for Gifted and Talented Youth, Science Expo, the Hutton House Series and Post Library Association, and Continuing Education.]

Nature and Scope of Self-Study

After consultation with members of the University Middle States Steering Committee and discussion of the options for self-study designs, the C.W. Post Campus Accreditation Review Committee selected the comprehensive model for its self-study. The design that follows

demonstrates the commitment to broad based and wide ranging examination of the campus and its programs and services as well as reflection on the past and plans for the future.

During the past ten years the Campus has grown stronger. Curriculum has been strengthened and broadened, enrollment during the past five years has increased continuously, facilities have been added and older areas have been improved. Top-notch new faculty have been added to compliment existing outstanding core faculty, the campus budget has moved from a deficit position to a positive posture and new leadership has been put in place in virtually all of the deanships and associate provost positions across the campus.

With this new leadership, campus-wide committees for Outcomes Assessment and Strategic Planning have become part of the culture of the Cmapus. Through the work of the Strategic Planning Committee, a new mission statement was drafted and accepted by the campus two years ago. As a result of leadership by the Outcomes Assessment Committee, all academic and non-academic programs are involved in a continuous process of outcomes assessment. Virtually all of the professional schools have been developing this process as part of specific accreditation organizations and in addition the Arts and Sciences have been moving forward in this area to enhance and evaluate its own offerings. In a slow but gradual process the campus has developed a solid loop between the gatherings of outcomes assessment data and implementing modifications in offerings to reflect the results of these analyses.

There have been many implications for curriculum as a result of these efforts. The Campus has experienced creative program strengthening and revision in the College of Visual and Performing Arts with the introduction of a new master's degree in Interactive Multimedia Arts and the School of Education has recently modified all its undergraduate and graduate programs. Most recently the College of Management received accreditation by AACSB, which was the culmination of ten years of effort on the part of the faculty and administration in the College of Management to attain this prestigious recognition. The Palmer School of Library and Information Sciences has moved ahead in its areas of specialization and mostly recently had its first graduate from its doctoral program. The College of Liberal Arts and Sciences has designed and implemented a Writing Across the Curriculum program, and the School of Health Professions has expanded by adding new programs while it continues to achieve accreditation and exemplary professional examination pass rates for its programs.

The Campus has invested large sums of money in upgrading the campus facilities as a result of allocation of operating funds, the sale of bonds and enormous gifts from alumni and friends. The Campus is now in the process of completing a \$16 million construction project, which will provide students, faculty and staff with a new recreation center. Other projects include: a total renovation of the building used by Accounting Programs (Lorber Hall), a modernized student cafeteria for residential students, a historic restoration and renovation of the Mansion and Admissions Building, and plans for a new building for the School of Education. In addition, efforts to upgrade existing facilities include the creation of smart classrooms throughout the campus and improvements to science laboratories.

Specific Goals and Objectives of the Self-Study

The C.W. Post Campus community plans to use this Self-Study to analyze and evaluate its current operations in order to gain perspective on its past as it plans for the next decade.

In addition to University-wide goals articulated by the University Steering Committee, the specific goals of the campus are:

- To conduct the Self-Study process with rigor, collegiality, and candor while ensuring the inclusion of all components (students, staff, administration, and faculty) of the Campus community.
- To document the current status of C.W. Post by identifying strengths and challenges.
- To analyze the adequacy and allocation of the Campus’s resources with respect to its goals and objectives.
- To evaluate the congruence of teaching and learning processes with the Campus’s mission, goals, and objectives.
- To assess and continue to develop and implement outcomes assessment for the improvement of the education of students at the Campus.
- To present recommendations for the future growth at the Campus.

Organizational Structure of the Campus Accreditation Committee and Task Forces

The role of the C.W. Post Campus Accreditation Review Committee is to provide leadership and coordination of the Self-Study Process.

Membership

Campus Accreditation Review Committee

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Charges to the Task Forces

Charge to Task Force on Mission, Goals and Objectives

The charge to the Mission, Goals and Objectives Task Force is to examine the relevance of the mission as the C.W. Post Campus has responded to changes from its own strategic planning and in response to external influences. The congruence of the goals and objectives with the mission will also be analyzed.

Specific questions:

1. Have C.W. Post's mission, goals and objectives changed over the past ten years? If so, when did those changes occur, why did they occur, and what was the nature and impact of those changes.
2. Are the goals and objectives clearly defined? Are they expressed in simple terms that are broad in scope, identifiable with the campus, and described honestly? Are they reasonably attainable?
3. To what extent do institutional, department and programmatic goals and objectives flow directly, clearly and consistently from the mission statement?
4. To what extent do the mission, goals and objectives guide the decisions and actions of all campus constituencies? Are mission, goals and objectives discussed openly and frequently?
5. Do various campus constituencies and sources of external influence (such as government, other sponsors, and the geographically immediate community) interpret consistently and support the mission, goals and objectives of C.W. Post? If not, how can these differences best be reconciled or changed?
6. To what extent does the current mission statement remain relevant in light of C.W. Post's strategic planning activities and its current and future goals and objectives?

Charge to Task Force on Library, Educational Technology and Other Learning Resources

The charge to the Library, Educational Technology and Other Learning Resources Task Force is to evaluate quantitatively and qualitatively how well these (broadly-defined) resources assist students in becoming “independent, self-directed lifelong learners.” The Task Force should investigate, evaluate and make recommendations about the integration of the provision and use of these resources with the mission, goals, and objectives of the campus, especially considering that library and learning resources are strong indicators of the commitment to scholarship by the campus.

Specific questions:

1. Are the facilities, personnel, and technologies appropriate to the use that is expected of them?
2. How well do the facilities and learning resources support academic programs and other services?
3. Are the resources accessible in terms of time and locations? Has accessibility expanded in reflection of changing patterns of work hours and work sites?, i.e., how available are they from off-campus sites and during off-hours? How are security concerns modified to insure as much accessibility to resources as possible?
4. How well do students, faculty, staff, library personnel, and other campus constituencies work together to provide services and secure resources? What improvements could be made to facilitate cooperation?
5. How effectively do the resources meet the needs of students, staff and faculty? Are there adequate data on the usage of all types of resources? Are the data and recommendations effectively linked to the institutional planning process?
6. Is there an adequate process for evaluating the content, procedures, and technologies of library, information, and other learning resources that sustain current programs and services? Is there an adequate process for planning which resources may need to be enhanced to facilitate the continued growth of the institution?

Charge to Task Force on Educational Program and Curricula

The charge to the Educational Program and Curricula Task Force is to demonstrate and evaluate the relationship between the mission, goals and objectives of C.W. Post and department and school programs. The programs and curricula should demonstrate a clear statement of the purpose of the program, appropriate rigor, logical progression in requirements, and regular evaluation and modification.

Specific questions:

1. Are the campus mission, goals and objectives accomplished through the academic programs, curricula, and activities? Give specific examples.

2. Is there a proper balance between the requirements of the core curriculum and the requirements of the student's major? Do students truly receive a liberal arts education combined with a specialization in chosen fields of study?
3. What significant effects have innovative approaches, including the Teaching and Learning Initiative, teaching roundtable discussions, and new computer technologies, had on the educational programs of the campus, individual schools and colleges, and departments?
4. How well are curricula integrated with campus services and activities?
5. Does the PAS program integrate its students fully into the C.W. Post academic community?
6. Are Honors students enriched and challenged by the Honors curriculum and program?
7. What evidence exists to show that graduate programs provide appropriate rigor? Do they stimulate independent thinking on a graduate level? Are graduate programs effectively supported academically and financially and by campus services, such as library and computer technology facilities?
8. Do graduate and undergraduate programs provide proper support for student research?
9. What opportunities exist for students to engage in the free exchange of ideas both inside and outside the classroom? How can these be expanded in quantity and intensified in quality?
10. How effective are processes of establishing and reviewing the educational program and curricula? Are all constituencies appropriately involved? Give examples of significant innovations or changes in educational program or curricula.
11. How well do campus outcomes assessment activities lead to improvements in the educational program, teaching and learning, institutional effectiveness and accountability?

Charge to Task Force on Facilities, Equipment and Other Resources

The charge to the Facilities, Equipment and Other Resources Task Force is to determine how well the physical plant, equipment, materials, operating funds, contributions from the community, and resources of other organizations are used to support C.W. Post's programs and services. The Task Force should evaluate the ways resources for new equipment and the physical plant and for systematic maintenance are allocated. It should determine how effectively these resources enable the campus to accomplish its goals and objectives.

Specific questions:

1. Is there a direct relationship among the needs of students enrolled in programs or utilizing services at the campus; the adequacy of appropriate planning and the

- management of resources within the institution; and the mission, goals, objectives, and available fiscal resources of the campus?
2. Have the facilities, equipment, and other resources improved the operations of the campus and enhanced the manner in which the campus is perceived within and outside its borders? What other changes could further enhance campus operations?
 3. Does the strategic planning process of the campus adequately address its facility needs?
 4. Provide evidence that the campus' physical facilities appropriately meet the needs of the campus community. Are classroom facilities appropriate for sizes/types of classes that are offered? Do housing arrangements meet the needs of the diverse student population? Does professional staff have appropriate office space and facilities to meet the needs of departments?
 5. What measures are being taken to address issues pertaining to students, faculty, and staff who have special needs for physical facilities, learning aids and computer laboratories?
 6. Demonstrate that planning, safety, and security requirements are recognized as priorities and receive ongoing assessment and review.
 7. Are facilities appropriately coordinated with academic needs and priorities?

Charge to Task Force on Institutional Effectiveness and Outcomes

The charge to the Institutional Effectiveness and Outcomes Task Force is to demonstrate that C.W. Post has or is developing guidelines and procedures for assessing overall institutional effectiveness, giving primary attention to the assessment of student learning outcomes. C.W. Post should provide evidence that its stated mission and goals are congruent with the actual outcomes of its programs and services. The institution should demonstrate that it assembles and analyzes data in order to improve teaching and learning, to enhance the personal development of its students, improve the institution, and to remain accountable to its stakeholders or constituencies. Specifically, it should identify the desired student learning outcomes, as well as current and planned assessment measures. The report on outcomes assessment should focus on how data from C.W. Post's educational programs and services affect the institution's ongoing self-review, decision making, planning, and improvement.

Specific questions:

1. Does the total range of curricula, activities, and services "foster the achievement of institutional goals"?
2. For each curriculum, activity, or service, is there congruence between the programmatic goals and objectives; among institutional mission, goals, and objectives; and between the actual needs of students and the community?
3. Do the various components of the educational program meet the specific criteria outlined above for program procedures and content?

4. Do existing graduate programs have the appropriate breadth, depth, and resources; and do they stimulate independent thinking on a graduate level?
5. Has the introduction of any new mode of instruction, such as distance learning, had a significant effect on the educational program- as well as on any other program, service, or resource- in light of the Commission's standards for accreditation?
6. Does the process for establishing and reviewing educational programs involve appropriate constituencies, and is the process effective?
7. Do campus outcomes assessment activities lead to improvements in the educational program, teaching and learning, overall institutional effectiveness, and accountability?

Charge to Task Force on Strategic Planning and Resource Allocation

The charge to the Strategic Planning and Resource Allocation Task Force is to evaluate the effectiveness of the strategic planning process in establishing the priorities and directions for the continued advancement of the C.W. Post Campus.

Specific questions:

1. To what extent is the campus mission statement congruent with and used to guide strategic planning and allocation of resources?
2. To what extent are strategic plans used to guide the day-to-day operations of the campus at all levels and inform policies and decisions?
3. How are plans developed/ by whom? Is there adequate input from colleagues?
4. At what levels does the strategic planning process influence the allocation of resources and at what levels do the availability and allocation of resources influence the strategic planning process? To what extent does the planning process look carefully at budget implications?
5. How effectively are the soundness and relevance of the strategic planning and resource allocation processes assessed?
6. To what extent do the strategic planning and resource allocation processes entail short-term and long-term views of the future of the campus?
7. To what extent, and with what degree of success, does the strategic planning process include monitoring, evaluating and modifying progress toward achieving its mission and goals?
8. To what extent does strategic planning at the University level affect, inform, and reflect planning and the allocation of resources at the Campus level?

Charge to Task Force on Organization, Administration and Governance

The charge to the Organization, Administration and Governance Task Force is to evaluate the clarity and effectiveness of the leadership, communication and organizational structure at the C.W. Post Campus. It will also examine the ways in which these factors support and further the mission and goals of C.W. Post.

Specific questions:

1. Is the organizational structure of C.W. Post effective in and congruent with achieving its mission and goals? Are the roles and responsibilities of administrators, faculty, students and staff clear, consistent and effective with achieving the mission, goals and objectives C.W. Post? Is there appropriate student input into these structures?
2. Are there established collegial standards for hiring administrators, faculty and staff that support the achievement of the mission and goals of the C.W. Post Campus?
3. Are there appropriate, collegial and effective relationships among administrators, faculty, staff and students in general, so that each constituency is aware of and responsive to the needs, desires and ideas of the others?
4. To what extent are academic and administrative leaders of constituencies aware of and responsive to the responsibilities, concerns and ideas of others?
5. Do the President and Board of Trustees of Long Island University provide effective leadership for administration, faculty and professional staff?
6. Are there sufficient administrators, staff and resources available to fulfill the educational mission?

Charge to Task Force on Alumni and Community Relations, Marketing, Catalogs, and Publications Task Force

The charge to the Alumni and Community Relations, Marketing, Catalogs, and Publications Task Force is to examine the honesty, accuracy, and quality of the catalogue and all publications and promotional materials meant primarily for constituencies external to the campus. It will examine consistency of publications with the catalogue and the adequacy of the catalogue in providing information necessary for student planning.

Specific questions:

1. Does the catalogue contain all of the information necessary for students to make “informed decisions about their education”? How often is the catalogue updated? Are catalogue drafts reviewed by faculty, staff and students?
2. Do all publications reflect the C.W. Post Campus mission?
3. Are all auxiliary publications consistent with the catalogue?
4. Are all publications accurate and prepared with honesty?

5. Do all references to accreditation comply with the requirements of the accrediting body? Do all references to accreditation by the Commission include the Commission's name, address, and telephone number?
6. What method is used to assess the effectiveness of the publications? Are they reaching intended audiences? How effective are community outreach efforts?
7. Describe how the C.W. Post Campus marketing plan and strategies have changed since the last Self-Study. Is evaluation of the marketing plan conducted routinely?
8. In what ways do the external publications and materials serve to distinguish C.W. Post from other institutions of higher learning and enhance the reputation and awareness of the C.W. Post campus to prospective students, donors and the general public?

Charge to Task Force on Institutional Change and Renewal

The charge to the Institutional Change and Renewal Task Force is to examine the willingness of the campus to seek change and the effectiveness of resulting changes. The task force will analyze the policy and procedures that promote initiatives, permit implementation, promote review and provide evaluation. It will evaluate the integration of innovation with campus mission, goals, and objectives.

Specific questions:

1. Does the campus support change and innovation consistent with the campus mission and goals?
2. Are curricular initiatives, new methods of teaching and learning, and administrative innovations encouraged and effectively implemented? How effective is the monitoring and evaluation?
3. Has review of the core curriculum as an entity and of the course of study of the component courses reflected changes in the student body and changes occurring in society?
4. Does educational change reflect the needs of a changing society? Does the campus explicitly review internal and external trends in learning and understandings of human development?
5. Has the introduction of any new mode of instruction, such as distance learning, had a significant effect on the educational program- as well as on any other program, service, or resource?

Charge to Task Force on Faculty

The charge to the Faculty Task Force is to analyze the criteria and procedures applied to the selection, supervision, academic freedom, continuing professional development, and assessment of both full-time and part-time faculty. The task force should determine if the roles and responsibilities of the Faculty are clearly defined in official institutional documents as well

as to make the determination if these activities are appropriate to the mission and goals of the campus, and conducted with regard for “justice, equity, and respect for diversity and human dignity.”

Specific questions:

1. Is faculty responsible for devising and developing the campus’s programs in the following areas: academic, professional, research, and service?
2. Does the campus and do faculty accept teaching as the primary responsibility of the faculty? If so, is there support for faculty to remain knowledgeable about advances in disciplines and in pedagogy? Is faculty provided adequate institutional support for continuing professional growth and are appropriate institutional mechanisms in place to maintain the highest level of professional excellence? Do the same principles of academic freedom apply to all faculty regardless of rank? Is there a balance between teaching and scholarship?
3. In order to maintain proper instructional staffing, is there continuing alertness to program requirements, adequate staffing and salary levels, equitable procedures for appointment, promotion, retention, and retirement, and adequate attention paid to necessary support services and teaching resources? Is consideration given to the impact of collective bargaining on educational quality and effectiveness, on students and their needs, on professional relationships and responsibilities, and on institutional procedures?
4. Does the faculty play a role in institutional governance as an appropriate recognition of professional competence and commitment?
5. Is consideration given to achieving diversity in areas such as race, ethnicity, gender and age in faculty ranks?
6. To what extent are criteria for appointment, supervision and review of teaching effectiveness of adjunct faculty comparable, as far as possible, to those of full-time faculty?

Charge to Task Force on Institutional Integrity

The charge to the Institutional Integrity Task Force is to evaluate the ways in which the C.W. Post Campus demonstrates its honesty and openness, maintains its autonomy, and protects intellectual freedom and academic freedom.

Specific questions:

1. To what extent does the campus provide and/or strive for an environment that is most conducive to the teaching/learning process and the achievement of its missions and goals?

2. Does C.W. Post maintain as its primary concerns: evidence and truth; the protection of personal, academic and intellectual freedom and responsibility; and the support of personal beliefs and objective discussion?
3. To what extent, and with what results, does the campus demonstrate its commitment to service and the needs of the public interest?
4. To what extent does C.W. Post communicate and interact with its constituencies and the public with honesty, openness and concern?
5. Are the traditions, values and expectations of the institution expressed in such a way as to promote individual and institutional academic and intellectual freedom and the objective search for knowledge and truth?
6. How effective is the campus in protecting all members of the institution from harassment and inappropriate pressures?
7. In what ways does the institution orient and train its faculty and staff to the mission and in what ways does the institution evaluate faculty and staff performance as it relates to institutional integrity?
8. To what extent does the campus demonstrate sensitivity to equity and diversity issues?

**Charge to Task Force on Students, Campus Life,
Cultural Activities and Athletics**

The charge to the Students, Campus Life, Cultural Activities and Athletics Task Force is to evaluate programs for marketing, admissions, retention, financial aid, intramural and extramural activities, counseling, records, and the overall campus environment. Are policies and objectives associated with these programs clearly communicated to students? It is the responsibility of this task force to determine the extent that student programs are correlated with the mission, goals, and objectives of the campus.

Specific questions:

1. Do the programs and services offered by each department correspond with the campus's mission, goals and objectives? If not, which elements do not? Does the lack of congruence adversely affect the campus's ability to serve the needs of students?
2. Does the range of services meet the diverse needs of the student body? If not, which elements are missing?
3. Are admissions policies clearly stated and adequately disseminated? Are admission policies appropriate for the campus? Are admission policies consistent with campus educational programs and curricula? Are resources adequate to manage and evaluate admissions policy and practice?
4. How effective are the means of gathering information about student characteristics, including demographics, beliefs, attitudes, values, interests, skills, cultural awareness, and other aspects of psychological and social development? Do these data collection

- processes describe student characteristics before, during, and after enrollment? Is the process systematic or *ad hoc*? What improvements could or should be made?
5. How effectively does knowledge about student characteristics influence and inform the teaching and learning process, the campus climate, the programs offered, and the services provided?
 6. What has been the impact of the campus financial assistance program on the student population?
 7. What efforts are being made, and with what degree of effectiveness, to ensure the highest retention rates possible for students?
 8. To what extent, and with what degree of effectiveness, are non-academic support services available to assist undergraduate students?
 9. Are the standards set by the NCAA for minimum expectations of student athletes monitored, enforced and systematically reviewed?
 10. How effectively is the athletic program intertwined with the academic program?

Outcomes Assessment

Outcomes Assessment at C.W. Post is coordinated by the Outcomes Assessment Steering Committee and the campus-wide Outcomes Assessment Committee. The Steering Committee is composed of faculty representatives from each of the schools or colleges; staff representatives from support programs; the Director of Academic Counseling, the deans of the College of Arts and Sciences, the School of Visual and Performing Arts, and the College of Management; the Associate Provost for Campus Services; the Assistant Vice President for Academic Affairs; and the Provost. Members of the Steering Committee provide leadership to the campus and serve as liaisons and advisors to individual academic areas. A liaison between the Strategic Planning Committee and the Steering Committee provides updates to each committee. The campus-wide Outcomes Assessment Committee is composed of all departmental chairs or directors and one additional representative, totaling approximately 80 faculty, staff and administrators. The Outcomes Assessment Committee has provided a forum for faculty, staff, and administration discussion and examination of specific and general measures of student academic achievement during their time at C.W. Post and after they graduate. The principal concern remains assessment and evaluation of how well C.W. Post is accomplishing its goals at all levels, particularly with respect to student learning at C.W. Post and the contribution of the educational experience to the lives and accomplishments of graduates.

Outcomes Assessment at the C.W. Post Campus of Long Island University has become an integral part of campus life. Academic and non-academic matters, including curriculum revision and development, technology acquisitions and distribution, and personnel decisions, are informed and evaluated in terms of anticipated outcomes. The decisions extend from the department through the school or college level to the Campus. Support for outcomes assessment activities in the form of data retrieval and analysis is provided by the University Center.

Selected Instruments and Data Sources: College and School and Department Perspectives

The School of Education has followed several tracts in its outcomes assessment of its programs, including surveys of student teaching performance and results of Liberal Arts and Science Test (LAST). The Palmer School of Library and Information Science uses questionnaires of graduates followed up through focus groups; student, faculty and supervisor evaluation of internships. The School of Visual and Performing Arts has incorporated capstone courses, comprehensive exams, portfolio evaluations, student surveys, internship evaluations by faculty, students and employer supervisors, juried presentations, and alumni and employer surveys. The School of Health Professions uses comprehensive exams, certification exams, a portfolio system, student and alumni surveys, course, faculty and clinical agency evaluations, and employer surveys. The College of Liberal Arts and Sciences uses faculty and student evaluations, occasional alumni surveys and senior exit questionnaires. Extensive assessment protocols such as focus groups, employee and alumni surveys along with an E.T.S. assessment instrument were employed by the College of Management in preparation for accreditation by AACSB.

Support Services

Student Affairs annually surveys students in regard to their needs and adjusts goals and objectives based on these data. Professional Experience and Placement conducts an annual employment survey of new graduates and collects evaluations from students who participate in cooperative education, using these data to make modifications to services and programs where appropriate. The Facilities Services departments continually assess the on-going needs of the campus buildings and infrastructure. Through the use of questionnaires and an advisory committee, along with the help of outside experts such as environmental engineers, Facilities Services reviews its effectiveness. Each year Enrollment Services sets goals and objectives for the offices of Admission, Financial Assistance, Registrar and Academic Counseling. These areas are reviewed individually and collectively by the office of Enrollment Services. Through data reports, comparative analysis and performance reviews, an assessment is made of each area. These assessments are then used to revise and enhance goals and objectives for the coming year.

Campus Perspective

Academic Profile is administered to incoming freshmen and exiting seniors. Writing-Across the Curriculum program which is overseen and whose effectiveness is monitored by the Campus-Wide Writing Committee. Through the Teaching and Learning Initiative (TLI), the C.W. Post Campus is actively incorporating and evaluating new teaching initiatives including new technologies and learning strategies across all disciplines.

Inventory of Support Documents

A comprehensive inventory of support documents, keyed to the 14 *Characteristics of Excellence*, has been developed by the Office of Institutional Research and the Office of

Academic Affairs at University Center and is attached to this design document as Appendix A. That inventory includes Middle States publications, University-wide documents and reports (e.g., University Mission Statement, Capital Plan, Catalogues, Collective Bargaining Agreements, etc.), recent reports on specialized accreditations and curriculum reviews, previous Middle States reports and periodic reviews, and a host of campus-specific documents.

Timetable

The University-wide Middle States Steering Committee has adopted a timetable for the Self-Study. That timetable, which is incorporated in the University-wide section of this design, will be followed in conducting the campus-level accreditation review.

Editorial Style and Format

The report of the Campus Accreditation Review Committee will conform to the editorial style and format prescribed in the “Style Guide for Preparing Middle States Self-Study and Campus Accreditation Review Reports,” which was adopted by the University-wide Middle States Steering Committee and is attached to this design document as Appendix B.

Format of the Self-Study Report

The outline and table of contents for the overall University Self-Study and the outline of the Campus Accreditation Review Committee Reports are provided in the University-wide section of this design.

Profile of the Evaluation Team

Recommendations concerning the profile of the Evaluation Team are presented in the University-wide section of this design.