ASSURANCE ARGUMENT

Review date: 3/29/2021

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Dear HLC Visiting Team,

On behalf of the Cleary University community, it is my privilege to present to you the Cleary University Assurance Argument in anticipation of your upcoming visit in March. This Assurance Argument represents an articulation of how each Core Component within each Criterion is met since our last comprehensive visit in 2017. We believe this report presents an accurate and comprehensive depiction of our institution's commitment to standards of quality through mission, integrity, curriculum, assessment, and institutional effectiveness.

Cleary University takes its commitment to institutional peer review with its expectation of ongoing reflection and improvement very seriously. Since the last team visit, we have taken significant steps to enhance our campus, improve the educational experience we offer students, strengthen our financial health, and increase our capacity for assessment and planning. The current comprehensive review process has provided the campus community with new insights about our institutional strengths and areas for continuous improvement.
Since our last HLC visit, we have:

- Created and launched our signature program, the Business Arts™ Curriculum, with the strategy intent, a Cleary Mind™ Inside Every Business.

- Developed collaborative agreements to promote education as a public good.

- Invested significantly in the academic enterprise by adding new academic programs, additional full time faculty lines, instructional designers, and deans for undergraduate and graduate education.

- Reconstituted the membership of the Board of Trustees to assure diversity of thought and experiences.

- Focused on specific metrics and the strategies underlying the path toward achieving institutional goals and outcomes—and a planful, purposeful, and accountable approach for the future.

- Reaffirmed our commitment to first responders by providing new scholarship opportunities to offset tuition costs.

Cleary is a unique institution, driven by its founder's vision to provide a vital business education for immigrants who were not welcomed in other schools and workplaces. We reaffirm our commitment to continue the legacy of nearly 150 years affirming the University's mission, vision, and values to prepare students to be competitive in the marketplace.

The campus community and I look forward to welcoming you to Cleary University.

Sincerely,

Emily Barnes, Ed.D.
Interim President and Provost

1 MISSION

1 - MISSION

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A CORE COMPONENT

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.

2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.

3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.

4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.

5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

ARGUMENT

1.A.1

To provide an intimate and inclusive, student-centered business education that instills the values of The Cleary Mind™ in our community. (Cleary Mission, approved February 2020).

Since its founding by PR Cleary in 1883, the development and evolution of the mission of Cleary University has served as a compass guiding the institution in service to its constituents and community. Mr. Cleary discovered a business industry need for formal penmanship training to ensure the accuracy of handwritten records. Cleary's School of Penmanship aimed at meeting education-related business needs as determined by the demands of employers. To develop the University's mission, Mr. Cleary would ask business leaders what skills and abilities they were seeking in employees, and then utilize this data to design courses and

programs to fulfill these needs. This process would prove to be a foundational approach for Cleary to assess whether or not it was fulfilling its mission in alignment with its partnership with the business community.

The process evolved over the next 137 years, continuously reflecting the context within which the University was founded - educating students to meet the needs of business. Cleary reviews and, if necessary, develops a new strategic plan every three to five years. An example of this process was conducted in 2015 through a series of iterations initiated and led by the president. These iterations included assessments of Cleary as an independent, not-for-profit, multi-campus, Michigan-based, specialized business university. The mission statement at the time was "To enrich students' lives through the knowledge, skills, and credentials that advance careers." During a SWOT analysis, internal strengths and external opportunities were celebrated, and internal weaknesses and external threats were tagged for problem solving efforts.

One external threat stood out: "Perception of value vs. cost of higher education." Board of Trustees members and executive leadership realized that this threat needed to be addressed. In order for Cleary to remain a viable choice to students seeking a business education, students would need assurance that investing in a Cleary education would result in more value than other business schools.

A new president took the lead in 2016, and he understood that beyond seeking business input, Cleary also needed to address the intangible perception of value. The University retained the services of an experienced marketing, branding, and research consultant to assist with this process. Branding is not only what a company declares it to be, but what the customers perceive it to be. Through a long, sometimes grueling, process of conducting surveys and hosting roundtable meetings, the consultant guided groups of trustees, staff, faculty, and local business leaders to develop a brand initiative offered exclusively to businesses through the minds of Cleary graduates. In addition to using best business practices, a new hire trained with The Cleary Mind™ would think creatively, communicate and persuade, and act ethically (some of the eight attributes). The consultant guided groups of trustees, staff, faculty, and local business leaders to develop a Strategic Plan. The Cleary Mind initiative was born. The outcome of this process resulted in eight core attributes identified by companies in various industries as the most sought skills lacking in college graduates across the country. These eight attributes, which now serve as institutional values, have become the nucleus of the institution. They are:

- Critical Thinking

- Problem Solving

- Creative Thinking

- Communications

- Persuasion

- Ethics

- Leadership

- Entrepreneurial Mindset

After commissioning a new academic leader (who would later become provost) with the development of the Cleary Business Arts™ Curriculum, the mechanism to infuse students with all eight core attributes, the president then challenged leadership to address the stagnant expression of the mission. Throughout the 2019-20 academic year, the president and his team served to guide trustees into developing a new mission statement better suited to The Cleary Mind and the University's core purpose.

Beginning in July 2019, members of Cleary's Board Nominating and Governance Committee met with key staff members in a deliberate and inclusive process of simultaneously reviewing and updating the language of the University's mission statement, vision statement, and core values. The process included creating a task list, deadlines and deliverables, and surveying key University stakeholders: students, staff, faculty, Board , and community leaders. The survey sought to discover weaknesses and opportunities for the University. The Nominating and Governance Committee then created draft statements of the mission and vision and presented them to the entire Board in October 2019 (pages 6-7) for feedback, with the intent to revise the mission, vision, and core value statements for a final approval at the next meeting.

The Nominating and Governance Committee crafted the recommendations for a new mission statement that aligned with the University's new focus. According to the student survey conducted in 2019, small/intimate is how students describe Cleary, and our size is why they chose to attend. After several revisions (page 4, section 3b) and trustee feedback from the October 2019 meeting, a final version of the mission, vision, and core value statements was sent to the Board for a special electronic vote in February 2020. The motion passed (15 out of 17 yes votes, two members not responding) to approve the new mission, vision, and core value statements that align with the University's strategic plan and strategic academic outcomes relative to the Cleary Business Arts Curriculum and eight attributes of The Cleary Mind.

This process resulted in a mission statement, vision statement, and core values much more congruent with the activities, initiatives, and aspirational outcomes driving the University forward to serve its constituents and the community.

1.A.2

Cleary's new mission and related statements are current as of February 2020 and reference the institution's emphasis on aspects of our mission including instruction, public

service, and cultural and educational purpose through the various components that comprise The Cleary Mind initiative and the Cleary Business Arts Curriculum. The eight core attributes of The Cleary Mind initiative are woven through the instructional courses in the curriculum. The attributes serve as driving factors as faculty and administrators assess existing courses and design new courses and programs at the University.

From the introductory statements, the general information, and in other areas such as residence life in the academic catalog, Cleary 's academic programs are defined by their emphasis on a student-centered approach that embraces inclusivity and instills the values of The Cleary Mind in our community. Furthermore, this is evidenced by the key outcomes listed in the catalog as identified through the Cleary Mind initiative.

The work conducted at the conclusion of the introduction of the strategic plan better aligned the new mission with institutional priorities. This process also served as an exemplary opportunity for Cleary trustees, administrators, faculty, and staff to ensure consistency.

The strategy now in place aligns with Cleary's mission and related statements and is based on providing more intimate and inclusive, student-centered educational services. Connecting the University's mission and related statements with the Cleary strategic planning process allowed for strategies to reflect the changes implemented while still satisfying, in principle, the longstanding goals set forth by our founder in 1883.

1.A.3

Institutions of higher education exist to serve students, communities, or other matters of public good. From its inception, Cleary has provided academic offerings to educate students who can best serve the employment demands of the community.

Prior to 2012, the University almost exclusively served the nontraditional adult and graduate student populations. Understanding the importance of diversification and becoming a more inclusive institution, Cleary made a conscious decision to place greater emphasis on expanding its target student audiences with the addition of an athletics program (p. 1) thus diversifying its student profile demographically and geographically. The effort to broaden the spectrum of learners at the undergraduate and graduate levels is evidenced in demographic data from the Integrated Postsecondary Education Data System (IPEDS) 2019 enrollment report showing that 55% of the student population was 24 years of age or younger and 44% were 25 years of age or older. This represents a trend in the growth of the traditional student population and diversification of the student enrollment profile to include traditional and adult students at the undergraduate and graduate levels.

In addition to providing programs that prepare students for successful business careers, all academic programs prepare students to immediately contribute to the organizations who employ them or through entrepreneurial endeavors. This is evidenced by a recent student placement and graduate outcomes survey, which illustrates that 92% of Cleary graduates are employed. In addition, this is evidenced by a recent study conducted by Georgetown

University and Bridge Magazine in 2019 highlighting the significant positive return on investment realized by Cleary graduates in their careers in comparison to the other two-year and four-year private and public postsecondary schools throughout Michigan.

Cleary has established new corporate education programs to "transform the status quo" as outlined in the University's vision statement. This is evidenced by Cleary creating corporate subscription partnerships with food service and hospitality organizations such as Team Schostak Family of Restaurants (TSFR) and has also diversified its outreach to other firms in core business sectors such as benefits and insurance (NFP), manufacturing (Thai Summit), employment and staffing (Kelly Services), the independent workforce (iPSE-US), and the financial services sector (Lake Trust Credit Union) to provide a diverse and inclusive offering of specialty business credentials. This demonstrates Cleary's commitment to mission in providing an inclusive business education that instills the values of The Cleary Mind throughout industry and throughout our community. TSFR enrollment as of February 2020 was 94 students. This partnership program has served as a template for Cleary to engage other organizations in other business sectors and aligns with the University's commitment to the public good.

Cleary continues to seek opportunities that support diversity and inclusivity. The University has developed partnerships such as the Michigan International Preparatory School (MIPS). Initiatives like the University's Honoring Courage and Public Service Program assists members of law enforcement, first responders, and public servants in obtaining a business education. The Honoring Courage and Public Service program has, to date, enrolled 167 students and graduated 122 students. At the time of this report, there were 19 students enrolled from the Michigan International Preparatory School, nine enrolled in early college programs, and 14 enrolled in dual enrollment. These offerings serve to provide high school students the opportunity to earn transferable college credits from Cleary prior to their graduation from high school minimizing the time and financial cost to earn their baccalaureate degree.

Cleary continues its process of assessment and review across the institution in accordance with its mission. The strategic plan served as an opportunity for Cleary trustees, administration, faculty, and staff to reevaluate all initiatives and tactics to provide greater value to its constituents, enhanced visibility and enrollment, and ultimately better student engagement and service. It also served as a catalyst to review and recalibrate the mission and related statements to better reflect institutional initiatives.

1.A.4

In the University's effort to fulfill its mission, Cleary academic programs and services prepare students for productive business careers and to embrace the dynamic realities of change.

As evidenced by the academic catalog, Cleary's business education programs enable students to enter the business world uniquely prepared to think critically, to encounter

change, and to thrive. Students may pursue one of 20 programs at the undergraduate level, eight at the graduate level, and through undergraduate or graduate certificate programs.

The recently launched graduate degree concentrations in E-Learning Design and Instructional Technology Management, Human Resource Management, and Women's Leadership were created for aspiring leaders in these fields to further expand program reach and inclusivity, and to drive the values of The Cleary Mind in our community. The MS in Culture, Change, and Leadership was created for contemporary professionals in a number of fields to prepare them for work in culturally diverse and rapidly changing environments and ensure that they are able to gain the competencies needed to work in groups, organizations, and communities more effectively.

To ensure new programs are consistent with the University's mission, they are first approved by the appropriate Curriculum Committee, Provost's Council, Academic Committee of the Board , and full Board.

Cleary provides services that are tailored to its various student populations and its mission. As a result of the expanded focus on the traditional student population, Cleary created the Office of Student Affairs in order to provide traditional students with comprehensive support encompassing academic advising, student life, mental health counseling, residential life, and spiritual life. Furthermore, the University conducts routine training and workshops to ensure the University is a "safe zone" for members of the LGBTQ+ community. Cleary also provides disability service support.

Support is also provided for prospective students interested in attending Cleary who may not yet meet academic admissions requirements. The University instituted a Summer Bridge Program to assist students in the summer prior to their fall semester start. The University offers the option for students to submit standardized test scores to provide greater access and opportunities to a diverse range of prospective students. Also, the University has established early college programming and dual enrollment, which enables high school students to enroll in college classes through partnerships with schools including the Livingston Education Services Agency and the Michigan International Preparatory School.

Cleary created a Veterans Resource Center on campus in 2019 to aid and support current and active members of the armed forces in pursuit of their academic credentials. Cleary also provides career services through the Office of Career Development, which offers personalized resume building, internships, social and professional networking services, mock interviews, and online job resource and networking tools including Handshake. These services are available to all Cleary students and alumni.

1.A.5

Cleary clearly and consistently articulates its mission through public information in a variety of ways. Prospective students and constituents encounter it on the University's public website. Since the trustees approved the revised mission, vision, and values statements in

February 2020, the mission is also published via:

- Blog Posts (pg. 5)

- Social Media

- Presentations for Corporate Partners

- Displayed on campus

- Catalog

- Employee Handbook

1.B CORE COMPONENT

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.

2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

ARGUMENT

1.B.1

As the only four-year university in Livingston County, Michigan, Cleary continues to expand and enrich its commitment to the public good. Cleary accomplishes this through community program engagement, innovations in public and corporate educational programs, partnerships with K-12 schools, and by serving as an amplifier for programs regarding diversity, inclusion, the faith community, underserved students, and regional economic growth. Each of these actions demonstrates that the University's educational role is to serve the public and is responsive to the needs of its external constituents, which clearly aligns with Cleary's mission "to provide an intimate and inclusive, student-centered business education that instills the values of The Cleary Mind in our community."

In support of its mission, Cleary's actions and decisions demonstrate that its educational

role is to serve the public, not solely within the institution. This is evidenced by Cleary's operational outreach to Detroit. This initiative was undertaken to diversify enrollment, exposure, and service to the public in communities beyond Livingston County. In 2016, Cleary opened the Detroit Education Center in partnership with the Little Rock Baptist Church and the Considine Center. The program served the public good in a number of ways, including the integration of a commercial kitchen, classrooms, and admissions/advising offices provided new services and professional support for the residents of the Detroit region that were not readily available prior to Cleary's expansion.

The Cleary Culinary Academy provided various courses to students and community groups such as the Detroit Food Academy. In addition, local middle school and high school students were exposed to the culinary arts through routine cooking demonstrations and competitions. This provided additional exposure to programs and degrees offered by Cleary. The University appointed a Chef in Residence in 2018. The Detroit Education Center also served as a site for adult students, most notably members of the Detroit Police Department, who were recipients of Cleary University's Honoring Courage and Public Service Program. These initiatives resulted in a more intimate and inclusive educational experience for members of the Detroit community.

Cleary invited and engaged another partner, the Michigan International Preparatory School (MIPS), to offer tutoring and educational services in the Detroit Education Center as an effort to engage the K-12 student audience and serve as a regional hub for students in the market seeking a virtual charter school experience, where they remain today. This collaboration resulted in new alternatives to K-12 education in this market and additional pathway opportunities towards post-secondary education at Cleary .

As the culinary arts programs failed to garner the anticipated enrollment necessary to thrive, the University pivoted and sought out a new location for its Detroit Education Center outreach. In 2020, the University took residency at the Durfee Innovation Center in an effort to provide education and youth development services for the region. This strategy targeted the opportunity to grow awareness for aspiring students at a younger age and to serve as a valued community and public service effort. Today, the Center serves as a location for elementary students to access face-to-face education amidst the COVID-19 pandemic. Given the recent launch of this center, combined with the extensive restrictions associated with the pandemic, there has not yet been an opportunity for the center to build a solid foundation for growth in the Detroit marketplace.

Another example of educational public service is Cleary's intentional outreach and development of corporate education programs. Cleary has established corporate educational subscription partnerships with the Team Schostak Family of Restaurants (TSFR) and has also diversified its outreach to other firms in core business sectors such as benefits and insurance (NFP), foodservice and hospitality, manufacturing (Thai Summit), employment, and staffing (Kelly Services), the independent workforce (iPSE-US), and the financial services sector (Lake Trust Credit Union) to provide a diverse and inclusive offering of specialty business credentials.

The Lake Trust Partnership MBA program served 20 of the organization's high-potential leaders seeking institutional succession planning and career advancement. Establishing education benefit partnership programs mitigates the rising amount of student loan debt and assists partners in their efforts to attract and retain talent.

The University, in partnership with multi-store restaurant group, TSFR, launched a subscription-based education program in 2019, which has resulted in 90 new students enrolling at Cleary. Other programs with partners Thai Summit and iPSE-US are anticipated to launch in 2021. This further supports the University's mission by providing inclusive and intimate programming that instills the values of The Cleary Mind in the communities it serves.

Cleary is the exclusive home of the Arthur Secunda Museum, the largest public display of art in Livingston County. The Museum is open to the community year-round and also serves to host traveling art exhibits, youth art programs, and other exhibits and art expressions on a quarterly basis. The University offers free tours and exhibits for the public adding to the cultural and educational enrichment of the community and region. Thousands of visitors have toured the Secunda Collection since its opening in 2012, an effort designed to support the public.

Cleary has facilitated and hosted the annual Leadership Livingston program, which is a series of sessions designed to expand the leadership potential existing in Livingston County. The program was initiated by Cleary and the local Chambers of Commerce in 1992 and is modeled after similar leadership development programs designed for participants to apply what they have learned through an interactive and comprehensive team project to better the community. To date, there have been approximately 400 graduates from the program, serving students' professional and personal development and simultaneously impacting the greater public good in a significant way by solving current problems/issues in Livingston County.

Cleary University's receipt of the Howell Area Chamber of Commerce's Game Changer Award in 2018 is further evidence of the significant and positive impact the University has had on the community. The award honors organizations that make a transformational impact in the community acknowledging that the University's decisions and actions are to serve the public.

Cleary collaborates with an industry partner, Lake Trust Credit Union, to establish a Michigan Impact Scholarship aimed to support students throughout the communities we collectively serve. The scholarship was established in collaboration with the Lake Trust Credit Union Foundation and supports up to five aspiring students each year with a full-tuition scholarship to Cleary . To date, there have been six students selected for the scholarship. This collaboration has resulted in reducing student loan debt and enhancing educational opportunities for members of the community looking for a college education.

Cleary has also supported the public good by offering high school students the opportunity to receive New York Times Best Sellers through the Bridge to Business Success Program (B2B). This program offers timely and relevant popular business text materials at no charge and invites students to campus to meet the authors. The B2B Program has had over

600 participants in its first three years and has been a valued educational tool for high school students throughout the region.

Cleary also supports and educates the community by hosting annual Free Application for Federal Student Aid (FAFSA) Nights, which are open to everyone throughout the community, to support financial aid and planning education for soon-to-be college students and their families. The most recent was October 2019. These events serve to support aspiring high school students and their families as they embark on the college financial aid process and to educate on maximizing state, federal, and private donor scholarships to assist in offsetting the cost to attend college. These educational sessions are offered for each of the area high schools.

1.B.2

As a private, not for profit, specialty business university, Cleary is recognized by the United States Department of the Treasury as exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code (IRS Determination Letter) and, as such, strictly abides by the exemption requirements associated with this designation.

As a 501(c)(3) organization, Cleary's educational responsibilities take primacy over all other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests. Cleary does not have financial investors seeking returns, nor does it fall under an organizational structure that includes a parent organization.

1.B.3

New programs have also been established to support community educational needs. As a result of the COVID-19 pandemic and the K-12 and postsecondary education sector's abrupt move to virtual coursework, Cleary identified a distinct need for formal online and e-learning education for teachers at all levels. As a result, the University developed and launched an MBA in e-learning design and instructional technology management, which is scheduled to launch in Summer 2021. Given the continual evolution of the corporate business community and the need for female mentors, the University launched an MBA concentration in Women's Leadership (2019). Beyond formal degree-seeking students, the University, in its efforts to provide valuable and practical business credentials, established stackable professional certifications at the undergraduate and graduate level into degree programs to ensure practical application and valuable return on investment for students. These certifications are integrated into Cleary degree programs supporting students by mitigating expenses and duration to complete a degree program.

Cleary has also partnered with the Livingston County Literacy Coalition and is committed to improving adult literacy rates in the community. This partnership has resulted in Cleary's

hosting outreach events, volunteer tutor training, and Cleary faculty and staff members volunteering their services and time to support the organization's Board of Directors. This further illustrates Cleary's actions and decisions to serve the public, and not solely act to benefit the University or any superordinate entity.

The University offers education to high school students through dual enrollment and early college programs in partnership with the Livingston Educational Services Agency (LESA). These programs serve students from five area high schools, with an accelerated postsecondary enrollment option. This program is offered as a way to serve the public good by offering high school students the opportunity to enroll in college courses while still in high school to minimize the cost of attendance and duration to achieve their associate's and/or bachelor's degrees. During the 2020-21 year, nine students are enrolled in the early college program and 14 are enrolled through the dual enrollment program.

In addition, Cleary established a joint partnership with the Michigan International Preparatory School (MIPS) to provide enhanced dual enrollment opportunities to charter school students enrolled in MIPS K-12 programming who then gain access and exclusive scholarship opportunities to continue on to finish their collegiate endeavors at Cleary , thus providing an accelerated and cost-effective program for students and families throughout the community. There are currently 19 students enrolled.

To further attract and retain aspiring leaders throughout the region, in partnership with the Greater Brighton Area, Hartland Area, and Howell Area Chambers of Commerce, Cleary initiated the Livingston County Community Leadership MBA Program (2019). This new program was designed with working professionals in the community in mind. The inaugural class was represented by 15 students from the financial services, nonprofit, insurance, and self-employed sectors. In addition to the curriculum, the program resulted in a networking opportunity for enrolled participants, thus further establishing partnership and collaboration throughout the community.

Amidst the COVID-19 pandemic and national social unrest, the University partnered with the local hospital system (St. Joseph Mercy Livingston) and a local radio station to host virtual town halls for residents, students, and their families to provide community support, education, and collaboration. Cleary has partnered with the Livingston County Diversity Council, Livingston County Sheriff's Department, faith leaders, and residents to launch CommUNITY Conversations to serve as a catalyst to spark meaningful dialogue regarding race, inclusion, and awareness. The University also hosts annual Martin Luther King Jr. events and various community speaker series events.

The CommUNITY Conversation launch event resulted in 100 participants, despite the pandemic, in an outdoor, socially-distanced format. In addition to the awareness and visibility of the MLK Jr. events, attendance has averaged 100-150, but more importantly, the MLK Jr. community walk increases visibility to hundreds of passers-by throughout the downtown Howell community.

The University facilities are used by many different entities and community organizations

including local high school events, Student Statesmanship Institute (SSI) LEAD Camp, Livingston County Vetfest, Chamber of Commerce meetings and special events, Rotary events, and local nonprofit fundraising events. More than 40,000 people attend these and 100 or more such events every year; many of these are non-University functions. The University facilities are also used to invite and engage the community and support the aspiring students of Cleary through events such as Vehicle to a Better Future, which raised nearly $500,000 to support scholarships.

Additional community events hosted by Cleary facilities include youth and high school athletic competitions, youth athletic camps and practices, tournaments and 5k runs, with events at Lake Trust Stadium and the University Wellness and Recreation Center, all provided to the community to support engagement and partnership throughout the region. It is estimated over 20,000 visitors have attended Lake Trust Stadium's various offerings since its opening.

Cleary was named a Military Friendly School by GI Jobs. This list honors the top 20 percent of colleges, universities, and trade schools that are doing the most to embrace America's military service members and veterans as students. Cleary offers credit for military training and a significant tuition discount to military service members and veterans, further illustrating Cleary's commitment to engage and serve external constituencies in alignment with its mission.

In partnership with student-athlete Jamar Bray, established the Jamar's Jammies program in 2018. Jamar's Jammies is an annual pajama drive to give back and positively impact families and underprivileged youth in troubled areas during the holiday season. The program has generated nearly 1000 pairs of pajamas for nonprofit organizations serving youth in the Ypsilanti, Howell, and Detroit areas. This philanthropic effort culminates with a family-friendly Holiday Tree Lighting event on campus. The event is free of charge for community residents and, in just two years, has welcomed over 800 visitors to campus to celebrate the spirit of the giving season and to support organizations that provide aid to less fortunate youth.

To further support aspiring students in the community by mitigating expenses and incentivizing a campus community experience, Cleary offers a Home Town Housing Scholarship for all traditional program students who reside within a 25-mile radius of the Livingston Campus.

Cleary continues to support the community and external constituents through consistent and topical thought leadership through its Blog established in 2019. Examples include:

- A New Way of Being on Campus

- The Partnership Between Education and Industry

- Generation Z Comes to Campus

- Women Are Leading in Higher Education

- Parents… How to Prepare for College Transition

- The Benefits of Multi-Generational Learning

1.C CORE COMPONENT

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.

2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.

3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

ARGUMENT

Cleary understands that its mission can have an impact on more than its campus and community. Cleary University's main campus mostly services constituents located in Livingston County, Michigan, where the five largest ethnic groups are "White (Non-Hispanic) (94.4%), White (Hispanic) (1.91%), Two+ (Non-Hispanic) (1.34%), Asian (Non-Hispanic) (0.906%), and Black or African American (Non-Hispanic) (0.58%)," with more details found in DataUSA. Given the University's current geographic and demographic characteristics of its community and surroundings, it has acknowledged great opportunities to further improve in providing opportunities for civic engagement in a diverse, multicultural society and globally connected world.

Cleary is intentional on fostering an environment of diversity and multiculturalism through all of its constituents in alignment with its mission and related statements. Given that Cleary is the only four-year university within the county, it embraces the opportunity to serve as a conduit and amplifier for diversity and multiculturalism throughout the communities we serve, accomplished through strategic efforts to provide a variety of curricular and co-curricular experiences for students, expansion of professional development opportunities for faculty and staff, the assessment and reshaping of the University's Board of Trustees and leadership team, and above all, fostering a climate of respect among all students, faculty, staff, and administrators with diverse backgrounds, ideas, and perspectives.

1.C.1

Cleary begins with its mission and the strategic intent, a Cleary Mind Inside Every Business, and The Cleary Mind Initiative, a five-year strategy to reconfigure the University's academic programs to meet the needs of local schools and employers.

This unique, pedagogical approach grew out of the needs of employers and society. The University understands the necessity of knowledgeable and informed individuals who can contribute to a constantly changing economy. This is further illustrated in Cleary's Provost and Interim President's blog, Welcome to Cleary University, a Tour of The Cleary Mind. A Cleary Mind is manifested by being a complete person - one who not only understands how the world and a particular industry work, but who is an integral part of that function. This is a change agent who creatively and critically approaches situations with an intention of making the world, their business, their home, better. This person is ethical, driven, and knowledgeable. This type of person is what employers are in need of, and it is this type of person who Cleary strives to graduate.

Research has revealed that business students, nationwide, were not exhibiting the qualities that employers desire. That realization drove the creation of The Cleary Mind, the foundation of the Business Arts Curriculum at Cleary.

At the curricular level, students develop eight attributes of The Cleary Mind through the Business Arts Curriculum. Through discussions, assignments, and projects, students learn to solve problems, to think critically, to lead, to communicate well, to persuade, to think creatively, to act ethically, and to approach business matters through an entrepreneurial lens. A sample of the undergraduate courses is indicative of these outcomes.

Also at the curricular level, faculty have designed and integrated virtual speaker series from relevant industry professionals representing diverse and multicultural backgrounds. For example, an associate professor hosts a monthly interactive, progressive and candid Sports Conversation Series. This series provides students with an inside glimpse of the behind the scenes intricacies of not merely the career opportunity of professional sports but the grit, connections, determination, and perseverance students need in order to succeed in professional sports.

The Sports Conversation Series launched in September 2020 hosting Jhonika Hawkins Green, Executive Director of Basketball Operations for the Detroit Pistons. Most recently, for November 2020, the Sports Conversation Series featured Dan Maret of the NBA's Los Angeles Lakers and Staples Center. There has been a steady growth of attendance at these events as Cleary expands marketing by sharing the information on social media and targeted email campaigns. Assessment has begun, and this data will also serve great value for other programs and disciplines to initiate similar programs or speaker series efforts.

Additionally at the curricular level, all students are enrolled in a foundational course (TCM 1000) designed to better understand themselves, the world they live in and the new world of academics. Students understand how self-knowledge influences their experience in relation

to people, business, and in life across a spectrum of diversity.

The University has also been measured and intentional at the co-curricular level to develop and integrate activities that prepare students for informed citizenship and workplace success. This is evidenced by the University's intentional investment in student career development and career services resources and requirements tied to their program of study. Students engage from day one with members of the career development department. Some of the resources, activities, and events available through the career development office include:

- Career fairs/days, employer meet and greets, networking, workshops, and on-campus recruiting

- Mock interviews, informational interviews, mentoring, job shadowing, observations, and volunteering

- Resume, cover letter, thank you letter assistance, and review

- Career and job search strategy assistance

- Career development coursework

Students are strongly encouraged to enroll in at least one internship relevant to their major to provide an experience that will assist them in being successful in their workplace upon graduation. Some students can enroll in an internship within the University to gain such experience. Example University internships include:

- Athletics

- Marketing and Communications

- Admissions and Enrollment

- Secunda Art Museum

Co-curricular activities that not only focus on diverse populations but also dovetail with the Business Arts Curriculum demonstrate that the University takes every available opportunity to prepare students for informed citizenship and workplace readiness. A cross section of co-curricular activities includes a robust athletics department, providing ample opportunity for students to apply curricular lessons, especially in terms of leadership and critical thinking.

The Cleary Drama Club is a student-led organization that allows students to seek out varying, diverse viewpoints in terms of art and expression culminating in a yearly production applying the elements of project management and marketing.

Cleary University's Phi Omega chapter of Delta Sigma Pi has been active since 2018. Delta Sigma Pi is a professional business fraternity dedicated to membership, scholarship, and service.

In 2020, Cleary officially became a chapter of DECA. DECA is a program that prepares growing leaders and entrepreneurs in marketing, finance, hospitality, and management in high schools and colleges around the world.

Also in the Fall of 2020, Cleary secured its affiliation and partnership with the National Society of Leadership and Success (NSLS). The NSLS is the nation's largest leadership honor society with over 1,211,092 members at 702 colleges nationwide. Students who demonstrate leadership skills and have a cumulative GPA of 3.5 or higher are nominated to join and receive honorary distinctions with NSLS.

Students engaged with the Secunda Art Museum serve as tour guides and docents and coordinate traveling art exhibits throughout the various galleries on campus. In addition, students are afforded the opportunity to engage members of the art community, the business community, and the public through practical, hands-on activities.

1.C.2

The University's processes and activities demonstrate an inclusive and equitable treatment of diverse populations. Examples include the University's policies and procedures associated with students, faculty, staff, and its Board of Trustees. This is evidenced by the following:

- Cleary employee handbook

- Student code of conduct

- Faculty handbooks

The University is also engaged with external constituencies as it strives to foster inclusive and equitable treatment of diverse populations and aligns with the University's mission.

Cleary has hosted annual events for Martin Luther King Jr. Day to promote community conversation and engagement regarding the topic of race. These events have been well attended by students, faculty, staff, community members, business partners, and local leadership. MLK Day activities have included a diverse panel discussion regarding the topic of Mass Incarceration, a MLK Jr. community walk throughout downtown Howell, and hosting a traveling black history museum display on campus.

The University also made a concerted effort to reach out to a more diverse audience with its expansion to Detroit in 2016. This effort was aimed to expand Cleary's educational outreach to include a more diverse population. The University established a vice president position for overseeing innovation, entrepreneurship, and diversity to assist in supporting

the initiatives in the Detroit region. This role served to engage members of the Detroit community at large and as a liaison between the new Detroit Education Center and Cleary's main campus in Howell as well as played a significant role in the University's outreach to diverse populations by coordinating Dr. Martin Luther King Jr. events on campus to bring greater awareness and exposure to the University and community.

Cleary added a Dean of Student Affairs, a director of housing, and an academic advisor solely dedicated to meet the needs of international and veteran students further demonstrating Cleary's concerted processes and activities toward inclusive and equitable treatment of diverse populations.

At the foundation of Cleary's commitment to inclusive and equitable treatment of diverse populations is the curriculum. Core courses at Cleary largely focus on bias, values, and the topic of interpersonal and intrapersonal cognitive development.

Cleary has partnered with the Livingston County Diversity Council, Livingston County Sheriff's Department, faith leaders, and residents to launch CommUNITY Conversations as indicated earlier.

Cleary also takes a great interest in ensuring support and equality aligned with Title IX compliance throughout the campus community. New policies and protocols have been instituted. including increased training, to support equality among genders in all areas of the institution. A Title IX Coordinator has been appointed, as well as a new position of Associate Dean of Students. The University also supports community groups that assist people in need throughout our community through LACASA. Cleary faculty and staff continue to serve on panel discussions and leadership boards for these institutions. The University also supports fundraising efforts for LACASA to further demonstrate a diverse array of activities to promote inclusivity and equitable treatment of diverse populations.

Cleary has conducted several in-house professional development training sessions for faculty and staff members to provide exposure and education regarding diversity, inclusivity, and sexual assault awareness. Professional development and training sessions topics have included LGBTQ+ awareness, understanding, acceptance and inclusive behavior, and diversity. Individuals who successfully complete training have a sign on their office doors indicating they are a "safe space" for students or others who need to talk. These training sessions are required for all staff members and utilize technology to leverage access and availability.

Training sessions are required for faculty as well as for staff members. New faculty member onboarding and training is offered each semester either face-to-face or through the use of virtual alternatives. In addition, all staff members are required to participate in institution-wide training on the aforementioned areas quarterly, and this is facilitated through the University human resources department. Institutionally, Cleary addresses these items routinely through University All-Staff retreats, which are also conducted on a quarterly basis.

1.C.3

Cleary is committed to attending to underserved populations and is committed to diversity in race, culture, and socioeconomic status.

- Racial diversity: 41% of Cleary University's student population is non-White; Cleary education locations in Detroit are in primarily racially diverse populations.

- The University has also worked diligently to secure financial scholarship support for underserved students throughout the Detroit market through a number of proposal initiatives.

Cleary prepares students to live and work in a multicultural world throughout the Business Arts Curriculum, but there are individual courses that make multiculturalism either the focus of the course or the frame through which the discipline is taught. These core courses include:

- PHL 1200 Critical Thinking in an Illogical World

- PHL 1300 Know Thyself, Know Thy World

- HRM 2800 How We Work Together

- COM 3100 Communicating to a Shrinking World

- PHL 4900 The Social Contract

Cleary is also committed to diversity and inclusion throughout the institution, including:

- Continuing to strive to diversify its leadership team, staff, and faculty. The University's leadership team consists of seven institutional leaders including one African American female, five White females, and two White males. Cleary is dedicated to attracting and retaining a diverse and talented workforce.

- Cleary also has diversity in its Board of Trustees. There is one African American male, two African American females, and three White females who currently hold trustee roles for the University.

- Future plans for growth and improvement include continuing to increase student enrollment, including the Detroit Education Center, in partnership with the Durfee Innovation Center, so that Cleary can reach more of an underserved population.

Our exclusive, all-encompassing focus is the education of diverse persons who can be transformational business leaders. From the day they enroll until the day they graduate, all students at Cleary –regardless of their race, religion, economic, or social circumstances–

are given multiple opportunities to develop the knowledge, skills, and tools needed to be leaders in their chosen professions and in their personal lives.

Witnessing the death of George Floyd, necessary and forced race relation conversations sparked around the world, including at Cleary . Senior leadership recognized the pertinent need to facilitate a cultural competence training for Cleary faculty, staff, and administration. The overall goal for the training, "Becoming a Culturally Competent Educator for Social Justice at Cleary University" was to introduce participants to the concept of cultural competence and to explore how it can be used as an approach to pursuing social justice in the Cleary classroom. This training was held virtually in July of 2020. Being a culturally competent educator is the ability to successfully teach students who come from cultures other than the educator's and to answer difficult questions about race and culture. This effort was spearheaded by a Cleary faculty member with a background in diversity and inclusion along with Cleary's licensed mental health counselor. To encourage continuous cultural competence and social justice, the training is one part of a bigger conversation.

Part two of the training will occur in February of 2021. Faculty leaders will assess the outcome of the training through surveys and continue cultural competencies training that evolve and dive deeper into race relations, including relevant teaching pedagogies.

CRITERION 1 SUMMARY

Cleary University's mission is clear, articulated publicly, and was developed through an inclusive process, which is embraced by faculty, administration, staff, and trustees. These pillars that comprise the mission reflect Cleary University's commitment to provide an intimate and inclusive, student-centered business education that instills the value for The Cleary Mind in our community.

Since the University's inception in 1883, the mission statement of the University has always served as a compass guiding the institution in its services to its students and staff, constituents in the business community, and community at large.

It is this mission that is clear and shared publicly through an array of channels for the University's internal and external constituents. Internally, the University has and continues to establish guidebooks and manuals for its primary constituency groups including faculty, students, staff, and trustees. There is, however, more work to be done in this area. An opportunity for improvement is for the University to be more intentional and encompassing in its efforts to highlight our mission or "reason for being." One opportunity recognized

through this review process is the practice of including the mission on all course syllabi or necessary internal documents, newsletters, and internal communications. Additionally, there will be consideration given to physically illustrating the mission statement throughout the physical building of the campus to reinforce its importance and to celebrate the transformational outcomes it can inspire.

Externally, the University has leveraged digital resources such as the University's website and various social media platforms to communicate clearly and articulately. In addition to digital and social media platforms, the University has and continues to emphasize the importance of mission visibility and, although it has incorporated these statements into marketing and print communications, there is still work to be done to expand the reach of inclusion of the mission when and where appropriate in these materials.

The mission of the University guides the institution's operations and continues to serve as a framework to expand the diversity of the University at all levels. In addition, the University strives to be more intentional and inclusive as an institution of higher learning serving as a partner in the communities in which the University exists and serves. Efforts will also continue toward diversifying Cleary faculty, staff, administration, and students and strategically involving the regions we serve to better represent the global competitive business community that we prepare students to actively contribute to when they fulfill their degree requirements.

A signature strength of Cleary is not only its commitment to mission but its ability to persevere and innovatively deliver on its mission to serve constituents at all levels. The University is nimble and proactive to address needs or weaknesses as they are identified. Such attention has resulted in a more diverse offering of business degrees and engagement opportunities on campus and throughout the region.

Finally, the University has taken great pride in its effort to support the overall public good and provide opportunities for civic engagement in a diverse multicultural society and globally connected world. This has been evidenced through the University's commitment and investment in technology and innovative tools that serve students, faculty, and staff, as well as the community.

2

INTEGRITY

ETHICAL AND RESPONSIBLE CONDUCT

2 - INTEGRITY: ETHICAL AND RESPONSIBLE CONDUCT

The institution acts with integrity; its conduct is ethical and responsible.

2.A CORE COMPONENT

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.

2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

ARGUMENT

2.A.1

After the large-scale academic and curriculum shift in 2018, as a response to the student demographic changes, the University began the process of revising its mission and vision statement in order to be more reflective of the academic, financial, and social goals of the institution. This process was begun in July 2019 in the Nominating and Governance Committee of the Board of Trustees as detailed in Criterion 1.A.1. A sub-committee for development of the language that would constitute the new mission, vision and core values was empaneled led by the Provost. Membership on the sub-committee included Trustees, staff and faculty. The sub-committee utilized the survey responses and crafted language indicative of the new face of Cleary University. The Nominating and Governance Committee then presented the new mission, vision, and core values to the entire Board of Trustees in October 2019 (pages 6-7) for feedback. This meeting resulted in several revision requests as detailed in the revisions (page 4, section 3b). The final version of the mission, vision, and core value statements, complete with incorporated Trustee feedback, was sent to the Board of Trustees for a special electronic vote in February 2020. The motion passed (15 out of 17 yes votes, two members not responding).

This process, with a mission and vision developed across the institution's constituencies and with direct involvement from relevant stakeholders, culminated in the final mission

statement, vision statement, and core values. The new verbiage is now more in line with the investment that Cleary has made in its academic offerings, the institution's active pursuit of diversity in all aspects, and is representative of the dedication the University has made to inclusivity.

2.A.2

Since our last HLC visit, Cleary has continuously worked to improve the student experience.

FINANCIAL

Following the laws of the State of Michigan, the University is organized as a 501(c)(3) nonprofit, private institution, with the Board of Trustees having final responsibility for the governance and operations of the University. The Board sets the policy and direction of the University after receiving recommendations from the University's interim president and leadership team.

The business office, under the direction of the controller and the Vice President of Finance, employs generally accepted accounting principles to ensure consistent and transparent financial processes. The University's financial statements undergo an external audit annually by an independent certified public accounting firm, Rehmann Associates, located in Ann Arbor, Michigan, to ensure compliance with these principles. These statements include an unqualified audit opinion, which reflects that the institution is following generally accepted principles and that its financial statements are presented fairly in all material respects. Additionally, the financial statements include a single audit annually in order to comply with the Department of Education requirements for an institution receiving federal grant funds on behalf of the student. The annual single audit is uploaded annually to the audit clearinghouse. The CPA firm reports the results of the annual audits to the Board of Trustees in the Management Letter which reports any audit findings. Audited financial statements are available for review from 2016, 2017, 2018, 2019, and 2020.

The monthly financial close includes comparing the actual income and expenses for that month to the annual board approved budget. The annual forecast is compared to the budget, the monthly cash flow report, the accounts receivable summary by term, and the accounts payable aging report. The finance team also completes a monthly forecast to report the expected results of the institution through its fiscal year end. All department heads with budgetary responsibilities complete the forecast for their individual areas. These reports are provided monthly to the treasurer of the finance committee and quarterly to the whole committee. The quarterly financial packet includes the interim financial statements (examples from 2018 and 2020).

The business office partnered with the financial aid team and has worked to ensure

that student billing statements are correct prior to reaching students regarding payment. When the COVID-19 pandemic began, the financial aid and business office teams devised procedures to continue to provide excellent customer service to students remotely. These offices are present during registration sessions to assist the students and parents. This year, the registration fairs were completed remotely, and both departments created a short video describing what we handled and then created one-on-one Zoom sessions with the students as a follow up with details on payment options, next steps and outstanding balances. Many parents shared that these sessions were very beneficial since they were unaware of what needed to be completed next.

ACADEMIC

The mainstay of any institution of higher education is the quality of its academic offerings. Cleary University is in line with that mandate. Its mission, "to provide an intimate and inclusive, student-centered business education that instills the values of The Cleary Mind in our community," largely rests on academics, a network varying in nature and scope of trustees, administrators, staff, and faculty.

With great authority comes great responsibility. Students can be vulnerable to abuse of authority. Others who have chosen to improve their career opportunities later in life likewise subject themselves to the whims and personalities of those who judge their efforts. Because of this imbalance of power, academics must check themselves and hold each other accountable to act with integrity and maintain fair and ethical conduct. By the very words of the mission, the focus of these efforts should always be "student-centered." The Cleary community has built safeguards to assure the integrity of its programs and the highest ethical standards in the way students and faculty are treated.

The curriculum begins with the Board of Trustees, as set forth under the bylaws. The Board further delegates their policy-making power to its Academic Affairs Committee (made up of trustees and University leaders), which receives process input from the Provost's Council (made up of executive administrators, deans, faculty, the registrar, admissions representatives, athletic and student affairs directors, and other staff). Through this tiered governance structure, the Committee enacts policies covering the student's journey from admissions and enrollment through coursework, student life, and graduation. In addition to the mission, vision, and values is the Strategic Plan that guides the Committee and the Council with regard to The Cleary Mind. This initiative integrates business, philosophy, and literacy through curriculum and student life to develop eight key attributes identified by business leaders.

Students and faculty access published policies and processes on Cleary's website, in the catalog, and within the learning management system (Canvas).

Questions or dispute resolutions go to the student affairs director, student judicial officer, or the ombudsman who follow published adjudication processes. In addition to internal guidance, all staff follow external rules and regulations such as the FERPA, Title IX, and federal

and state laws, and seek best practices from conferences and workshops on financial aid, student advising, discrimination, sexual harassment, and others. Cleary also employs legal counsel to construct policies related to legal and equitable matters (e.g., alcohol policy) and a registrar who protects student and alumni records and determines eligibility under transfer credit policies. Deans and faculty meet regularly to evaluate programs, learning outcomes, and assessment procedures. Faculty collaborate with academic advisors using programs like Dropout Detective, to intervene when a student is struggling in their coursework, and Turnitin, to detect plagiarism. Policies and processes, supported by tools, resources, and training, reduce bias, promote fair and ethical treatment of students and faculty, and encourage student-focused education.

PERSONNEL

The human resources department supports campus departments with hiring, reviewing policies with new and current employees, and maintaining employee records.

The human resource department starts the onboarding processes weeks prior to a new hire starting at Cleary. The human resource team conducts a comprehensive background check and requests a drug test on the new employee. Once the new employee starts, the human resource department meets with the new employee to go over key items in the Cleary University Employee Handbook, which includes key employee policies, payroll and benefits information, and a basic overview of the various departments.

The Cleary University Employee Handbook includes policy language for employee conduct, proper technology usage, anti-harassment procedures, and abuse reporting. The handbook also includes sections on a resolution process for work-related issues or complaints. Cleary University sponsors an Employee Assistance Program (EAP), which is a voluntary, work-based program that offers free and confidential assessments, short-term counseling, referrals, and follow-up services to employees who have personal and/or work-related problems. The handbook is currently going through a full evaluation process, a combined effort of the human resource department and our general counsel.

The development and fair treatment of our faculty is a key to the success of the University. At the time of hire, faculty attend training, which is facilitated by the deans. This is articulated in the Full-Time Faculty Handbook and the Adjunct Faculty Handbook as well as by faculty during interviewing, on-boarding, and assessment processes (Faculty Self-Assessment, Faculty Peer Assessment).

As our HRIS system, Paycom houses important documents, such as the Family Educational Rights and Privacy Act (FERPA) guidelines.. Our registrar serves as the FERPA representative, and our financial aid team will send out notices to students and employees on an annual basis reminding everyone of the University's FERPA policies. An annual notification regarding FERPA is sent to all students during the Fall semester.

The monthly Cleary University newsletter is another form of communication, which

includes frequently asked questions and keeps faculty and staff informed of what is happening on campus that month. On a quarterly basis, an all-staff meeting is required for all full-time employees and is optional for any part-time employees. Changes to policies, procedures, or other changes are addressed at that time. With COVID-19 affecting our campus operations this past year, we have also scheduled meetings twice a week as a "coffee chat," which is optional for all employees but allows employees to meet and touch base with other departments. During these calls, we ask for department updates, introduce new hires, or have discussions to stay connected.

Title IX is the federal law that prohibits discrimination on the basis of sex in educational institutions' programs and activities. The University has a designated Title IX coordinator for students and employees. As mandated under Title IX regulations, Cleary's Title IX coordinators and investigators complete training through ATIXA. The coordinators are responsible for overseeing Title IX education and training for the campus community.

Cleary's residential staff participate in a more focused Title IX training with Cleary's Title IX team as well as with LACASA, which is a nonprofit organization located in Howell, Michigan. All traditional Cleary students are required to participate in an annual Title IX training that is led by Cleary's Title IX Team. Online training was chosen as the most efficient method available to reach all constituents. In addition, all Title IX processes and procedures are public-facing on the University's website.

AUXILIARY

The Cleary University Athletics Department follows the compliance and eligibility guidelines of the National Association of Intercollegiate Athletics (NAIA), the Wolverine-Hoosier Athletic Conference (WHAC), and the American Collegiate Hockey Association (ACHA). Cleary is committed to maintaining ethical standards for its student-athletes, staff, and coaches. Student-athletes are required to follow the Student Rights and Responsibilities Code of Conduct. The Athletics Director reports directly to the University President, as does the faculty athletics representative (FAR) who makes recommendations on areas related to academic integrity, instruction, and compliance of student-athletes. The Athletics Department is also committed to maintaining compliance with Title IX of the Education Amendment of 1972, as demonstrated by our internal Equity in Athletics Report.

The student-athlete handbook is in a draft format currently and will be launched for the Fall 2021 semester.

The Cleary University housing community is one where we hold one another accountable for our actions and work together to make Cleary a better place. This year, the student affairs team developed the Cougar Resident Guide in addition to re-designing the Cleary University Student Code of Conduct. When residential students apply for housing, they electronically sign a document that includes the Student Code of Conduct and an acknowledgement of the housing contract agreement. The Student Code of Conduct describes student responsibilities

for knowing and observing University regulations and policies outlined in the Students' Rights and Responsibilities, Student Code of Conduct Policy, and Cougar Resident Guide. The Acknowledgement of Housing Contract Agreement states that by signing the Cleary University Residence Hall contract, the student thereby contracts for a space in a Cleary University student housing building and agrees to room charges and a meal plan at the rates established by the University.

The Cleary housing staff is dedicated to helping our residents develop into successful leaders. This includes having difficult conversations related to the code of conduct. There are a variety of violations and sanctions outlined in the Cleary University Student Code of Conduct. When a student is suspected of violating the code, there is a process that occurs starting with a meeting between the student and the judicial officer. The Cleary University Student Code of Conduct can be found on our website, while the Cougar Resident Guide is distributed to all students upon move in. We have additional copies of these pamphlets at the front desks of each residence hall.

This year, COVID-19 changes were documented in the Cleary University Code of Conduct and other supplemental documents posted in our buildings and on our website, and students signed a COVID-19 waiver this year upon move in. All residential students signed an additional waiver in January 2021.

By experiencing judicial proceedings related to COVID-19, the student affairs team has decided to continue to rework the Cleary University Student Code of Conduct for the 2021-22 academic year. During that school year, our plan is to have security cameras throughout the campus and to implement a student information software called Maxient. Maxient is a confidential software that will house all student information related to judicial and Title IX proceedings in addition to other student-related issues.

FAIR AND ETHICAL POLICIES AND PROCESSES FOR GOVERNING BOARD, ADMINISTRATION, FACULTY, AND STAFF

Cleary University has modeled its policies and procedures after the best practices in higher education from information gathered from relevant professional organizations and accrediting bodies. For example, the business office and financial aid teams are members of the National Association of College and University Business Officers (NACUBO), and the registrar is a member of MACRAO (Michigan Association of Collegiate Registrars and Admissions Officers).

In the effort to expand the ideals of shared governance, the University established a leadership team with members from all major departments on campus that is used as the sounding board for policies and policy change. The leadership team consists of the president and all vice presidents (or equivalents). These members, who were included based on their leadership levels, provide oversight of University operations and metrics, review the University's finances, and collaborate to develop and implement strategy. The leadership

team reviews implementation of decisions and policies through the connections to each area of the University but, more importantly, receives counsel from committees (both formal and ad hoc), councils, and staff/student groups on a regular basis in order to represent the various contingencies throughout the University. Once decisions on policies are reached, proposals are submitted to the Board of Trustees for discussion and approval.

2.B CORE COMPONENT

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.

2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

ARGUMENT

2.B.1

The primary location for students and the public to find information about Cleary is on the University's website. The website provides information regarding the University and its programs. As part of the University's Technology Plan, upgrades are being made to the website in order to make it ADA compliant and more user friendly. The Cleary Academic Catalog, which is also available on the website, contains important information for students on a wide range of topics, including academics and business office functions. In 2019, the academic catalog underwent a comprehensive review in an effort to create a structure and format which would appeal to all users. The catalog is reviewed and revised on a yearly basis.

Cleary's primary source of printed information is in various brochures. Members of the public may request these documents at any time. Additionally, students receive communication through email from various departments and/or through the student portal and Canvas (the University's learning management system), as well as through various social media outlets. The University provides comprehensive information about its academic degree programs and admission requirements on the University website.

Information on degree programs and admission requirements is also available in the

Cleary Catalog. Hard copies of program sheets can be obtained through the admissions department upon request. The Criminal Justice Program Sheet is an example of one such program sheet.

A directory of Cleary faculty, administration, and staff is located on the website. A breakdown of costs of attendance, financial aid information, scholarship information, policies, and a Net Price Calculator can be found on the website's financial aid page. All students receiving financial aid receive a Financial Aid Offer, which contains their financial aid grants, scholarships, loans, and the estimated Cost of Attendance budget. Offer letters are accompanied by an informational packet, which contains information regarding aid, billing, and refunds. New traditional students also receive a Cost Estimator to help determine their potential out of pocket costs to attend. Students are sent a billing statement after they have registered for classes. Each student can also view financial aid and billing information on their Student Portal.

Information regarding Cleary's accreditation is available on the website and in the Cleary Catalog. A complete list of the current Board of Trustees and their involvement in the community is available on the website.

2.B.2

Cleary contributes to the educational experience beyond the classroom by providing support and opportunities through community engagement and outreach. These contributions are made by our faculty and staff, as well as by Cleary students. Below are examples of Cleary's involvement in the community.

Members of the Cleary leadership team work with the Livingston Diversity Council to help facilitate conversations on race and diversity in our community. Events are held on campus (Conversations on Race flyer), in the community, and virtually. Cleary also has a relationship with LACASA, which provides services for victims of abuse and their families. Members of the Cleary community have served on panels during events aimed at bringing awareness to these issues (LACASA event agenda). In addition, Cleary administration is active and sits on the board of the LCLC (Livingston County Literacy Coalition), a group dedicated to improving adult literacy rates locally, and the University serves as a tutoring location and meeting area for the coalition. Adjacent to the work with LCLC, Cleary has a relationship with the LESA Adult Education Program and serves as a testing spot when necessary.

Our admissions and financial aid staff participate in high school college days and FAFSA events throughout the year, assisting local high school students who are in the process of applying to colleges and completing their FAFSA (sample FAFSA Night email). We provide advice on what to look for in a college or university and assistance with FAFSA questions and completion. Financial aid advisors have visited classes to discuss different aspects of financial literacy, including budgeting, credit scores, lending, and how current and future earnings play a role in these areas. In order to address increasing student loan debt, the financial aid

department changed their awarding procedures so that students are awarded based on actual costs instead of being awarded their maximum loan eligibility amounts.

Cleary students are also invested in providing needed resources for those in the community. One of our students created Jamar's Jammies, an event in which the student partnered with a local credit union to provide new pajamas to children in need during the holidays. Another Cleary student with a passion for veteran services partnered with Cleary faculty and staff to create a Veteran's Resource Center on campus. Based on the student's proposal, a committee was formed, and Cleary is now a Gold Level Veteran Friendly school, providing resources to our student veterans. In addition, Cleary aids in linking veterans in the community with much needed resources by hosting events on campus, such as Vet Fest.

Cleary also provides opportunities for education in the arts. The Secunda Museum was established in 2012 and hosts the largest public display of art in Livingston County. The Cleary Board of Trustees believed that the creativity and imagination found in art could also be found in successful businesses. In addition to campus tours of the art displays, the museum hosts events with guest speakers, which are open to the public.

Helen's Circle, which works to promote the University through investments and grants to University initiatives, also provides mentorship to young women in the Cleary community and fosters effective philanthropy. The grants distributed by Helen's Circle enhance student life on campus by providing amenities for students to enjoy, such as lounge and courtyard equipment. New grant proposals are accepted each year. More information is available in the presentation brochure (Helen's Circle brochure).

Cleary leadership works with superintendents and leaders of local high schools to develop programs that encourage and facilitate a seamless transition from high school to higher education including early college programs and the MIPS Partnership.

Corporate partnerships, in which Cleary works with businesses in the area to provide education to their employees to help further their careers, have been developed. The contract with Team Schostak is one example of how Cleary is working with businesses in our community and beyond. We also offer discounts through scholarships to employees of other business and community partners through the CEO Scholarship and the Honoring Courage and Public Service Program.

The above-mentioned items in regard to community service, corporate partnerships, and outreach tie into the concepts of experiential learning that Cleary has embraced with The Cleary Mind and, as a product of The Cleary Mind, the Business Arts Curriculum. Faculty members are recruited, in part, on their current industry-specific work; as students enter the classroom, that frontline industry experience is part of the learning. Students are encouraged to take their newly-acquired skill sets and apply them in both real-world scenarios and actual business situations with and without faculty members. The use of experiential learning runs throughout all classes and can be highlighted. For example, the final project in PHL 1200, the critical thinking class, is an escape room designed for students, staff, and faculty to solve. In the Master of Science Culture, Change, and Leadership Program, students select their

own real world problems for exploration and conduct research using a survey method or participant interviews. The students defend their research to a committee that includes the Dean of Graduate Studies and a graduate faculty member.

The University is actively pursuing outlets for service-learning opportunities that allow students to receive assignment or class credit for applying their skill sets in a variety of nonprofit volunteer roles.

2.C CORE COMPONENT

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.

2. The governing board's deliberations reflect priorities to preserve and enhance the institution.

3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.

5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

ARGUMENT

The Cleary University bylaws define its corporate and nonprofit purposes and delegate the governing corporate powers prescribed by law to its Board of Trustees. Article II on pages four and five of these bylaws specifically identify the board's primary functions as general and educational policy-making with financial responsibility for sound resource management of the University. The trustees have the power to carry out additional functions permitted by the bylaws or by the articles of incorporation, except as limited by law. The delegation of these powers makes it clear that this governing board is autonomous to make decisions in the best interest of the University in compliance with board policies.

2.C.1

With the implementation of term limits for the Board of Trustees, the University aimed to ensure that it could attract a more diverse and talented pool of trustees that better reflected the demographics of the student body. In 2020, the board consists of 17 members with five women (30%) and 12 men (70%). Most recently, the Governance and Nominating Committee has designed a Trustee Matrix that establishes criteria for new trustees in terms of skill set, capacity for participation, and diversity metrics. This matrix, as well as sourcing new trustees, has been a major focus of the committee as referenced in Governance Committee meetings in Fall 2020 and Winter 2021.

Furthermore, the Governance and Nominating Committee established a comprehensive new trustee orientation and guidebook to ensure that trustees were aware of the personal, professional, and financial commitment associated with their role.

With bylaws, term limits, and trustee expectations in place, trustee subcommittees were required to meet three to four times per year and to increase trustee engagement and leadership. All trustee subcommittee chairs report on progress regarding their divisions at each full board meeting in October, January, and May.

The Board of Trustees elects those with potential to best serve the interests of the University. Its Nominations and Governance Committee carefully vets potential board members starting with a New Trustee Nomination form submitted by other trustees. Upon recommendation by this committee, the larger board then votes on the nominees.

Each year, members are asked to review the Trustee Expectations, update their Annual Trustee Pledge, and evaluate their performance using the Trustee Self Assessment. The Nominations and Governance Committee annually considers the performance of all trustees, recommends a slate of officers using the Board Officer Nomination form, and presents the slate for vote at the larger board's annual meeting. The committee also establishes board committees and tasks them with gathering knowledge and setting policies that best serve the University.

Securing qualified trustees, officers, and committee members ensures informed decision making when setting policies and practices. For example, the Finance Committee is populated by those with knowledge and experience in corporate financial matters. This committee meets quarterly to review the financial reports prepared by the University's CFO, meets annually with a retained third party auditing firm (Rehmann), then preserves discussions and votes in recorded minutes to be submitted to the larger board at its annual meeting. Many rules, regulations, and laws must be followed, such as filing 990 and 990T nonprofit tax returns, 5500 benefits reports, and an audit. In a January 2020 meeting (para. C.2) of the larger board, the chair of the committee explained that the single audit report contains a summary of use of federal grant money. As part of its fiduciary duties, the Board must watch for errors in this process and ensure corrections are made to keep the University in compliance and eligible to continue receiving this money.

Another, but less frequent, fiduciary duty occurs when a president resigns, as did Jayson Boyers in January 2020. As recorded in the meeting minutes (pg. 5, para. 2), the Board formed a new President Search Committee and selected individuals who would be familiar with or vested in this process. For the chair, they selected a trustee who previously owned a placement agency. Other selected members either had some knowledge of the role of president (four presidents of local companies or organizations) or had a representative interest (two alumni, one student, two faculty, and two staff).

Continuing education with regard to matters exclusive to higher education occurs either in the general board meeting, as evidenced by a time of instruction on Institutional Aid on page 9 paragraph E of these minutes, or in committee work, as evidenced by the president's instruction to the committee members regarding institutional aid in these minutes.

The latter examples show how the governing board is able to make informed decisions with respect to the institution's financial and academic policies and practices and meet its legal and fiduciary responsibilities by employing internal and external training and knowledge gathering.

2.C.2

According to the published Trustees Expectations, the Cleary Board of Trustees serve three primary roles: governance, volunteerism, and philanthropy. Governance is vested in the Board under the laws of the State of Michigan and the bylaws of the University. Trustees determine administration, fiscal, and educational policies, make policy, manage tangible assets, and provide stewardship for the institutional finances. They also set the standard for volunteer leadership and commitment; serve as advocates for the institution; cultivate, recruit, and select new trustees; donate their time and resources to maintain Cleary's fiscal vitality; and, as fundraisers, actively participate in preserving and enhancing the University's future.

To keep this manageable and successful, board minutes show that the Board regularly reviews and discusses the work delegated to its six committees that partner with executive staff of the University to drill down on issues and make recommendations to the larger Board for voting. Article XIV of the bylaws prescribes the formation and powers of each committee and authorizes the Board to form additional ad hoc committees as needed. The purposes of the main committees are summarized below.

1. Executive Committee provides guidance and direction to the University's CEO, President, and Board Chairman. This direction and guidance preserves the mission, strategic goals, and objectives set forth by the University's full Board of Trustees.

2. Finance Committee reviews annual operating and capital budgets prepared and presented under the direction of the President and recommends the designation of an independent auditor each year.

3. Nominating and Governance Committee nominates new trustees, officers, and trustee emeriti to be elected by the Board, develops and administers new trustee orientation and ongoing reviews of continuing trustees, recommends commencement speakers, honorary degree, and other award recipients, and recommends updates to the bylaws, board policies, trustee handbook, the University's mission, vision, and values, and trustee conflicts of interest.

4. Academic Affairs Committee enhances the attributes of The Cleary Mind and the cognitive, social, and professional aspects of business education in relation to the holistic development of the entire student, including faculty best practices, curriculum and related financial matters, and interdisciplinary concerns within the local community, area schools, and other institutions of higher education.

5. Development Committee recommends philanthropy and fund development policies, strategy, goals, and benchmarks and assures that all donors are respected and honored, and develops a donor-centered culture.

6. Athletics Committee assures the investment in this program is to benefit the University's mission while recognizing that many of the benefits are indirect in areas such as prestige, political capital, donor support, and student enrollment.

These committees are regularly reviewed and modified during board meetings. For example, at the October 2020 meeting (pg. 5, para. 5), a change was proposed to absorb the Athletics Committee into the Academic Affairs Committee and to create a new committee called Marketing and Enrollment. This change reflects the changing needs of the University. When athletics was fairly new, it needed focused attention. Now it is well governed by a capable team of administrators and can better be included in other student affairs policies under Academic Affairs. A weaker area is in marketing and enrollment, with administrative leadership in transition.

Ad hoc committees created over the last few years are President Search Committee, Johnson Center/Cleary Commons Renovation Committee, Mission Committee (para. D.3 - to update the mission and vision of the University), and Institutional Aid Taskforce (to define parameters and goals in offering Institutional aid). This type of committee is usually short-lived, created for a specific task or project.

Minutes from the ad hoc committees consistently reveal that the Board strives to invite others from the Cleary community to advise and comment during deliberations to ensure that the governing board stays aware of its priorities to preserve and enhance the institution.

In an exciting instance of this process, the University recently received the largest donation (page 3: Johnson Center) in its history to upgrade a large building into a student commons. The Board initially created the Johnson Center Committee (now known as the Cleary Commons Committee) and tasked it with anticipating future food service and student-life needs. The Committee was populated with several University staff, and chaired by a Board

Trustee to ensure that Board involvement preserves and enhances the institution.

Board members were also part of the University's long-running strategic planning process (started in May 2017 by this email invitation), reflecting the Board's priority to preserve and enhance the institution. Over several months, trustees, faculty, and staff gathered for brainstorming, wordsmithing, and designing a new differentiation initiative called The Cleary Mind, which led to the creation of the strategic plan and to a revision of the mission and vision statements.

Even difficult deliberations are made to preserve and enhance the University. These Institutional Aid Task Force Committee minutes reveal a painfully honest review of past errors; comparing similar institutions' practices, gathering updated internal information, and agreeing on a plan to re-educate the internal and external communities on the need to seek improvement.

2.C.3

Trustees on the Board also include members from the University's external constituencies, such as business owners, banking representatives, and upper management of corporations. These members then interact through the sub-committees and ad hoc committees with the University's full-time staff, who serve as liaisons. This mix of voices ensures that all interests are considered in the Board's decision-making deliberations by encouraging multiple perspectives from both internal and external constituencies.

The Governance Committee of the Board of Trustees strives to expand the Board's representation (para. B and C) from various external constituencies, such as the University's alumni. Representatives of the Alumni Board are welcomed at the larger board and certain committees, although they don't receive voting rights.

The Board's approval of the Strategic Plan also showed its interest in internal and external constituents. A group of 64 people, including trustees and those representing internal and external constituents, met on January 18, 2018, in a round-table discussion, and began the launch of the Business Arts Curriculum and The Cleary Mind. A follow-up email from the president at the time recorded the results of that initial meeting. The board ultimately approved the adoption of the Business Arts Curriculum in their May 2018 meeting (page 4, section C. i. e. ii.)

As indicated in 2.C.1., after an initial launch early in 2020, a hiatus to assess the COVID-19 effect on the University, a relaunch in August 2020, and some changes in the committee membership, a diverse group of internal and external representatives remain on the current ad hoc President Search Committee.

The Board also reviews and considers recommendations made by the Academic Affairs Committee regarding the interests of internal and external academic constituents: internally including students, faculty, staff, and administration, and externally including local high

schools, school administrators, and ancillary service providers who support local schools. Authority for the committee's scope of review comes from Article XIV, section 7 of the bylaws (page 11), particularly the last sentence, which states that "the Academic Affairs Committee shall extend its attention beyond institutional matters of Cleary to include interdisciplinary concerns with the local community, area schools, and other institutions of higher education." The Academic Committee prepares reports and makes recommendations for Board action. It considers actions taken at the quarterly Provost's Council meeting. The committee receives input from many sectors to help them make informed recommendations to the larger board.

Additional reports were given to the Board through the Athletics Committee. The Vice President and Dean of Student Affairs deliberated with this committee on matters concerning student athletes, resident life, student activities, clubs and organizations, and facilities to provide valuable input to the Board as they consider the interests of the University's internal constituents. She also worked closely with the interim president in responding to the changes imposed by the recent pandemic and formed a Health and Safety Team including partnerships with external constituents such as the President and Chief Medical Officer of St. Joseph Mercy Hospital and the Director of the Livingston County Health Department. This team established the University's Safe Start Plan. The Board has been working closely with the interim president, reviewing partner concerns such as the number of hospital beds if an outbreak occurred on campus, advising on University policy for scenario decision making, and donating to the University to make up for shortfalls brought about by the pandemic.

2.C.4

The Board bears ultimate responsibility for weighing conflicting claims of interested parties to protect the good of the institution. Each trustee on the Board annually submits a Conflict of Interest form to the Nominations and Governance Committee. Article XIV, Section 6 of the bylaws (page 11, para. 4, bullet 4) requires that the committee members "Review the annual board conflict of interest responses." A conflict of interest is described in detail in Article XVI Conflict of Interest of the bylaws (page 15, para. 1) along with the process for abstaining to vote in certain matters and for the recording of minutes to reflect any conflicts of interest in those matters.

Article II in the bylaws (spanning pages 3 & 4) establishes the "Powers of Trustees," and Article III (page 5, Section 4) provides that "Any member of the Board of Trustees may be removed from office for cause, at any meeting of the Board by affirmative vote of two-thirds of the Trustees then in office."

Article XIX Section 1 (page 16) limits the use of University funds according to the bylaw's objectives and purposes and preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties by stating that "no part of said funds shall inure, or be distributed, to any member of the Board, or to any other individual; and the University shall not participate in, or interfere in, any political campaign on behalf of any candidate for office (including the publishing or distributing of statements)."

The Trustees Expectations book given to all new trustees contains a guiding statement (page 2, para. 1) to warn the Board against undue influence, "Boards have a fiduciary responsibility to advance the institution's mission and to promote the institution's integrity and quality." The book goes on to explain how the trustees have a special duty to preserve the integrity of not only the institution they represent but also that of higher education in general.

2.C.5

Article VII of the bylaws (pgs. 6-7) titled Powers and Duties of the President of the University describes the role of president as "the educational and administrative head of the University" who shall "exercise a general superintendence over all the affairs of the institution, and bring such matters to the attention of the Board as are appropriate to keep the Board fully informed in meeting its policy-making responsibilities."

In addition to bylaws, the Board has established standing policies. Under Policy 2.1 (pg. 19), the Board delegates the implementation and subsidiary development of policies to the president "as long as they do not violate reasonable interpretation of Board bylaws or standing policies." The policies further define specific day-to-day management of the institution to the institution's administration vested in the president and CEO of the University in areas such as communication and counsel to the Board, University finances, employees, instruction, and strategic planning (pgs. 19-22). The president further delegates the management of operations to the top tier of leadership, who in turn delegates to the next tier pursuant to the reporting structure.

Committees of the Board work directly with University staff to oversee and recommend certain aspects of the University's administrative process. This is evidenced by the 2020 Committee List of committees which shows Ex Officio members, who are mostly University staff. For example, the Executive Committee of the Board works with the president to exercise its powers to: "Review staff, student, and faculty policies", The Academic Affairs Committee works with the provost and deans in fulfillment of its duties, while the Finance Committee similarly works with the CFO, controller, and other business office personnel.

2.D CORE COMPONENT

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Cleary is committed to the pursuit of academic freedom and freedom of expression in the pursuit of teaching and learning as a core concept in the delivery of the University's academic offerings. This is also reflected in the design of The Cleary Mind™. Cleary adheres to the American Association of University Professors (AAUP) 1940 Statement on Academic Freedom and the 1999 Statement of Online and Distance Education. This is communicated on page 35 of both the Full-Time Faculty Handbook and the Adjunct Faculty Handbook.

Academic freedom applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. The University requires publication, presentation, or professional development for all active faculty, both adjunct and full-time, as articulated in the faculty handbooks and the Professional Development Reporting form. Within this development, reporting, publishing, and research are of great value. The right to free inquiry and scholarly investigation and the right to discuss, exchange, and publish any findings or recommendations, either individually or in association with others, is encouraged provided the instructor makes no claim to represent the University without due authorization. Academic freedom is fundamental for the protection of the rights of the teacher in teaching and of the student in freedom of learning.

These freedoms also address restraint and respect for the opinions and rights of others stating, broadly, that the University is a sanctuary for the freedom of thought, but not for infringing on the educational process or for use as an inappropriate means to an end. The concept of academic freedom is central to The Cleary Mind and is exemplified in coursework from the beginning of a student's career through their final class. For example, incoming freshmen are all required to enroll in ENG 1100 Discourse and Delivery, which asks them not only to recognize media and personal messaging, but to explore why it works and, in turn, create their own messaging for a distinct purpose. Faculty are encouraged to utilize their research and industry knowledge within the classroom as they see fit. Although Cleary class designs are robust and include material reaching far beyond textbooks to help students achieve learning objectives, the freedom given to faculty to supplement and expand from a point of expertise is encouraged.

Students are also advised of their right to academic freedom and freedom of expression, most notably in the Academic Catalog, where it states that Cleary seeks to "Ensure that the foundation of Cleary Residence Life is grounded in a culture that values open discourse, respectful behavior and actions, and being a positive, welcoming environment where students have the freedom to express themselves and feel a true sense of belonging and ownership in their space."

This attention to freedom of expression and the pursuit of truth in learning is exemplified in many areas of the University, most notably in reaction to the various social and cultural issues throughout 2020 and 2021. The institution's commitment to these principles is

reinforced by public responses from Interim President Emily Barnes to controversial national events exemplified in August of 2020 (Cleary's approach to higher education during COVID-19) and in January of 2021 (the insurrectionist takeover of the Capitol building). These leadership statements affirm Cleary's support of people's constitutional rights to free speech while acknowledging duties correlative to rights. These examples also communicate the desire for Cleary students to engage in responsible freedom of thought and expression.

Cleary is actively working to expand and amplify student and faculty voices in pursuit of freedom of expression. The January 2020 celebration of Dr. Martin Luther King, Jr. featured a speaker series of administration, faculty, students, and community leaders as devised and executed by a committee of faculty, staff, and students. In addition, the University is supporting student groups in creating their own governmental organizations with this foundational outline guiding the formation. The right to a voice in democratic student government within the University is important. Likewise, each student has the right to advocate any new policy or change in existing policy in all matters affecting students through established Appeals and Grievances processes, as outlined in the Student Rights, Responsibilities, and Code of Conduct, and through the Associate Dean of Students.

2.E CORE COMPONENT

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.

2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.

3. The institution provides students guidance in the ethics of research and use of information resources.

4. The institution enforces policies on academic honesty and integrity.

ARGUMENT

2.E.1

Cleary University subscribes to maintaining professional standards and providing oversight, including any regulatory compliance and ethical behavior, in the research that it does conduct. As outlined in 2.E.2, 2.E.3, and 2.E.4, students and faculty are encouraged and

expected to conduct research with integrity and ethically, and these policies are articulated in multiple areas. Recently, through Cleary's graduate program, more formal and applied research has been introduced into courses. Students enrolled in the Master of Science in Culture, Change, and Leadership program engage in original research capstone projects, requiring both primary and secondary information sources. Documents of thesis quality, beginning in 2021, will be published through ProQuest.

The capstone is guided by the Capstone Guidelines Handbook. There is an established process for graduate students to have their research approved and supervised with an Institutional Review Board (IRB) proposal, recently established at the institution for the program. The IRB at Cleary reviews all research proposals prior to students moving forward with research. This ensures protection of both the project participants and Cleary . Students are also required to take research subject training via the Protecting Human Research Participants (PHRP) to qualify for the course capstone and to ensure they understand the requirements related to utilizing subjects in research. Each student is assigned a qualified graduate faculty mentor to supervise the research process and will attend a two-day residency session that further delineates the requirements for research, methods, and ethical conduct. Once a faculty member has been assigned, students are enrolled in CCL 6006 - Applied Research Methods where the direct application of student research is supervised by the faculty mentor and the University librarian.

2.E.2

Cleary provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students. Beginning in 2018 and through more appropriations and expansion through 2020, the University Library is more robust and provides students with information on the ethical use of resources through the website, library subject guides, video tutorials, and in-class visits by the institutional librarian throughout the student's educational career. Starting in freshman English courses, students are taught about the varying qualities of information and how to apply critical thinking to evaluate that information. Lessons include recognizing bias, subjective vs. objective information, understanding the target audience, and differences between uninformed opinion in the form of Internet blogs versus researched and peer-reviewed articles from trade and academic articles. Students are taught about the APA style used at Cleary and how to avoid plagiarism. Fourteen classes were visited by the librarian during the 2019-2020 academic year.

Students are required to practice relevant and reliable research in class and are specifically instructed to address that with library staff and support services throughout their first year in ENG 1100 Discourse and Delivery, PHL 1200 Critical Thinking, and COM 1400 Speak Up!, making library usage habitual in the beginning of their academic journey. The COM 1400 learning objectives include, "Apply proper techniques for researching, developing, organizing, outlining, and delivering effective written documents and

presentations." After students are introduced to the variety of writing support services, they are encouraged to keep utilizing them through graduation. In 2019, the University recognized the need for more student writing and research support and created the Peer Tutor and Writing Center, initially staffed by qualified faculty and now housed within the broader academic services banner provided through the library which now includes a 24-7 Librarian service so students can access support whenever and wherever the curriculum is delivered.

The librarian also embeds herself into a number of upper-division and graduate-level courses as a resource, participating in discussions about student research and modeling ethical research and effective use of information resources.

2.E.3

The University libraries provide students with information on the ethical use of information resources. The Student Handbook includes the Academic Dishonesty policy. As indicated in 2.E.2 above, the Writing and APA Lib Guide provides numerous resources to help students with APA formatting and information on avoiding plagiarism. Resources within the library website include:

- APA 7 Student Paper Template and Sample APA Paper

- Accordion-style menu with numerous examples of formatted references and in-text citations by information type

- Handouts: What Are In-Text Citations? and What Is APA 7th?

- Video - How to Format Papers in APA 7 with table of contents and timestamps

- Video - What Is Plagiarism and How to Avoid It

- Additional links on copyright basics, public domain, and Digital Image Rights Computator

- Resources for graduate students working on professional projects, including the handout: Formatting Journal Articles for Your Professional Capstone

- Information and resources on using Zotero, a free bibliographic management tool

Beginning in the fall of 2020, the instructional librarian offered bi-weekly APA workshops to help students who were working on projects. These workshops were conducted virtually and face-to-face. During these sessions, students could email paper drafts and get one-on-one help with any research and APA formatting issues.

2.E.4

The institution enforces policies on academic honesty and integrity. Cleary 's Academic Conduct Standards and Plagiarism policy developed by the academic deans and incorporated into various documents via the Provost's Council clearly defines academic integrity and the consequences for not following those policies. The policy is included in the current Student Handbook, Full-Time Faculty Handbook, and Adjunct Faculty Handbook and is linked on the University website.

Cleary students, faculty, and administration have the important responsibility to uphold and protect academic integrity and, therefore, academic dishonesty of any kind will not be tolerated. These policies are also summarized and included in every course syllabus in two places: the Information Literacy and the Academic Dishonesty sections. Every course syllabus alerts students to Cleary 's Information Literacy Policy, which states: "As a student at Cleary, you are expected to retrieve and interpret information through a variety of media and be familiar with copyright compliance policies."

Under the Academic Dishonesty section, students learn that "...Cleary monitors student work for plagiarism through the use of anti-plagiarism applications, tools, and services," and that "a student who commits an act of academic dishonesty may face disciplinary action, including, but not limited to, failure to receive credit on an academic exercise, course failure, and/or dismissal from the University."

Academic dishonesty includes, but is not limited to, cheating, plagiarism, unauthorized collaboration, unauthorized use of digital materials (including paraphrasing software), purchasing or copying materials written by someone else, or falsifying information or documents or any other method of academic dishonesty. Intentionally assisting others in acts of academic dishonesty is also considered academic dishonesty.

The process for reporting academic dishonesty is as follows. Professors regularly monitor assignment submissions utilizing, but not limited to, plagiarism detection software. At this time, Turnitin is the plagiarism software in use at Cleary . After a suspected incident of plagiarism, the professor of record will review the document in question and the Turnitin report to gauge the severity of the occurrence. The professor of record will then reach out to the student and convey their reservations about the document and allow the student to provide an explanation. After this explanation, the professor will make a determination on whether the occurrence was intentional or unintentional plagiarism. If intentional, or if there are other concerns, the professor will then log the incident into the Dropout Detective system to alert academic advisors and provide a record of the incident for potential University action.

Any cases of academic dishonesty will be reported to the appropriate academic dean and other personnel as the situation dictates. Confirmed dishonesty may result in penalties up to and including dismissal and denial of any financial reimbursement. Students have the right to appeal decisions made through this policy to the office of the Provost via the Appeals and Grievance process. This appeals process is in the Academic Catalog.

CRITERION 2 SUMMARY

With the University's new mission statement, the development of The Cleary Mind, a history of successful audits, and commitment to student learning and co-curricular assessment, Cleary has met the criteria for ethical and responsible conduct. Expectations for behavior are clearly outlined for all members of the campus community: Board of Trustees, faculty, staff, administrators, and students.

Beyond that, the University has demonstrated its commitment to these ideals, most notably in the response to the COVID-19 pandemic, the pivot to remote learning, and the successful re-opening to on-ground classes in Fall 2020. The University, as a whole, dealt with that predicament promptly, openly, and effectively through training and policy creation. In addition, the University was the recipient of and received 100% forgiveness for PPP loans during the pandemic as a testament to its financial processes, policies, and staff. Even so, Cleary University is well aware that it must be ever diligent in maintaining the high standard it has set, and that is indicative of the institution's reliance on shared governance including robust checks and balances.

The University has a strong commitment to shared governance and includes all constituents, including students, in developing the long-range plan and other important documents and in reaching strategic decisions. Cleary University also serves its constituents through its continuing commitment to partnerships. The University has a long history of focusing on the needs of the citizenry rather than sole ownership and credit. What that means has evolved as the mission of the University has changed, but it has always worked to the benefit of all.

Indicative of these values, the Cleary community embodies the institution's core beliefs. Integrity guides all operations and decisions at Cleary. The University's commitment to ethics and integrity are evident in the faculty, staff, and student codes of conduct outlined in the

respective handbooks, bylaws, and board and staff committee engagement. Additionally, Cleary's Board of Trustees have policies that reflect their ongoing commitment to integrity as a governing entity.

Cleary has continuously held faculty, staff, and students accountable through policies that are detailed in the faculty and employee handbooks, the University catalog, and the Student Code of Conduct. Currently, the University has identified additional areas for improvement such as working towards creating a student-athlete handbook. While student-athletes would still be governed by the Student Code of Conduct, the student-athlete handbook would outline additional sportsmanship conduct for athletes to follow while they are representing Cleary.

Communication is always an area for improvement, and in an effort to be more transparent with our faculty, staff, students, parents, and community, Cleary has hired Your People, an outside marketing company, to redesign Cleary's website. The new website will not only be visually appealing, but will also allow users to have pertinent information across all departments readily available at their fingertips.

The evidence presented throughout Criterion 2 demonstrates Cleary's commitment to continuous improvement and dedication to communicating ethically with our community, faculty, staff, and students through clear policies and procedures.
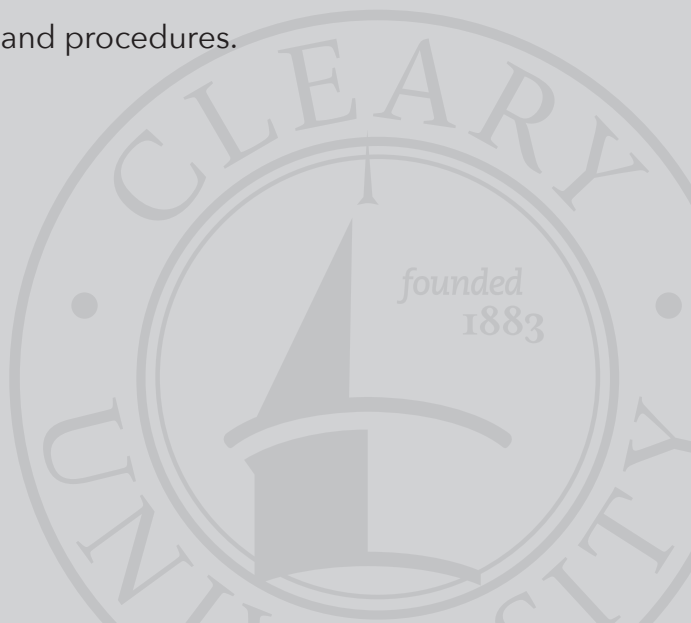
THE CLEARY MIND™

PROBLEM SOLVING	ENTREPRENEURSHIP
CREATIVE THINKING	LEADERSHIP
COMMUNICATION	ETHICS
PERSUASION	CRITICAL THINKING

CLEARY UNIVERSITY
LIVINGSTON CAMPUS

3 TEACHING & LEARNING

QUALITY, RESOURCES AND SUPPORT

The institution provides quality education, wherever and however its offerings are delivered.

3.A CORE COMPONENT

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.

2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.

3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

ARGUMENT

3.A.1 AND 3.A.2

The institution articulates and differentiates learning goals for its undergraduate, graduate, and certificate programs.

The academic programs at Cleary University's undergraduate and graduate levels are carefully developed and assessed to meet the targeted objectives set for undergraduate and graduate levels and, as applicable to the degree, external accrediting bodies and industry expectations.

UNDERGRADUATE ACADEMIC PROGRAMS

Cleary offers the Cleary Business Arts Curriculum at the associate's and baccalaureate degree levels in traditional and multiformat delivery formats. Cleary's degrees include

distribution requirements in general education, lower and upper division common core, minor and major, and elective courses. Graduates earning an associate's or bachelor's degree must complete the requirements of the degree and earn a cumulative grade point average (GPA) of at least 2.0. Credit hour requirements for major and minor areas of study are designed in a manner consistent with the degree awarded.

Learning outcomes for undergraduate programs align with the mission and values of the University and are specific to the Business Arts Curriculum business core and the corresponding areas of study. Programs and courses are designed with goals and objectives that are consistent with our mission, the eight attributes of The Cleary Mind, and University learning outcomes (ULO) adopted by the Board of Trustees (BOT) in May 2018. Cleary University faculty align course competencies with degree outcomes for greater pertinence to their courses.

A comprehensive description of program outcomes is included in the Catalog. Undergraduate courses are designed to be appropriate for undergraduate degrees, whereas graduate courses are appropriate for master's degrees. Courses are also suitable for each level. Undergraduate courses are divided into two levels, lower division (1000 and 2000) and upper division (3000 and 4000). Lower-division courses are relevant to, and are included in requirements for, an associate's degree. The upper-division courses are included in the baccalaureate degree requirements.

Cleary significantly shifted student demographics from 90 percent adult learners and graduate students (2010) to 52 percent traditional-aged students (2020). In response to this transition (2017), the strategic planning committee conducted an evaluation of student outcome data, business employment research, and perspectives of employers, educators, staff, faculty, and alumni. The feedback from hiring employers revealed consistent dissatisfaction with the preparation and performance of graduates entering the workplace. Local education leaders noted a lack of community collaboration and voiced a need for early engagement for young learners. Feedback from our alumni, parents, and community members revealed a need to accommodate the unique needs of adult learners (Strategic Plan, pages 11-13).

The evaluation process led to our strategic intent, a Cleary Mind Inside Every Business, and a five-year strategy to re-conceptualize Cleary and academic programs to meet the needs of local schools, businesses, foundations, and workforce development. Our academic programs have historically met the practical needs of business (accounting, economics, etc.); however, according to the 2018 Job Outlook Report, the 2018 Employer Research Report, and the 2020 Job Outlook Report, employers now seek graduates who possess key characteristics and leadership attributes along with business-ready skills. Indicative of the same practices originally set forth by our founder who started a school of penmanship as a direct response to the needs of business employers, we developed the Business Arts Curriculum to respond to modern employer demands. Consequently, this curriculum was uniquely designed to produce The Cleary Mind, a self-actualized and self-authored business school graduate who possesses the ability to lead, think critically, make informed

decisions, contribute, and prevail in a creative, imaginative, and multi-dimensional business environment.

Furthermore, the Business Arts Curriculum was designed to promote the development of the eight attributes of The Cleary Mind through a forged integration of business, philosophy, and literacy in every class, in every semester. This trilogy represents key disciplines identified by an assembly of faculty as necessary components to promoting the development of methods of logical inquiry and reasoning, and the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information gathered from, or generated by, observation, experience, reflection, reasoning, or communication.

Our faculty embrace a constructive-developmental view of teaching, which complements the goals of the curriculum stated above but also welcomes students' ways of making meaning and simultaneously engaging them in a journey toward more complex ways of thinking. The transformative nature of the curriculum greatly depends on utilizing what student's already know to increase the development of self-authorship.

GRADUATE DEGREE PROGRAMS

Cleary's graduate offerings include the Master of Business Administration (MBA) and Master of Science (MS). Cleary offers graduate certificates in all concentrations. Degree requirements for each program vary, as is common in graduate education, and are described in detail in the catalog. General standards for academic progression, academic standing, and the credit hour policy are also articulated in the catalog. For example, to maintain satisfactory academic progress, graduate students must maintain a 3.0 GPA in their graduate coursework.

Learning goals and outcomes for the University's graduate programs (MBA and MS examples) align with Cleary's mission and values and are specific to the course of study for each program. However, goals and outcomes are distinct from those established for undergraduate programs. This distinction is evident in the depth, specific focus, and level of rigor in graduate course curricula and in articulated program outcomes and course descriptions. (Examples CCL 6001, CCL 6002, and ECO 6450.) Descriptions of program outcomes are included in the Catalog. Graduate courses are designated in the 5000 to 6000 range and are appropriate for students who are pursuing a master's degree.

At the graduate level, analysis of information through the lens of leadership is considered central to successful degree completion as is a greater emphasis on disciplinary theory; to this end, graduate programs require students to participate in individual research and dissemination activities consistent with established standards in their respective disciplines. For example, students earning the Master of Science in Culture, Change, and Leadership participate in a thesis and research residency (for example, CCL 6007 and CCL 6009).

LEARNING GOALS AND SYLLABI

Learning goals for each academic program are developed in accordance with standards appropriate to their respective disciplines and are aligned with the mission of the University. Course "leveling," as represented by the University's course numbering system, indicates introductory, intermediate, advanced, or graduate level. The syllabus for each course, which is guided by a standard template, specifies the course number and outcomes appropriate to the level, discipline, and area of study, thereby articulating Cleary's educational standards and values. Each course syllabus contains specific information that aligns with the master syllabus to ensure Cleary's mission and policies relevant to academic performance are articulated (Examples ENG 1100 and BUS 6000).

Cleary's program quality and learning goals are consistent across all modes of delivery and all locations. Advancing our mission and increasing access to affordable education, Cleary partnered with LCCAN and LESA to join the state-wide goal for 60 percent of high school graduates and adult learners to achieve a postsecondary credential by 2030. We began early college programs with an associate's in business analytics. Continuing our community trend in 2019, we advanced early college initiatives and established a relationship with Michigan International Prep School (MIPS), a K-12 online charter school unencumbered by the same regulatory requirements of a public school. We then created an associate's degree in business completed in the ninth through twelfth grade. These students adhere to the same learning objectives and rigor of the degree program.

In 2019, Cleary joined the Michigan Transfer Agreement (MTA), another state-wide initiative to increase access to affordable education and degree completion among transfer students. We reorganized our programs to accommodate the 30 general education requirements and to form a business track. We reshaped the distribution requirements to form stackable credentials, which enables students to complete an associate's degree and a bachelor's degree, and then extend to a master's degree without lengthening coursework beyond the minimal degree requirements.

Cleary's enrollment process includes a prior learning evaluation and extensive transfer options to support transfer students seeking to complete a four-year degree or to complete a master's degree. Cleary maintains transfer agreements with accredited institutions to increase degree completion.

3.A.3

Cleary offers educational programs in traditional, hybrid, multiformat, and online delivery formats. To ensure program quality and consistency of outcomes, the multiple levels of review for each new and continuing program are the same for hybrid, online, and traditional programs. All courses at undergraduate and graduate levels are designed in a highly collaborative process among academic deans, faculty, and instructional designers. A design template used for the development of courses (completed example). Each course must

include evidence of educational standards, as represented in the stated learning outcomes, and effective means by which to measure students' progress towards those outcomes. For example, degree completion programs that are designed to meet the needs of adult learners maintain the same learning outcomes as courses offered on-ground for traditional students. The University's instructional designer assists in the development of the online component of all courses and assesses their quality utilizing the Quality Matters™ rubric (a national standard for online course design) and a shared course design checklist document for each new course to ensure quality standards are met prior to course delivery.

3.B CORE COMPONENT

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.

2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.

4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

ARGUMENT

3.B.1 AND 3.B.2

Cleary's mission to provide an intimate and inclusive, student-centered business education that instills the values of The Cleary Mind in our community through the Business Arts Curriculum (2018), designed to develop the eight attributes of The Cleary Mind throughout a three-part curriculum: business, philosophy, and literacy (reading, writing,

cultural, and technological literacy). Our general education philosophy and framework is included in The Cleary Mind curriculum document, which provides an overview of Cleary's general education program and the characteristics, skills, and attitudes needed to develop the ability to lead, think critically, make informed decisions, contribute, and prevail in a creative, imaginative, and multi-dimensional business environment. Cleary University's general education outcomes are:

1. Analyze evidence of issues, ideas, artifacts, and events before accepting or forming a judgement (Critical Thinking).

2. Examine diverse perspectives and cultures as they relate to the individual, the community, and the global society (Diverse Perspectives and Cultures).

3. Examine external and internal influences that govern behavior or the conducting of an activity (Ethics and Leadership).

4. Solve problems from different perspectives and find solutions to difficult or complex issues. (Problem Solving and Creative Thinking)

5. Prepare and deliver oral and written presentations to exchange information, news, or knowledge using appropriate technologies. (Communications)

Viewed broadly, undergraduate general education courses introduce students to the typical variety of foundational courses; however, due to the pluralistic qualities of our curriculum, our general education courses are designed to create awareness of a wide-range of concepts surrounding business, technology, the world of language and symbols, perplexing challenges, artistic expression, ethical dilemmas, philosophical tenets, and social enigmas on a local, regional, and global scale. Keeping within Cleary's mission, the general education requirements are designed to develop epistemic rationality (fitting one's beliefs to the world) and instrumental rationality (optimizing goal fulfillment), which promote the development of self-authorship. The general education program is appropriate to the mission as it promotes the completion of core requirements and increased exposure to a wide range of concepts and disciplines to help students determine their major and path of education. Our general education components are organized into five categories: 1) English/composition, 2) humanities, 3) social sciences, 4) natural sciences, and 5) mathematics. The general education curriculum accommodates the needs of students pursuing degrees in early college, students seeking to transfer, and students seeking to complete their degree.

3.B.3

As declared in our mission, "… intimate and inclusive…", and our outcomes for the Business Arts Curriculum, Cleary envisions graduates as persons who are able to form logical, unbiased thought by obtaining multiple perspectives, communicating to all groups, and

forming self-identity separate from external influence. To this end, the curriculum prepares students for a world that is increasingly complex by exposing students to diverse and global perspectives. This is evident in a number of courses, such as Business Arts Immersion, Know Thyself, Know Thy World, and Discourse and Delivery. At the graduate level, we offer the Master of Science in Culture, Change, and Leadership, which focuses on developing cultural literacy and awareness in emerging leaders. The requirements embedded in the curriculum recognizes the human and cultural diversity of the world in which students live and work. These course requirements align with The Cleary Mind, by which students understand human cultures and the physical and natural worlds.

We have made significant strides related to diversity in many forms, including culture, gender, race, ethnicity, religious beliefs, sexual orientation, human capacity, and socioeconomic status in co-curricular experiences. For example, we regularly conduct campus student life activities promoting diversity awareness such as speaking events A Candid Conversation on Race and Halal Metropolis. Cleary's commitment to inclusivity is represented beyond programmatic requirements, including different aspects of institutional discourse. For example, the first general education outcome, which refers to the student's ability to "understand the value of diversity in people, thought, and experience," places emphasis on growth in intellect and cognition as opposed to following systems of thinking and belief. Courses offered that heavily focus on the development of identity include a range of students' religious beliefs, backgrounds, upbringing, and cultures. Consequently, students engage in foundational concepts of diversity and inclusion and how they make meaning from whatever perspective they bring to the course. This carefully implemented dialectic underscores the powerful truth that openness to and exploration of "difference" is a path to self-authorship and ultimately the ability to thrive in the dynamic world of business. Example courses include TCM 1000, PHL 1300, and ENG 1100. Looking towards our anticipated growth, diversity, inclusion, and equity are critical topics for Cleary, as demonstrated in minutes (pages 9 - 10). Currently, our student population is largely homogeneous. As part of the upcoming renewal of a strategic plan, emphasis will be on key initiatives to create an equitable workplace, including establishing a department of equity, hiring a diversity and equity officer, creating policies on hiring practices, and an overall commitment to the diversification of the student body and reaching audiences we do not yet serve.

3.B.4

Cleary's faculty and students contribute to scholarship. Faculty include presentations and publications on their curriculum vitae. (Cudmore, Emmons, Hayes, Banks-Hall) Graduate faculty present their scholarship at residencies, both to exchange scholarship and to model such professional activity to students. Cleary faculty has presented at annual higher education conferences on such topics as best practices in higher education pedagogy. Cleary's faculty regularly contribute to scholarship through academic publications and other sources of creative work. Faculty are expected to provide a report on scholarship, education, publications, and professional development as laid out in the faculty handbooks. Our faculty

also create works in small business, graphic novels, and non-fiction, which brings richness to our campus environment. We see evidence of student/faculty contribution to the arts through creative opportunities such as the Drama Club, a faculty/student collaborative e-book written by students and illustrated by Cleary staff and faculty's children on MLK, and Secunda Museum events that promote the arts. The undergraduate and master's programs include a capstone portfolio/course/internship/research paper, or thesis project, wherein students work closely with faculty to conduct research in an area of interest pertinent to their major. Students are required to contribute to industry-specific scholarship and creative works as examples of core competencies, knowledge discovery, and creative thinking. This culminates in the PJT 4910 and PJT 4920 courses for graduating seniors. The course's capstone is a large, industry-specific project. This project manifests as articulated in the Professional Project Options in the course.

The capstone projects, course-specific projects, and the co-curricular works are evidence of the application of all eight attributes in developing the core business, literacy, and philosophy components of The Cleary Mind. In courses utilizing these industry-specific capstone projects, students need to be adept in all three areas; that is the philosophical backbone of a holistic student prepared for entry into industry. These key disciplines, especially the study of philosophy, are necessary for promoting the development of logical inquiry and reasoning, and the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information gathered from, or generated by, observation, experience, reflection, reasoning, or communication. According to The Stanford Encyclopedia of Philosophy, the study of philosophy helps students to acquire the knowledge, abilities, and dispositions of a critical thinker.

3.C CORE COMPONENT

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.

3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.

4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

6. Instructors are accessible for student inquiry.

7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

ARGUMENT

3.C.1

Since the prior HLC visit, Cleary took an active approach to ensure staff, faculty, and the board of trustees are reflective of human diversity and in line with the strategic plan, mission, and vision. This approach serves the changing student demographic and provides a point of multiculturalism and diversity at the main campus, which is established in a largely homogeneous community. The intentional change on the Board of Trustees has resulted in the development of a Trustee Matrix to pinpoint skill sets and backgrounds of current trustees and to fill gaps on the Board.

Board of Trustees diversity initiatives paralleled campus leadership, faculty, and staff diversity initiatives. Hiring is ongoing to diversify beginning in 2018 and continuing through the present (Human Resource data). The constituencies we serve are more diverse with each semester and to promote a place of belonging we must provide diverse voices and perspectives.

3.C.2

The University-wide student faculty ratio is currently approximately 13:1, and Cleary actively pursues recruiting more full-time faculty based on enrollment fluctuations and developing long-term relationships with adjunct faculty. The University has a policy in place to reward adjunct faculty performance with a "step pay system" wherein adjunct faculty, over time and despite part-time status, receive compensation increases and benefits after positive annual reviews, number of credit hours taught, and service to the University. The system also serves as a pathway to faculty engagement in a full-time capacity, and, by the time an adjunct faculty member has completed the third phase of the system, they are very close to full-time compensation with a normal course load.

This step pay system was instituted in Fall 2019, and there are currently ten adjunct faculty members who have received step increases with more faculty anticipated after the Spring 2021 semester. These metrics are explored in detail in 3.C.4., and the policy is articulated in the Adjunct Faculty Handbook. Faculty workload is monitored and tracked by the Dean of Academic Operations.

In the 2020-21 academic year, the University had six full-time instructional faculty members and over 40 adjunct instructional faculty members. During the Fall 2020 semester, approximately 15% of all faculty were full-time, approximately 15% were full-time staff who also teach, and the remaining 70% were adjunct faculty with an average of six years of service. All full-time faculty members are responsible for a course load of up to five sections per semester (not including summer) and are allowed a minimum of one Undergraduate Teaching Assistant each semester. The workload is articulated in the Full-Time Faculty Handbook.

Each of Cleary's six full-time faculty has a permanent seat on the Faculty Senate and are joined by adjunct faculty who commit to one-year terms of service. The Faculty Senate is integral to academic assessment with representation on the Assessment Committee and, for new programs, program mapping, course creation, and program review, on the Curriculum Committee. In the classroom, faculty are responsible for assessing students in terms of course, program, and institutional learning outcomes. Faculty are asked to track these outcomes and then report findings during program reviews scheduled on the program review calendar.

3.C.3

The University engages in actively recruiting instructional staff with appropriate qualifications. Beginning with the hiring process, potential faculty members are asked to apply through the University's Paycom system. That process includes acknowledgement of degrees, including pointed questions regarding the number of graduate hours per discipline and written statements of pedagogical and classroom experience. Faculty hiring is done based on those answers, appropriate education/experience, and interviews with academic leadership and full-time faculty. Faculty members are then evaluated on their degree sets, official transcripts, certifications, and experience against the Tested Experience Policy of the University. This policy dictates courses available to faculty as recorded on a Faculty Credential Review Form approved by the appropriate academic dean and provost. As faculty earn degrees, gain experience, and attain credentials, the Faculty Credential Review form is amended. Faculty teaching courses offered to dual enrolled or early college students are the same faculty with the same required qualifications.

3.C.4.

To achieve a high quality online environment for our students and to meet the pedagogical needs of The Cleary Mind, faculty members actively engage in teaching,

professional development, and service. While this expectation has been in place, the process for evaluating faculty has evolved with increasing structure. The current provost, upon assuming the role in 2019, recognized the need to invest in additional support for faculty. At this time, Cleary moved to a system of three academic deans (Dean of Academic Operations, Dean of Undergraduate Studies, and Dean of Graduate Studies). These three deans, in part, were charged with improving the process for monitoring and evaluating faculty. The University's faculty performance evaluation process is outlined in both the Full-Time Faculty Handbook and the Adjunct Faculty Handbook and is housed in the Faculty Hub, a course that all faculty are enrolled in through Canvas, the University's LMS.

Performance reviews are mission-related and consistent with reappointment, promotions, merit raises, and step pay adjustments for adjunct faculty as detailed in 3.C.2. The faculty evaluation process was revamped in 2019 in order to retain and reward quality faculty. The following process takes place each semester for both adjunct and full-time faculty with additional, smaller quarterly assessments for full-time faculty. Each semester, faculty are asked to complete a self-review form, indicating their perceived strengths and weaknesses, and go through the peer review process with a member of the Faculty Senate engaging in classroom visits, regardless of modality, wherever and however the course is administered. Academic deans perform the peer review process for members of the Faculty Senate. All faculty are required to complete a professional development form in semesters they are teaching. This form evaluates additional education, publications, training, presentations, and University service per faculty member each semester.

Faculty are required to complete a minimum of eight hours of reporting each semester. These elements, along with the aggregate end of course evaluations, are all included in the end of year evaluation as conducted by the appropriate academic dean. This yearly evaluation includes a one-on-one meeting with the academic dean. The complete review, with all components, are then sent to human resources and incorporated as part of the employee file.

3.C.5

Teaching effectiveness at Cleary plays a critical role in the success of the Business Arts Curriculum. Teaching toward self-authorship greatly depends on engaged learning practices and a depth of knowledge of the goals and attributes of The Cleary Mind. Teaching effectiveness is of great importance in terms of fostering self-authorship through the Business Arts Curriculum, as student engagement from instructors is the introduction to this for many students, and there are multiple resources for faculty in that regard. Firstly, the faculty step pay system, as articulated in 3.C.2., is indicative of the University's commitment to engaging and effective faculty. This pay structure was put into place to promote teacher effectiveness and to fulfill our staffing needs in terms of full-time faculty. The New Faculty Training, which all faculty attend upon hire, includes a section on teaching effectiveness and student engagement. This is reiterated in The Faculty Hub where that training, as well as other faculty trainings, an ever-evolving collection of teaching effectiveness resources,

and an asynchronous discussion board for faculty questions, is housed in Canvas. Teaching effectiveness and minimum engagement requirements are also laid out in both the Full-Time Faculty Handbook and the Adjunct Faculty Handbook.

The University utilizes a software package, Instructor Insight, to allow information related to their instructional performance and teaching effectiveness to be accessed and assessed easily and effectively. The use of both Instructor Insight and Dropout Detective allows academic leadership to effectively keep apprised of issues with students and faculty before these hit a crisis situation. The use of Instructor Insight allows for continuous feedback and coaching as necessary. As detailed in 3.C.4., the University also collects educational, training, publication, credentials, and faculty research data each semester via the professional development reporting form. To satisfy that end, the University also provides numerous opportunities for professional development in teaching and service. In addition to the New Faculty Training open to new and current instructors, all faculty are encouraged to participate in the monthly faculty training as delivered by members of the Faculty Senate, with recordings housed in the Faculty Hub. Recent training and professional development sessions have included student diversity, COVID response, online student engagement, faculty self-care, and grading effectiveness. Faculty are also invited to all staff professional development and training sessions. In addition, monthly informal Faculty Roundtables are held for all faculty to meet, discuss issues, and share best practices as facilitated by the academic deans. Yearly Faculty Conferences, prior to the Fall start, have been conducted wherein faculty gather as a group to collaborate and begin the academic year. COVID-19 restrictions prevented the 2020 gathering in person, but the gathering was still productive via teleconferencing.

Each year, faculty members are considered for a variety of year-end awards conferred at the commencement ceremony. The purpose of the Cleary University educator awards is to recognize faculty who have shown exemplary dedication to the educational, emotional, social, and career success of our students. These awards allow Cleary University to honor and celebrate the time, dedication, and valuable efforts of educators who motivate and inspire students to meet their goals and achieve their dreams. Cleary University educator awards (section 8) include:

- Inspirational Educator Award

- Vince Linder Teaching Excellence Award

- Inclusive Educator Award

3.C.6

Cleary is committed to the importance of student-faculty interaction. The 13:1 student-to-faculty ratio allows the University to create student-centered relationships. Policies regarding student engagement and student-centered philosophies also encourage collaboration and consultation between instructors and students. As described on page 13 in both the Full-Time Faculty Handbook and the Adjunct Faculty Handbook, mentorship is one of the five core

roles required of all faculty. Full-time faculty have private office space and a University phone to assist in their accessibility to students. There is also a private adjunct faculty office space that can be used by adjunct faculty on campus. Classroom spaces and other common spaces around campus are also available to faculty to use to meet with students or to prepare for courses. The LMS also features a self-reserve spot for office hours as a function available to all faculty.

A required course set-up guide, found in the handbooks and the Faculty Hub, is communicated to faculty and requires various modes of communication both on ground, if applicable, and within the LMS. The Canvas "Announcements" feature is to be liberally utilized, with both text and video messaging, as well as use of the "Inbox" feature to directly message students. All instructors are required to post their professional email address and alternative means of contact for student use. Also outlined in the faculty handbooks, holding office hours and responding to students are identified as part of the essential duties of instructors. These rules direct instructors to engage as follows: "Respond promptly to student inquiries (in no event, later than 48 hours on the weekend or over holidays and 24 hours during the week unless on a break between classes) including questions and comments posted in the inbox, public forums, student emails, and student comments in the announcement section. Respond to questions of a private nature (grades, request for an extension, etc.) via email or inbox, and post a response to any public inquiries that an answer has been sent privately. Adhere to policies regarding the Federal Educational Rights and Privacy Act (FERPA) in all communications." Faculty ensure that responses are complete and address student concerns and frustrations in a professional manner.

The past academic year has also provided more opportunities for student engagement and response to inquiry. Prior to the COVID-19 pandemic, Cleary had leaned on the importance of technology training for instructors. Instructors routinely utilize Zoom or the equivalent video technology for student inquiry, outreach, and class delivery.

3.C.7

All staff openings posted at Cleary include full job descriptions with required qualifications all candidates must meet in order to be considered. For example, all academic advisors are required to have a minimum degree set and experience as detailed in the job description. The director positions, for example in Student Affairs and the Instructional Design department, also require a master's degree. Beyond these minimums, many staff employees seek to advance their qualifications through a variety of educational and professional development opportunities provided by the University. To support staff in these educational endeavors, the University offers a 75% tuition discount benefit in either the undergraduate or the graduate program for all full-time staff, spouses, and dependents. In the 2019-20 academic year, 30 percent of the full-time professional staff held a master's degree or higher.

In addition to qualifications for initial hire, all new employees are required to attend an orientation session provided by human resources and to participate yearly in the

University's formal evaluation process for all staff employees with their supervisors. These also are several opportunities for ongoing professional development and workplace training provided by the University, recently including LGBTQ+ training, COVID-19 protocols, and quarterly all-staff meetings focused on the state of the University.

Staff are also encouraged to attend conferences and maintain memberships in professional organizations as means to additional training on support. For example, the University registrar is an officer with MACRAO (Michigan Association of Collegiate Registrars and Admissions Officers) and the University librarian's membership in MiALA (Michigan American Library Association) was funded by the University. Professional conference attendance is valued in every department as evidenced by academic advisor participation in the ACPA (American College Personnel Association) Michigan Conference at Kalamazoo Valley Community College, the 2020 attendance by the financial aid staff at the Federal Student Aid Training Conference, and the Dean of Graduate and Professional Studies attendance and presentation at the annual Association of American Colleges and Universities conference in January 2021.

3.D CORE COMPONENT

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.

2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

3. The institution provides academic advising suited to its offerings and the needs of its students.

4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

3.D.1

Cleary University's commitment to student success is illustrated by its wealth of student support services. These services continue to evolve and expand as new needs are identified among the student population. Examples include student veteran services and library-centered services that include peer tutoring, the Writing Center, the embedded librarian as detailed in criterion 2.D.4., and an Ask a Librarian service that offers support at any time. Faculty and staff-sponsored organizations are also available to students regardless of modality. Currently, Delta Sigma Pi, the National Society for Leadership and Success, and DECA all have chapters at Cleary.

Academic support services are robust and center around the library. When students need additional help beyond feedback in the classroom or during faculty office hours, there are numerous resources available. Peer tutoring is one of these. Upon recommendation or at their own volition, students can request academic help by filling out the tutoring request form, which is available within the Canvas LMS or from the library's website.

Undergraduates are eligible for one hour of free tutoring per class each week. Peer tutors must have at least a 3.0 overall GPA and at least a 3.2 GPA in the subject area of courses for which they tutor. Peer tutors are trained using the Cleary University's Peer Tutoring Handbook. Tutoring is not available for students taking graduate courses, as they have greater access to teaching faculty and use of the Writing Center. Tutoring sessions and Writing Center help may occur in the library, face-to-face, or via Zoom session. Peer tutoring has proven effective in helping students master their course content and subsequently pass courses they found difficult. This is demonstrated in the Spring 2020 Tutoring and Writing Center Review, which shows that 85% of students who attended tutoring sessions passed their courses. The other 15% of students ended up dropping or withdrawing from the course. An assessment of student use of the Writing Center during the Fall 2020 semester is available.

The physical library provides additional study space and has a small print collection of approximately 500 books, which are recorded in the library's catalog, but students heavily favor using the online library. Library services provide support to student learning. In addition to database access, the library hosts help for research and APA formatting for papers and projects. Faculty, staff, and students may request reference assistance from the librarian by email, request form, 24x7 chat service (Ask a Librarian), and telephone. During the 2019-20 year, the library answered approximately 230 questions. Question transactions are recorded and coded in detail to track trends and needs of the Cleary teaching and learning community. These help services are featured on the library site.

The library subscribes to the SpringShare LibSuite program, which provides the services LibGuides, LibAnswers, Databases A to Z, and LibWizard. The library site provides links to

databases, tutorials, handouts, and Internet resources. It is organized by subject areas largely matching the academic programs at Cleary University. Individual subject guides provide links to web sites appropriate for student assignments. Resources for using APA format and understanding plagiarism are available on the library site. A library introduction tutorial is embedded into each Canvas course. Students may access the library from two different places in each course, as well. Weekly APA workshops via Zoom started in Fall 2020.

The Library website is a heavily trafficked source of information for students, faculty, and staff. The past year saw 16,000 page views. The site supports access to 330,000 e-books, 40,000 journals, and 35 databases. See Library Instruction Statistics 2019 - 2020 and Library Reference Statistics 2019 - 2020.

Cleary's commitment to student support is by the changes with student veteran services. Through staff efforts and those of the student veterans committee, Cleary University earned status as a Gold Level Veteran Friendly School and renewed the Military Friendly School recognition for Cleary University in the 2019-20 academic year. 2019 also saw the grand opening of the campus Veterans Resource Center - a designated room with computer, printing, and study area for student veterans. The Student Veterans Committee, headed by student veteran leaders, has also implemented the Student Veterans Hub, a course in the Canvas LMS where these students can interact, plan events, and keep current with relevant news and information. The Student Veterans Hub was created after feedback from the 2020 Student Veterans Survey. In the Fall of 2020, the Hub hosted online coffee hours for student-to-student collaboration and support from Cleary staff. It has also been a channel for informing this population about COVID-19 vaccinations, career fairs, and an annual VetFest event hosted at the University.

Cleary is committed to disability resources services by adhering to Sections 503 and 504 of the Rehabilitation Act of 1973, as amended; the Americans with Disabilities Act (ADA) of 1990; and the ADA Amendments Act (ADAAA) of 2008. For example, Cleary University implements the design principles of the World Wide Web Consortium (W3C), which supports equal access and equal opportunity to people with diverse abilities. The Rights of Persons with Disabilities recognizes access to information and communications technologies, including the web, as a basic human right. We are dedicated to upholding all standards of the W3C's Web Accessibility Initiative (WAI) within all online interactions and courses. Accessibility measures such as captioning of videos, alternate text, color contrast, keyboard navigable interface, and many more are in place in Cleary University's courses.

In practical terms, academic advisors work closely with our compliance officer to co-author Disability Services Accommodation Letters when requested by students who have had an Individualized Education Plan (IEP) in high school or who ask for a reasonable accommodation. As a team, an advisor and the compliance officer gather documentation and send letters to instructors at the beginning of each semester to inform them of available accommodations the student is entitled to in conjunction with the ADA. Information about these policies is stated in every course syllabus along with information on how to contact our ADA and 504 compliance officer at disabilityservices@cleary.edu.

In addition to the above, the University provides an array of services, including:

- Academic Advisors
- Career Development
- Counseling
- Dean of Students/Student Affairs Office
- Financial Aid
- Wellness Center
- Residence Life Association
- Student Ombudsman
- RedShelf textbook access
- Office 365

3.D.2

Cleary has a process for directing entering students to the University across student populations. The student orientation assists first-time freshmen in the transition to Cleary, as these are usually traditional-aged students. A separate Orientation for non-traditional students is also conducted. These orientations are preceded by college expectation messaging, including financial aid, and one-on-one interaction with an enrollment specialist. That enrollment specialist serves as the student's guide through the first few weeks of class, and then students are transferred to their dedicated academic advisor. Documentation of this is provided through Cleary's usage of Salesforce, in which enrollment, advising, academics, and the registrar's office collaborate as students enter the University. First-year programs continue the University's initiative for student success through the TCM 1000 Business Arts Immersion course designed to further prepare students for academic success, integrate them into University life, and introduce The Cleary Mind.

Beginning in 2019, the university introduced the Summer Bridge Program for provisionally admitted students. This program allows at-risk students to begin college in the summer in a supportive, yet challenging, environment via TCM 1010 The College Experience Retooled and ENG 1000 English Composition. Bridge Program classes are available throughout the year, as needed, for students whose academic records indicate a gap. Those with a minimum seven-semester grade point average of 1.5 – 2.0 may be provisionally admitted and required to attend the program. These provisional students also meet with an academic advisor regularly during their first semester to support their success. In 2020, seven students were enrolled in the summer programs, and five of those students continued in Fall 2020.

Academic advising, career services, enrollment, and faculty work with undecided students to help them select programs that will help them to achieve their academic goals.

Students, regardless of population, are placed into appropriate courses based on academic records, transfer credits, prior learning, and academic goals. Transfer students are a growing population. The University participates in the Michigan Transfer Agreement (MTA), providing a smooth transition for students to continue their education at Cleary after beginning at another institution. As outlined in the University catalog, the school offers a Prior Learning Review (PLR) service which enables qualifying students to academic credit up to a maximum of 45 undergraduate credits (military veterans may qualify for up to 60 undergraduate credits). During the PLR process, Cleary determines whether training and education programs or credentials contain college-level learning that equates with college courses typically taught in a regionally accredited college or university. This process is started in the Registrar's office, and the PLR process determines the amount, level, and subject area of credit, which is then equated with a University course or series of courses often in consultation with transferring institution catalog research as recorded on the Registrar's standard Transfer Evaluation Form. There are standardized transfer equivalencies for select training, certifications, and professional licenses in the Academic Catalog. Items outside of that list are assessed by the Registrar and the appropriate academic dean for transfer equivalency on a student-by-student basis. Students with significant life experience are encouraged to enroll in the PLA 4910 Portfolio Assessment I or PLA 4920 Portfolio Assessment II to have relevant work experience presented and assessed as equivalencies for specific courses. Portfolios are submitted to the appropriate academic dean after an initial success consultation and, once approved, are sent to relevant subject matter experts for final assessment.

Finally, progression through program curriculum is outlined to make sure students are on track and enrolled in the courses they need to fulfill their graduation requirements.

3.D.3

Cleary's academic advisors are at the forefront of student services, as they help students develop their course of study after the student's initial consultation with an enrollment specialist. Student satisfaction with advisors, according to the 2018-2019 Advising Survey Analysis, is high. Students indicated in 2019 that they agree or strongly agree that advisors provide them with information they need to make decisions about academic courses and programs (84%) and that advisors are knowledgeable about University policies and curriculum (86%). The various student populations have one of three dedicated academic advisors. This was instituted in 2019 in order to provide a uniform contextual basis for advising. The Dean of Academic Operations is the departmental director.

Academic advisors draw from Cleary's Academic Advising Manual and use a number of tools to help students, including Dropout Detective, an embedded application which tracks student progress within their Canvas (LMS) courses, and the Student Academic Success Plan,

which students and advisors use to help students strategize a path forward. They may also provide students with tips for test-taking or information about other campus resources.

Students who are not participating in or are failing a course are initially flagged by their instructors. A notification is sent to students via Dropout Detective, and advisors and coaches, when applicable, are automatically notified so that they can follow-up with intervention. The advisors monitor students and reach out to students throughout the semester based on student needs. The responsibility for student success does not fall on the academic advising department alone. Advisors reach across departments including instructors, deans, financial aid, residence life, and, athletic coaches to monitor and support student progress.

While advisors and students value the face-to-face time spent with students, contingencies were put into place during the COVID-19 pandemic to engage students via other channels such as video conferencing to develop the critical relationship. Student access to academic advising, throughout the pandemic, was never compromised.

3.D.4

The University provides adequate resources and infrastructure to support effective teaching and learning. Each classroom provides a computer station for instructors and either a high-definition monitor or overhead projector. Faculty and students all have login credentials to access room technology and, as a result of the COVID-19 pandemic, Zoom applications are available on each station and each individual has an account. Currently, all rooms are laid out specifically to accommodate social distancing parameters; student head count determines specific rooms. All faculty, even in on-ground classes, utilize the Zoom feature in every meeting time to allow for as much student access as possible.

The resources provided through the Cleary Library are detailed in Criterion 3.D.2. above. Additional digital resources available to students and faculty include the following:

- Microsoft 365 productivity cloud provides Microsoft Word, OneDrive, Excel, PowerPoint, Sharepoint, Sway, and Forms.

- GSuite hosts Gmail, our email platform, as well as Drive, Slides, Calendar, Sheets, and other collaborative resources.

- Canvas learning management system hosts all course materials as well as a messaging system to facilitate communication between faculty and students. Canvas' Studio supports the creation of videos and audio files for course content and student assignments. The automated closed caption service within Canvas helps make video resources ADA compliant.

- RedShelf textbook platform makes all course textbooks accessible from Canvas course spaces.

- Zoom Online Meeting Technology - Zoom technology is used for online, multiformat, and online plus courses. Instructors can connect with students and deliver lectures and other course materials. Lectures can be recorded and uploaded into the LMS platform.

Students and faculty have access to the Technology Services Help Desk, and can submit help requests via online form, email, or phone. As indicated in Criterion 5, the University recently made a large investment in eliminating a third-party service provider and now houses technology and support services on campus. These services also extend to the various hardware elements distributed by the institution. Computer stations in classrooms and common areas are connected to the Internet via ethernet cable or WiFi. Students and instructors may connect to the WiFi if they are using their own tablets or computers. Eight computer workstations are available in the student lab, and three in the library. Free printing is available to students and faculty. The computer lab supports a dedicated recording booth for students and faculty for use in a variety of projects. Full-time faculty are provided laptops with built-in digital cameras.

CRITERION 3 SUMMARY

Cleary provides quality education, wherever and however its offerings are delivered. Cleary has controls in place to assure academic courses and programs are at the appropriate level for the degrees awarded and are consistent across all modes of delivery. Cleary has engaged, and continues to engage, in vigorously, seriously, and conscientiously using measures of performance to proactively enhance the quality of education and delivery of course offerings. These changes are supported through the University's mission and the strategic plan approved in 2018.

In 2018, Cleary engaged in a large scale learning management system shift to Canvas. This shift in the learning management system required a wholesale change in support services, status of faculty, operational staff, and support from the Board of Trustees. In 2019, Cleary as part of its commitment to providing quality education, expanded the academic team with the hiring of full-time faculty and academic deans.

Cleary would also experience a change in executive leadership in 2020, however, the academic team, through empowerment and commitment, was able to deliver educational

services without incident during the pandemic. At the start of the 2020 semester, the academic team relaunched the Faculty Senate to provide professional development for faculty, which supports the University's ability to deliver quality education. The academic team will continue to provide assessment of Cleary's programs and courses and retain the use of subject matter experts to assist in maintaining a modularized curriculum, textbooks, and learning outcomes that are identical, regardless of format.

Cleary will also continue, under the direction of the academic leadership, to ensure that the University has a highly qualified and diverse teaching faculty who are properly credentialed to teach. The University has implemented a faculty teaching experience policy that supports solid evaluation of faculty credentials. Cleary's goal is the success of the student body, and great efforts have been made in providing quality education to achieve that goal.

4

TEACHING & LEARNING

EVALUATION AND IMPROVEMENT

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A CORE COMPONENT

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.

2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

3. The institution has policies that ensure the quality of the credit it accepts in transfer.

4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

ARGUMENT

4.A.1

In 2018, Cleary formed a new strategic intent, a Cleary Mind Inside Every Business, which

was designed to develop the eight attributes of The Cleary Mind through the Business Arts Curriculum. The primary goal of this curriculum is to produce The Cleary Mind, a self-actualized and self-authored business school graduate who is uniquely able to contribute to the dynamic world of business.

During 2018 and 2019, the transition to a new curriculum experienced twists and turns due to new institutional level outcomes, new program level outcomes, and a new instructional design process to meet these goals. During this time, Canvas was implemented to increase cohesion among programs, increase the quality of teaching and learning for all programs, and to achieve the same level of quality across all modalities of course offerings.

Throughout this change, scheduled program reviews were conducted, as they are now, on an academic program review cycle and were overseen by the Quality Council (absorbed by the Provost's Council in December 2019) guided by the Provost/CAO and conducted by qualified academic staff and faculty. The changes from the 2019 MBA review were implemented starting Fall 2019; however, the suggested changes in the 2019 undergraduate program reviews were started but only partially implemented due to faculty turnover, a new provost, and institutional changes to the undergraduate program. In the case of the 2019 ENT program review, the entrepreneurship major was terminated due to lack of interest. The results of the program reviews are detailed in the 2019-20 Academic Assessment Report.

In early 2020, an internal review led to an Academic Action Plan to improve key areas of academic performance. Prior to this review, Cleary's academic programs (BBA/BS/MBA/MS) included majors and concentrations that were developed similar to programs rather than majors of a program. For this reason, previous majors and concentrations included major level outcomes that were considered to be program level outcomes as evidenced by the 2019 Business Management, 2019 Accounting, and MBA program reviews. Also, it is important to note that the previous learning paths excluded general education requirements, which also excluded specific general education assessment.

This review revealed many opportunities to optimize our academic programs to 1) support early college initiatives; 2) align major offerings with the core Business Arts Curriculum; 3) implement new undergraduate majors; 4) revise undergraduate program outcomes; 5) join the Michigan Transfer Agreement (MTA); 6) include general education requirements in the undergraduate program; and 7) develop new assessment plans for undergraduate and graduate programs and a new general education program.

As a result of this review, MTA requirements and new majors, such as Business Communications, Nonprofit Management, and Business Ethics, were created for Fall 2020 implementation and added to the curriculum review schedule. However, in March of 2020, our progress was significantly disrupted due to the global pandemic, which delayed a number of other proposed changes and limited our access to qualified faculty.

In late 2020 and early 2021, we resumed our curriculum modifications and finalized the general education program and outcomes. We also finalized the undergraduate and graduate level outcomes, as seen in the undergraduate assessment and graduate assessment plans accordingly.

4.A.2 AND 4.A.3

Credit transcripted by the college is evaluated by the registrar's office in conjunction with qualified faculty, and a system is in place for evaluating experiential learning. The University participates in the Michigan Transfer Agreement (MTA), allowing transfer of general education courses across Michigan schools. The parameters can be found in the Academic Catalog.

Cleary also has standard policies for accepting credit from other accredited institutions, including AP credit, CLEP Testing, and Proficiency Exams as detailed in the Academic Catalog. This is part of the University's robust experiential and prior learning transfer. Prior Learning Review (PLR) includes credit-worthy transfer of credentials from a list of reviewed credentials and certifications including military service, first responder training, and industry licensures (see complete policy in the Academic Catalog) as well as the option to review prior learning not on the list by the registrar's office and qualified academic staff and faculty. In addition, Cleary University ascribes to the Council for Higher Education Accreditation's 2017 Joint Statement on the Transfer and Award of Credit.

The University also offers the Portfolio Learning Assessment (PLA) wherein a student, via the PLA 4910 or PLA 4920 courses, may create and submit a portfolio that is a written presentation assembled and submitted to earn credit for knowledge that is equivalent to that taught in a specific course. The portfolio is assessed by a subject matter expert and overseen by the registrar's office. The full policy is detailed in the Academic Catalog.

Cleary has, historically, entered into articulation agreements with various secondary and post-secondary institutions, but adopted a new focus on community colleges in Michigan after the state released the "Futures for Frontliners" plan in the wake of COVID-19 to offer tuition-free education to frontline workers along the lines of the Federal GI Bill®.

The articulation agreements designed by the University's registrar's office, along with the appropriate academic dean, designs course-for-course equivalencies and program maps that lay out a direct path for students to complete their community college journey and have a seamless entry into a bachelor's degree program. These articulation agreements require cross-referencing academic catalogs on a course-by-course basis in order to guarantee the accuracy and equivalency of the credit transfer. For example, articulation agreements with program maps have been created for Jackson College, with more in process through the next three years.

The articulation agreements for dual-enrolled and early college students coming from high schools are developed individually with the schools but are all compliant to established University minimum standards for enrollment, as well as through the individual schools, meeting the state standards for secondary education. For example, see the agreements entered into with the Livingston Educational Services Association (LESA), representing five different high schools, and the Michigan International Prep School (MIPS).

4.A.4

The prerequisites and student learning outcomes for all Cleary courses are enumerated in several places. Prerequisites are embedded in course descriptions via the Catalog. All courses and degree programs and certificates are required to have learning outcomes. Degree program outcomes are detailed in the Catalog. Course learning outcomes are all listed on the standard course syllabi and in each of the courses in Canvas. The learning outcomes for each course level are developed using Bloom's taxonomy, which allows for scaffolded learning throughout the college experience and promotes the development of higher order thinking skills. These distinctions among levels of cognition are apparent in the learning outcomes of each course and can be seen in the syllabi for PHL 1200, COM 3100, and MGT 6200. As the students progress through the curriculum, they engage more deeply and analyze what they learn.

In addition to the program review process detailed in Criterion 4.A.1., faculty are encouraged to assess learning outcomes and course materials in each of their sections every semester and contribute any proposed changes to the Instructional Design department. This is reiterated in the multiple faculty meetings, trainings, and workshops throughout the year. This also boosts the rigor of each course between program reviews and allows for program and institutional outcome correlation as routed through Instructional Design.

Prerequisites are enforced during the class registration process in the SIS and in consultation with the academic advising team. During a student's academic life cycle, the academic advising team is in communication with students on a regular basis including monitoring of self-registration and advisor-led registration each term and regular degree audits conducted by academic advisors and the registrar's office. In addition, through the BBA 9999 and MBA 9999 courses, students in both undergraduate and graduate programs have a final degree audit and graduation protocol information and participate in the academic assessment process.

The quality of teaching is also reviewed through multiple methods including, in all cases, teaching evaluations. These evaluations include, per semester, a self-evaluation, a professional development report, a report on teaching effectiveness conducted by a faculty member of the Peer Review Committee, and a comprehensive review of the End of Course Surveys. Each of these evaluations is collected in Fall and Spring semesters and used in assessing quality of teaching and faculty qualifications. These are all compiled in the Full-Time Faculty Handbook or Adjunct Faculty Handbook, as appropriate. Additionally, these are all used in the yearly faculty review for both full-time and adjunct instructors.

"Wherever and however" the curriculum is offered, access to learning resources, and extensive Library hours, including a 24-hours, 7-days a week Ask a Librarian service, allows students broad access to learning resources on campus, and the availability of the library catalog and databases online allows students unlimited access to learning resources. For distance education students, each student has access to courses at any time, and each class has built-in material specific to the respective subject matter as collated and designated

by subject matter experts and uniformly presented by the Instructional Design department in Canvas. These resources, as well as all academic programs, are in compliance with the Americans with Disabilities Act, which is articulated in the Catalog and on the University website.

Library learning resources, as well as tutoring resources, are overseen by the Director of Library Services, and student course evaluations have included questions about library resources. Informal library surveys of students often reveal helpful information that leads to strategic decisions to improve the learning environment. The Library provides access to approximately 500 books, 330,000 e-books, 40,000 journals, and 35 databases. Tutoring services include both virtual and face-to-face opportunities for students in various subject areas and a designated Writing Center. The library has processes to ensure that users receive reasonable accommodations, both in terms of accessing the library and also in assistance using the library's materials and services. In addition to dedicated on-ground and online resource areas with information, the Academic Catalog also details these services.

The University has implemented RedShelf, a textbook service that provides cost-effective learning resources to students, fully integrated into the University LMS. Students pay a tech fee each term to fund the service. The integration into the LMS guarantees students timely access to the most up-to-date materials without exorbitant textbook costs. The use of RedShelf has beneficial academic purposes including the ability to monitor student textbook access and usage, greatly increased usage and exposure, and no delay in materials. These benefits manifest quickly in being able to analyze textbook usage and apply those metrics to the learning outcomes of each course, resulting in the ability to assess and replace materials.

The University is also home to the Arthur Secunda Museum and houses many additional collections (e.g., photographs, fine art, University archives, and special collections). The open houses held by artists and collectors, as well as the internship opportunities offered by the University, offer opportunities for students to apply event management and business management skills through volunteer experiences. As the largest single-artist collection in the world, the Arthur Secunda Museum takes on interns to help manage tours, events, and collection upkeep. Several undergraduate courses, including HUM 2100 and PHL 1300, utilize the museum for lessons on culture or arts management. The museum is also a large part of the University's new Nonprofit Management undergraduate degree program as a place of experiential learning built into the campus.

4.A.5

Cleary programs align with professional accrediting bodies and prepare students for testing or earning credentials post-graduation. In addition, Cleary is recognized for veterans' training under the GI Bill for Veterans Educational Assistance.

The University is approved by the United States Department of Justice, Immigration, and Naturalization Service as an institution of higher education for training foreign students.

Cleary has been approved by the State of Michigan Department of Licensing and Regulatory Affairs (LARA) to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA). The NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education.

An MBA with a financial planning specialty or a Graduate Certificate in financial planning earned at Cleary University is recognized as the educational requirements by the CFP™ (Certified Financial Planning) Board. Although some programs do not result in a certification, the University has actively created undergraduate and graduate curricula that align with and prepare students for certification by industry associations, including the Society for Human Resource Professionals (SHRM). The BBA in Public Accounting is aligned with state requirements for students to become a Certified Public Accountant (CPA), and the BBA in Project Management offers the requirements for students to attain the Project Management Professional (PMP®) designation.

4.A.6

Cleary conducts assessment of students prior to and after graduation. This includes assessment of business knowledge, student satisfaction, and industry preparedness. These assessments are administered regularly and in the following formats and reported in the yearly assessment report:

Business knowledge is measured using The Peregrine Business Administration Common Professional Components (CPC) Exam as administered to all undergraduate and graduate students at the end of their academic program. Its completion is a requirement to graduate and is administered online through a course (MBA 9999 and BBA 9999) in which students are automatically registered in their last semester. A summary of the academic year 2019-2020 results for undergraduate and graduate students shows that Cleary undergraduate students scored consistent with other comparable groups, and graduate students scored well above the other comparable groups, specifically in business ethics, marketing, and legal environment of business. Student satisfaction is measured utilizing the Survey of Professional Project Outcomes and Student Satisfaction (SPOSS). SPOSS is administered each semester to students who are enrolled in PJT 4920. The PJT 4920 class is a continuation of PJT 4910 and requires the student to complete a professional project that involves data analysis, evaluation of alternatives, and development of recommendations.

The SPOSS elicits feedback from the student in several areas, including 1) personal development the student has experienced as a result of completing the PJT course sequence, and 2) performance relative to learning outcomes related to the course, of which there is overlap with institutional outcomes.

In prior years, the data from this survey was collected via a third-party software. Due to data loss from issues with the leadership changes in 2018-19 and the third-party collection, it was determined by the newly formed Assessment Committee that the collection of this data

will be moved to the LMS for future data collection. The collection of this data will resume in PJT 4920, which will be offered in the Spring of 2021 using the new method. Other measures of student satisfaction include End of Course Evaluations in every course, an Academic Advising and Support Survey as well as utilizing the Ruffalo Noel-Levitz Student Satisfaction Index (SSI) and Adult Learning Inventory System (ALI). The SSI and ALI are conducted in alternate years with the ALI scheduled for Spring 2021.

The career development office collects data from employers and employment information from students. These indicators are collected and displayed in the annual Graduate Outcomes Report (2019 and 2020). For the 2018-19 reporting year, 198 Cleary students graduated from a degree-earning program (associate's, bachelor's, and master's degree programs) with 153 considered available for employment. Of that number, 82% were employed full-time, with only sixteen students unemployed. Four of those students were not actively seeking employment. This survey allows the University to gauge employment levels of graduates, but it is also reflective of the efficacy of the business instruction delivered at Cleary University and the goal to have students "business ready." Career Development and the Alumni Association seek to maintain contact with graduates so that employment rates and the number of graduates going on to advanced studies may be tracked. Graduates are contacted via email or phone and asked to update the college on their employment status. The institutional research analyst recently merged all of the disparate alumni data into a basic Access database. The alumni request form on the website is frequently used to update info. That alumni report is pulled and merged with records already in the database. Missing key elements that are helpful in further updating the alumni database will be added. The University also engaged in a social media data capture project, locating many alumni that were not previously in the database.

4.B CORE COMPONENT

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.

2. The institution uses the information gained from assessment to improve student learning.

3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

4.B.1

Assessment is part of the regular annual reporting at Cleary University. Cleary assesses learning at the institutional, program, and course levels. The institutional assessment data is collected throughout the year and is compiled into a University assessment report and plan. In prior years, the Institutional Assessment Plan was created by the assessment team throughout the year and was presented to the Quality Council. From the 2020-21 academic year forward, the newly formed Assessment Committee conducts monthly meetings working towards producing a completed report that is presented to the Provost's Council in November of the following academic year. The Assessment Committee is composed of faculty, deans, and University staff who are responsible for one or more of the areas of assessment. Large scale implementation of undergraduate level program assessments, including general education and graduate level program assessments were developed in late 2020 and early 2021 as a way of gauging the large curriculum changes and to provide data points that influence full program reviews on a three-year cycle as well as to provide information germane to improving learning and teaching effectiveness.

At the undergraduate level, every major is afforded an assessment plan, as evidenced by the BBA in Business Management Assessment Plan and the BBA in Business Communications Assessment Plan. Each of these plans assesses program level outcomes on a three-year cycle through direct and indirect measurement tools embedded in the course (in the form of signature assignments utilizing VALUE rubrics, quizzes, discussions, and culminating assignments like the Professional Project in the PJT 4910 and PJT 4920 courses). In addition, the general education program is also afforded a plan as evidenced by the General Education Assessment Plan. This is also on a three-year cycle and utilizes signature assignments and VALUE rubrics to gauge the general education student learning outcomes.

The importance of rubric usage in terms of learning outcomes has been communicated to faculty via one-on-one training with the Instructional Design team, the Faculty Handbook, and walkthrough videos. As of the 2019-20 academic year, every sixteen-week undergraduate class includes a participation VALUE rubric. The importance of rubric usage is also reiterated to faculty in engagement and feedback training, and there are plans in process for the Faculty Senate to develop formal assessment training in late Spring of 2021 for all faculty. In addition, 2021 saw the development of The Cleary Mind Self-Authorship Assessment Plan, which is a summative assessment of self-authorship in terms of the attributes of The Cleary Mind, that will be utilized throughout a student's academic career in their first term, the Fall of their junior year and, finally, in the Spring of their senior year. Students will answer a series of guided reflective questions and utilize portfolios in the University's LMS to provide evidence of their assertions. The written samples are then reviewed and scored by a panel of three faculty members to develop an aggregate score.

In a synergy with the undergraduate program, the graduate program also features robust assessment plans, as evidenced by the MBA Program Assessment Plan. This plan, like the undergraduate counterpart, is on a three-year cycle and utilizes direct and indirect measures of learning focusing on signature assignments, standardized tests, and summative assessments, such as the Peregrine test in core graduate classes, as a measure of program learning outcomes.

The University released a yearly Academic Assessment Report in the Fall. This report details the measurement and comparison of learning goals, outcomes, student satisfaction, and post-graduation information, and highlights assessment needs using the Peregrine Business Administration Common Professional Components (CPC) Exam for both BBA and MBA graduates, California Critical Thinking Skills Test (CCTST) administered to freshmen students and graduating seniors for comparison, the Survey of Professional Project Outcomes and Student Satisfaction (SPOSS) administered in the PJT 4910 and PJT 4920 courses that serve as a capstone and displays of professional competencies, Ruffalo Noel Levitz Student Satisfaction Inventory Summary, and Cleary University Academic Advising Survey, and each course features an end of course survey. Moving forward, these existing assessment tools will be used in conjunction with the newly developed undergraduate and graduate assessment plans, the general education assessment plan, and The Cleary Mind assessment plan.

In order to ensure that students have access to an engaging classroom environment, regardless of the modality, all faculty members and adjunct faculty members participate in a rigorous review process. The review process consists of several steps culminating in an annual review between the dean and the faculty member. All instructors are required to submit a self-evaluation every semester. Additionally, every adjunct faculty member is evaluated by a member of the Faculty Senate, and the Senate members are evaluated by the appropriate dean. That information is combined with end of course evaluations and compared to University standards and established best practices. During the formal review, the dean and the faculty member discuss areas of improvement to ensure that the students are able to learn in a high quality environment.

At the course level, participation checks are conducted within the first week to gauge student activity, and those students not participating are subject to the Academic Drop Policy as iterated in the Academic Catalog. Formal grade reporting (pages 30 and 31 of the Adjunct Faculty Handbook) is conducted at the midterm and the end of the semester. These assessment processes allow the institution to identify, early in the semester, those students who may be struggling and, therefore, provide assistance as needed. Faculty members and academic deans are required to utilize the Dropout Detective (pages 18 and 55 of the Adjunct Faculty Handbook) and Instructor Insight, which reports student and faculty performance within Canvas. The increase in communication and evaluation of interactivity between faculty and students has helped to increase persistence from Fall 2018 through Spring 2021 despite the challenges of remote learning and uneasiness resulting from the COVID-19 pandemic. While not offering direct assessment of student achievement, it does provide insight to student performance and areas for improvement.

As demonstrated in 4.A.1., learning in programs is regularly assessed. While co-curricular offerings undoubtedly complement and extend academic learning outcomes and achievement, the University does not formally assess co-curricular learning at this time but will in 2022. Plans for such assessment are tied into The Cleary Mind assessment as detailed in 4.A.1. Utilizing a reflective written exemplar gauging self-authorship, students will include their experiences and achievements across University activities, allowing reviewers to evaluate the contribution of individual co-curriculars to student learning.

4.B.2

The University is invested in improving student learning with available data. In 2018, the University began a large curriculum overhaul called The Cleary Mind as articulated in multiple places, including the Catalog (pages 7-8), that resulted in the Business Arts Curriculum as detailed in the 2018 Strategic Plan. The move to Canvas as the University's LMS was also part of this shift as the need for a robust, standardized course management system, regardless of modality, was integral to delivering the Business Arts Curriculum. This necessary shift to addressing the academic programs and to bringing them in line with modern business, social, technological, and academic requirements was predicated on a number of factors including employer interviews, industry needs and, to a great extent, the result of prior institutional student assessment. This also necessitated the new program assessment plans detailed in 4.B.1. As a fortunate consequence of the shift, the University was uniquely positioned in March of 2020 to pivot to a remote learning model at the beginning of the COVID-19 pandemic. Student learning and satisfaction, as evidenced by surveys, CCTST results, and Peregrine Business Acumen results documented in the 2019-20 Academic Assessment Report, remained high despite the challenges.

Analysis occurs through faculty discussion that relates to improving student learning. These conversations happen during various meetings and are reflected in more formal ways in discussions within the Provost's Council, the Faculty Senate, and faculty usage of Dropout Detective and the Self-Evaluations. The Writing Center came out of the faculty's discussion of ways to improve student writing skills reported in the now-defunct Faculty Committee and the informal monthly Faculty Roundtables instituted in 2019.

As discussed earlier, the Bridge Program was created to improve the transition to college for at-risk students coming into the college under conditional admittance, and the TCM 1010 course (found on page 76 of the Academic Catalog) was created to address the first-year college experience deficiencies noted in formal and informal assessment. Virtual and face-to-face tutoring was in place prior, but the management of these areas to give any students needing assistance easy access to that help and the aforementioned twenty-four hour access to a librarian was created to address the same issues.

4.B.3

Faculty participation is central to the University's culture of assessment and continuous improvement. All faculty are expected to participate in the assessment process and are held accountable to this expectation through the Program Review Calendar, in three-year cycles, the results of which, in conjunction with the annual Academic Assessment Report, drive change. In addition, the University maintains a standing, University-wide Provost's Council, with membership from across the University, which is instrumental in the oversight of the implementation of current assessment plans at the program level.

Assessment substantially involves faculty and other instructional staff. The newly formed Assessment Committee, composed of faculty, administration, and staff from the registrar's office and career development, has monthly meetings as evidenced by recorded minutes. The Assessment Committee calendar can be found in the Academic Assessment Report in Appendix I. The University has made significant changes and now endorses a faculty-driven process for assessment. With new programs, faculty and subject matter experts vet and approve learning outcomes in conjunction with the Instructional Design department in creating the robust curriculum maps (BBA in Business Management). At the course level, using Course Design Documents, faculty, and subject matter experts create and approve course masters that define measurable learning outcomes.

While data is critical to learning assessment, faculty conversations about curriculum, pedagogy, and professional development are often even more important for meaningful, assessment-related change. These discussions may involve clarification of course objectives, appropriate course sequencing, and standards, both within and among disciplines. These discussions are both informal between colleagues and formally addressed in the Faculty Senate. Faculty involvement in the Academic Drop policy in the first week, midterm grade reporting, and posting final grades reflect standard practice for faculty assessment at the class level.

4.C CORE COMPONENT

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.

2. The institution collects and analyzes information on student retention, persistence and completion of its programs.

3. The institution uses information on student retention, persistence and completion of

programs to make improvements as warranted by the data.

4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

ARGUMENT

4.C.1

The University has defined goals for retention, persistence, and completion as detailed in the Strategic Plan implemented with the curriculum shift and predicated on research conducted from comparable universities and the rates detailed in retention, persistence, and completion reporting in the academic years preceding this shift. From that research, Cleary set a goal of an 75%+ new freshman retention rate, 68%+ Fall to Fall rate, a 55%+ graduation rate, and a 90%+ graduate employment rate to be met by 2023. Annual reports are conducted and the data is reported to the Academic Affairs Committee.

Cleary regularly monitors student retention, persistence, and completion. Retention and assessment data, and goals, are collected and collated in the 2018-23 Assessment Lead and Lag Measurements report created through the University's Quality Council prior to its absorption. This plan aligns with the academic strategic plan with retention and graduation rate goals mapped through 2022-23. The University continues to make steady, year over year progress toward these goals, and is mindful of these targets as it crafts its course, program, and support services for students, and realizes that these goals will need to be reassessed through the University's Provost's Council to take into account the change in student demographics from part-time adults to full-time traditional students from 2012-present. The University has established policies on satisfactory progress, retention, and completion and in accordance with federal law.

4.C.2

The University has relied on several methods of collecting and analyzing information on retention, persistence, and completion, both University-wide and in specific courses that are often barriers to students pursuing associate's, bachelor's, and master's degrees. Examples follow:

- IPEDS data is used to annually track completion (2015-2016, 2016-2017, 2017-2018,

2018-2019) and graduation rates (2015-2016, 2016-2017, 2017-2018, 2018-2019, 2019-2020).

- Task forces and committees (e.g., Provost's Council and the Academic Appeals Committee) are engaged in examining retention and persistence. The Institutional Aid Task Force is another such committee looking at barriers to accessible and affordable education. The University Leadership Team also reviews semester to semester persistence on a weekly basis via the Weekly Dashboard. Board of Trustees' Academic Affairs Committee meeting presentations include enrollment, retention, persistence, and completion data analysis.

- Program reviews are conducted on a regular cycle. They assess and review student enrollment and completion. Some examples are the 2019 Accounting and 2019 Marketing program reviews.

- Yearly graduate outcomes reports are conducted to evaluate student placement and salary achievements after graduation.

4.C.3

In 2019, there was significant change in academic leadership. Upon this change, an institutional and assessment review was conducted to determine need and establish new institution-wide goals and efforts as demonstrated in the 2019 Cleary Revised Assessment and Improvement Plan, the Retention and Student Services Improvement Plan, and the 2019-2020 Academic Assessment Report. This review led to changes to student services, admission criteria, enrollment, retention, graduate reporting, institutional committees, and academic program assessment. The University acknowledges the need to improve collection and analysis of retention, persistence, and completion data. To address areas for improvement, we have implemented necessary changes in many areas to improve retention and graduation rates in 2018, 2019, and 2020. We expect to see improvements in retention and graduation rates in the coming years as we are able to assess the effectiveness of these enhancements.

Staff and Faculty: In 2019, we hired a new institutional research analyst who is responsible for institutional data collection, a full-time librarian, and an additional instructional designer. Additionally, in 2019, we hired all new faculty and added a Dean of Student Affairs, an Associate Dean of Students, and a student counselor. In financial aid, we added two new positions to better support students. In 2020, we improved our residential life support by hiring a new housing director and a sufficient number of RAs to improve the overall student experience. We also hired two additional full-time faculty. For additional support for student athletes, we hired two assistant athletic directors who regularly seek to improve student engagement.

Student Technology and Academic and Student Support Services: In 2018, we updated our LMS to Canvas, which included several integrated platforms to improve accessibility, universal design, and the student learning experience. For example, we added Canvas Studio

for students to create custom videos with ease and implemented Dropout Detective to monitor daily student performance and increase communication among faculty, coaches, and advisors. Prior to Dropout Detective, Cleary staff would work from two reports from Canvas, both the Zero Activity report and the Zero Submissions reports, which addressed the first two weeks of the semester. The addition of Dropout Detective streamlined the process making communication more consistent and centralized among faculty, advisors, and coaches, which impacted data previously being dropped in the process. Dropout Detective also increased outreach, observation, and continued engagement beyond the length of time addressed in the "Zero" reports. In 2018, we also implemented additional services for student life, including Title IX support and spiritual life services due to the growing number of traditional-aged students.

In 2019, we implemented student counseling services, student life and engagement initiatives, veterans services, and financial aid counseling. In the same year, we also built a new library website that includes 24/7 library chat services, access to the online writing center, and online and in-person tutoring services.

In 2020, we revamped our information technology services and brought these services in-house to better support students as we increase online offerings and services. In addition to IT, we improved veteran services by adding a veteran specific advisor, and a veterans center, and hired additional support in academic advising.

Retention - Admission Criteria: In 2020, the University, as debated in the Provost's Council, changed admission requirements for undergraduate students to improve student success and retention. Admission criteria was assessed for dual enrollment and early college students in terms of the 2020-21 academic year, and adjustments were made to, again, ensure student success and retention. Changes were also considered based on the standard 2.0 GPA entry NAIA eligibility criteria for student athletes.

Cleary University has developed the Bridge Program wherein students are provisionally admitted and take the TCM 1010 class. This class provides students with time management, studying, and financial skills in order to successfully navigate the college experience. In addition, all incoming students are required to take TCM 1000, a class designed to foster academic and personal relationships that have a direct impact on student success. As noted previously, the Writing Center was created in response to the institution's identification of the correlation among student writing skills, student success, and completion of programs.

The Role of Faculty: Faculty, as evidenced in the Faculty Handbook, take a large role in identifying student academic progress and, through the use of Dropout Detective, report academic issues directly to academic advising and athletics (when appropriate). The Dropout Detective tool was introduced in 2018 as a result of retention analysis and other data and has proven effective in identifying and addressing issues early in a cooperative effort between departments with mandatory training and usage parameters as set forth in the Faculty Handbook.

We also implemented a Faculty Senate that serves as the frontline of student communication

in terms of persistence and retention and will be able to function proactively in gathering student persistence data and communicating that to advising and administration. This Faculty Senate replaced the Faculty Council, which was phased out in 2019 due to a change in academic leadership. The Faculty Senate has already proven dynamic, and the ability to report through the Curriculum Committee, Assessment Committee, and Provost's Council on a regular basis has improved communication.

Academic Advising: The academic advising team has recently gone through a shift in approach. This has standardized the approach to student success; this resulted in an Academic Advising Process Manual and a 2020 Success Plan to bolster student retention.

The division of academic advising allows for populations to be served by a single, consistent advisor. For example, all University athletes are assigned to the same academic advisor, who holds regular meetings with coaches and the athletic department, and a separate academic advisor dealing specifically with veteran students and directing the University's Veteran Resource Center. During the Spring of 2020, specific caseloads were created in order to reduce confusion and streamline interdepartmental processes at the University. The academic advising team considered several different criteria to create equitable caseloads that best fit the needs of students. The team decided to create three caseloads that reflect the student populations and incorporate the education and professional experiences of their academic advisors. The three caseloads are:

1. Undergraduate domestic student-athletes

2. International students, student veterans, and graduate students

3. Early college/dual-enrolled, adult learners, non-athletes, and corporate partners

The change was based on qualitative data gathered through student and staff feedback indicating that stability and familiarity were integral to student success. By creating the three caseloads, students, staff, and faculty have been able to streamline communication, resources, and outreach among departments. The caseload distribution has created a sustainable advising model that identifies specific advisors for collaborative projects on campus and in the community. The academic advisors work closely with each other to cross-train on processes and policies specific to their caseload.

Graduation and Placement Rates: Graduation rates continue to be a concern for Cleary. The changes in programming, academic leadership and faculty, and student demographics in 2018 led to significant drop rates among adult students. Currently, our six-year graduation rate is 46.3%. Because this number has been tracked since 2013, we believe it is low due to the significant change in 2018. Since this time, our overall retention and perseverance rates have improved year over year.

In terms of placement rates, the University has devoted significant resources to obtain better and faster employment information for our graduates via the Career Services Department. The department has instituted utilizing Handshake, a new graduate career

service, that includes placement tracking for employment. Cleary adopted the career development platform for students and alumni at the beginning of the summer in 2020. This, coupled with the graduate survey and Alumni Affairs reporting, enabled the University's institutional research to track graduation rates, job placement, and graduate degree pursuits. The integration of Handshake traces to data collected through Graduate Outcome Surveys that are given to students and alumni in the Spring. The Career Development Survey was developed in order to better understand the impact of COVID-19 on our alumni, recent graduates, and current students as it relates to employment and internship opportunities. Additional data was provided through the 2019 Graduate Outcome Report. This data prompted career development team meetings that ultimately included interaction (meetings evidenced with PowerPoint presentations) with Handshake representatives and eventually full implementation of Handshake.

4.C.4

The University follows good practices in the process of gathering retention, persistence, and completion data and in its analysis, using IPEDS data to analyze how it defines and develops figures for retention, persistence, and completion as well as IPEDS definitions in terms of student cohort populations. All collected data from University departments, surveys, and state and federal agencies is collated and disseminated by the University's dedicated institutional research analyst. Currently, this is a highly manual process due to the limitations of our systems and historical errors in data collection.

Improvement Initiatives: In early 2020, a task force was formed to conduct a needs analysis of our student information systems and Salesforce due to the cost and inefficiency of manual reporting and data management. As a result, we launched a new Salesforce integration (2020) to improve our ability to manage data. Also, due to the lack of functionality and poor performance of our SIS (CAMS), we also have a plan to update our system to Jenzabar in 2021. The combination of both systems will significantly improve our ability to manage and report data.

Cleary is committed to continuous improvement in areas of educational achievement and improvement through the assessment of student learning, as demonstrated. Learning outcomes are clearly stated throughout the academic programs, and processes for systematic assessment are incorporated throughout the academic year as detailed in 4.1 and in the yearly Academic Assessment Reports. Indicative of the changes detailed from the curriculum shift forward, Cleary uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data evidenced by rate of improvements as more robust analysis, faculty involvement, and career development initiatives are introduced. Based on previous retention reports, Cleary University progressed from 70% retention in 2016 to 67% retention in 2017, then increasing to 70% retention in 2018, and 81% retention in 2019. Cleary persistence rates are measured by the percentage of students who return to college for their second year. The steady increase is noted in Fall 2018 through Spring 2021 reporting.

CRITERION 4 SUMMARY

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement. Cleary has engaged - and continues to engage - in vigorously, seriously, and conscientiously using measures of the performance of its academic programs to proactively enhance its offerings through a cycle of assessment, analysis, and improvement. In 2018, the University embarked on a dramatic shift to The Cleary Mind as delivered through the Business Arts Curriculum; a large-scale learning management system shift to Canvas was a large undertaking, as well. As can be imagined, that shift also required a wholesale change in support services, type and status of faculty, assessment process development, and shifts in leadership and staffing from the Board through operational staff. The institutional outcome shift prompted a change in assessment parameters, too.

Not without difficulties, 2019 also saw a large scale change in University leadership, most notably in academics. Although this delayed the implementation of new processes briefly, the University's academic team, and new full-time faculty, began the not only full-scale implementation of a new curriculum, but also a new assessment of said curriculum and broadened co-curricular offerings that build into the curriculum. Streamlining and empowering the academic advising team, for example, or the implementation of new tools in career development are all indicative of the University's desire to broaden student success.

Cleary has established student learning outcomes at the institutional, academic program, course, and, soon, the co-curricular levels. In-depth assessments at all of these levels have provided data that have given insight into how well these programs meet their stated learning objectives and where improvements are needed. The data and evidence show that this feedback, coupled with new additions to the tools and programs used to enhance student success (which also include assessment improvement processes), has led to substantial progress toward the ambitious, but attainable, goals for student retention, persistence, and graduation. As the goal of any university, the success of the student body is paramount, and great efforts have been made in that direction.

5

INSTITUTIONAL EFFECTIVENESS, RESOURCES AND PLANNING

5 - INSTITUTIONAL EFFECTIVENESS, RESOURCES AND PLANNING

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A CORE COMPONENT

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.

2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.

3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

ARGUMENT

5.A.1

Shared governance at Cleary engages its Board through planning, policies, and procedures. At the Board level, in 2016, Cleary began a process of transforming the roles, responsibilities, and commitments of the Board. This was done as a response to years of prior presidential sole oversight and a desire for the Board to better reflect the changing student body, encourage diversity, and fulfill the Strategic Plan. After discussion among the Board (September 2016, October 2016, and December 2017), the need for robust, shared governance was evident. Cleary established formal trustee bylaws and a comprehensive trustee guidebook, annual philanthropic recommendations, and trustee subcommittees representing key areas of the University.

Cleary utilizes a variety of means to engage its internal constituencies in governance.

The concept of shared governance is one that the University takes seriously and has been committed to for some time. Routinely, most recently evidenced by the Spring 2019 Board meeting, students are afforded time with the Board in the form of a panel wherein open dialogue plays a part in the University's governance. Access to all levels of stakeholders within the University and the processes for accessing them can be found in the Full-Time Faculty Handbook, the Adjunct Faculty Handbook, and the Student Handbook as well as a list of members in each department and other resources located on the Cleary website.

Committees, councils, students, and ad hoc groups at the University are representative of cross-stakeholder ideals that shared governance fosters. These groups often make recommendations, either informally or after an official request, that are conveyed to the appropriate committee, administration member, or Board that prove helpful in institutional governance. The student body was also happy to learn of a student representative, along with various faculty, staff, and board members, on the Presidential Search Committee.

Discussed at length earlier, a prime example of a coordinated effort in shared governance's participatory process was in relation to the development of the Strategic Plan, developed concurrently with the shift in curriculum to The Cleary Mind. From this plan sprang many initiatives that shaped the direction of the University. The Strategic Plan was a good beginning, but in broadening the scope and the reach of internal constituencies, it is subject to continuous evaluation, expansion, and refinement as required by changes in the University's internal and external environments.

The final Board meeting in 2020 took the recommendation of the Nominations and Governance Committee, evidenced by the meeting minutes, to move the Athletics Committee under the umbrella of Academic Affairs as a response to the shifting student makeup and the importance of co-curricular activities as part of a holistic student experience. A Marketing Committee was developed at the same time in order to address enrollment and branding needs. Each of these subcommittees is chaired by an active trustee and features a non-voting, but participating, staff liaison as a connection to and serving as the voice of the University in day-to-day operations.

Further evidence of shared governance is the Development Committee working jointly with staff members, community leaders, and students to plan and host the University's signature fundraising event and to target and engage potential sponsors for the University's intercollegiate athletics stadium. For example, upon completion of the goal-setting stage for the University's annual budget, Cleary's development team established an annual Advancement Plan, which serves as a road map to achieve University advancement goals and fund-raising targets. Members of the Board Development Committee are engaged to present the plan, garner feedback, and focus on achieving goals for the academic year. Quarterly benchmarks and targets to gauge progress are determined. These key performance indicators are also integrated into the University leadership team's weekly dashboard.

Effective reporting to the Board is an essential aspect of shared governance and since the last HLC visit, the leadership and reporting structure has changed multiple times. The University's previous president had an organizational structure that included large numbers

of people reporting directly to him. Seeing that the structure did not allow for effective shared governance across the University, most notably largely excluding academics in the reporting structure, the University's interim president has revised this structure and there are currently six positions on the leadership team, with a seventh position vacant. The largest shift in the leadership team composition has been the addition of academic deans. This has led to a University-wide strategy relying on the principles of shared governance versus a strict administrative focus. The inclusion of frontline academics has resulted in faculty and student voice representation. This leadership team meets two to three times per week throughout the year.

Expanding shared governance from the restructured leadership team, the University's Provost's Council meets at least quarterly to discuss policy changes, program changes, catalog updates, and any piece of business that has an effect on operations. The Provost's Council includes membership from departments across the University. The Provost's Council also serves as the body that department level committees, such as the Curriculum Committee and Faculty Senate, would report to. Prior to this expanded version of the Provost's Council, the President's Council and a much smaller Provost's Council would meet with departmental representation lacking. Since the creation of the expanded Provost's Council, the most effective and largest project would be the creation of the 2020-21 Catalog. This catalog has provided more comprehensive policy direction and transparency as well as served as a public-facing document of policy and procedure. The creation of the catalog was only possible through the shared governance model of the expanded Provost's Council.

The concept of shared governance extends to committees that report through the Provost's Council, as well. Prior to the current academic year, the Curriculum Committee would meet and affect program reviews and new program discussions (for example: August 2019 minutes and February 2021 minutes). The representation of the Curriculum Committee did not fully represent the stakeholders of the University who would be impacted by and have insight into the change of program design. Therefore, moving forward, the Curriculum Committee is chaired by the Director of Instructional Design and consists of the academic deans, academic advising, student life, career development, and the Faculty Senate reporting through the Provost's Council.

5.A.2

Cleary recognizes the importance of data-driven decision making and is actively working to continue to collect, report, and utilize institutional data to reach informed decisions. For example, the research analyst provides a weekly dashboard of enrollment and at-risk student data. This dashboard has been delivered weekly to the revised leadership team in the 2020-21 academic year, and the data is used not only to make differentials in prospective student outreach as evidenced by the LESA Community Scholarship and the Graduate School Open Seminars but it also identifies students in financial or possible academic risk. With that data pool, for example, the business office has been able to activate the faculty, through the academic deans, for at-risk student outreach, as evidenced by the Fall 2020 and Spring 2021 Drop Tracking form. This additional layer of frontline outreach has improved student retention

and persistence and would not have occurred if not for the recording and dissemination of data in a shared governance setting; it will continue to be used in perpetuity.

The effectiveness of University decisions being strategized at the leadership level is evidenced by the use of various tools such as the weekly financial dashboard (examples from April 2020, July 2020, September 2020, and January 2021), external data comparisons provided by our institutional research analyst (including IPEDS data - examples from 2017 and 2019-2020), and department feedback from staff and students, who communicate with the business office on a regular basis. These student conversations are communicated through staff to leadership in departmental meetings. The dashboard has weekly updates on enrollment, athletics, finances, development, and corporate partnerships. Prior to the creation of the financial dashboard, the VP of Finance and the President would meet to discuss financial impacts and strategies. The dashboard, now shared by all of the University's leadership team across departments, has increased transparency and has led to a more cohesive decision-making process.

In addition, data analysis is constant across departments. For example, the Institutional Aid Task Force was also created to analyze and strategize the current discount rate per student category type. This task force membership consists of a Board liaison, the University controller, the Director of Financial Aid, and the Vice President of Student Affairs/Athletic Director. Through analysis, it was determined that the tuition discount rate of the University increased over the past five years, from the past HLC visit, from 28% to 42%, leading the Board to establish the committee to identify the causes of this increase. The data used by this task force identified that numerous factors, including an increase in the student-athlete population, led to high scholarship discounts for the traditional population. Consequently, the taskforce discovered that the University was remiss in offering a need-based scholarship for students. Acting on that data, the task force developed a timeline wherein the merit scholarships would decrease over time and those dollars saved would be utilized to award a need-based discount. There is currently a need-based discount for traditional housing, but the omission of this for tuition is found in recommendations laid out in the October 2020 meeting minutes. The taskforce will continue to meet to develop and ensure the smooth implementation of the plan and to facilitate any needed adjustments.

The University has also conducted benchmark studies of other institutions. This research covers a multitude of areas including tuition costs, books costs, graduation rates, admission criteria, student population, athletics, and cohort default rate. This is collected on the Comparison Schools Grid and is used to position Cleary among competitors and as a gauge of performance to similar schools.

From the last HLC visit, the shifting demographic of the student body to more traditional, residence students and a review of the data about student success and retention from similar institutions, the decision was made to increase, prioritize, and enable a group of full-time faculty as campus leaders. Formerly relying on a primarily adjunct faculty model, and in conjunction with the move to Canvas, the move to full-time faculty and their subsequent training in the Business Arts Curriculum and The Cleary Mind allowed the University to have

members in all areas of the institution familiar with and able to respond to the new curriculum and the changing needs of the student population. Currently, the University has six full-time faculty members across disciplines, each of whom sits on the Faculty Senate and are involved in student engagement, program reviews, curriculum development, and adjunct faculty mentorship in addition to their regular course duties. At the same time, the University created three academic dean positions to help facilitate the new full-time faculty, the growing adjunct faculty pool, institutional assessment, academic advising, and the increased number of course sections necessitated by more enrollment. The academic deans oversee the robust review and quality control procedures for faculty as well as various training sessions. These sessions are multifaceted focusing on, for example, The Cleary Mind, Effective Remote Learning Techniques, Effective Grading and Feedback, and Dropout Detective as well as presentations on student use of the Library and other services. All are recorded and included in the Training Section of the Faculty Hub.

The New Faculty Training, which takes place prior to Fall and Spring semesters each year, is focused on the elements of The Cleary Mind, the Business Arts Curriculum, and the underlying pedagogy used to develop the curriculum that, in turn, aligns with the University's mission, vision, and strategic plan. This training is mandatory for new instructors and open to all faculty as a refresher. In addition, New Faculty Training also details the application of the University's LMS, including Dropout Detective, and features participation from departments across the University.

In March of 2020, as the pandemic required educational institutions to go to remote learning platforms, the investment in faculty and training resulted in faculty and administrators being able to offer a seamless transition from on-campus to remote learning during a very trying time. The effectiveness of the transition was noticed by academic and community groups with media reports including Corp Magazine and WDIV-Detroit.

As a result of analysis, the campus adopted and implemented a new learning management system, Canvas, and an early alert system called Dropout Detective. The $1.5M investment in academic renovations are detailed in Criteria 3 and 4.C but were largely motivated by the need for improved mobile responsiveness for students, increased ADA compliance with a universal design, ease of use, and the ability to integrate complementary learning technologies. This was beneficial during the COVID-19 pandemic allowing Cleary to fulfill its academic mission and priorities wherever and whenever with minimal disruption.

5.A.3

Overall, Cleary has the administrative structures and collaborative processes in place to enable the institution to effectively fulfill its mission. Cleary administration ensures that faculty, staff and students are involved in setting academic requirements, policy, and processes through effective collaborative structures. The Curriculum Committee includes academic representatives and full-time or adjunct faculty from the Faculty Senate membership as well as staff from Career Development and Student Life. This committee is charged with the

review of proposals for new courses, majors, minors, or programs, including revisions to existing courses or programs. New programs approved by the curriculum committee are forwarded to the provost after a comprehensive Curriculum Review Sheet, which maps the program to institutional and professional outcomes. The provost presents the approved program through the Academic Affairs Committee and, from that approval, to the Board. A similar process is required to remove a program, as was recently conducted with the Culinary Arts program after a careful assessment of financial, academic, and student success data.

As discussed in 5.A.1., the University's Provost's Council (meeting minutes examples from October 2019, June 2020, October 2020, and November 2020), comprised of an even broader cross-section of the University including athletics, financial aid, business office, and, in a primary role, the registrar's office, developed the 2020-21 Academic Catalog, a robust, public-facing catalog designed to eliminate policy confusion and articulate academic operations. The council has met and will continue to meet to make recommendations on issues concerning the catalog iterations including the scheduling of the Academic Calendar. The Academic Calendar schedule has been of primary concern since the COVID-19 pandemic disrupted the normal University operations.

After the HLC visit and in response to the Strategic Plan and the changing demographics, Cleary saw the need for a large curriculum shift due to a significant evaluation of employer needs, community needs, and student needs. The Business Arts Curriculum and the adoption of The Cleary Mind were implemented after leadership secured an assembly of faculty including instructional designers and full-time and adjunct faculty, to engage in in curriculum mapping and individual course creation. The fundamental construction of the Business Arts Curriculum, utilizing The Cleary Mind began with cross-stakeholder participation, particularly that of faculty. Faculty adopted the new curriculum and began the process of assessing the effectiveness of the Business Arts Curriculum with robust participation, generating feedback through the academic deans and directly to the instructional design team in addition to the data returned in End of Course Evaluations directly from students. Faculty feedback has been formalized in the 2020-21 academic year through the Faculty Senate and membership on the Assessment and Curriculum Committees.

Academic requirements, policies, and processes are generated by appropriate faculty, staff, students, and administrators and are only adopted following review and comment periods as determined by the Provost's Council. Academic requirements, such as admissions policies, minimum program GPA, and program prerequisites, are determined, again, within the Provost's Council and communicated in the public-facing Catalog.

5.B CORE COMPONENT

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.

2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.

3. The institution has a well-developed process in place for budgeting and for monitoring its finances.

4. The institution's fiscal allocations ensure that its educational purposes are achieved.

ARGUMENT

5.B.1

The University makes it a priority to recruit and train qualified operational staff and faculty and, since the last HLC visit, has realized the need for staff as opposed to the prior practice of third party vendors and partnerships to facilitate University operations. It is this trained operational staff and both physical and digital infrastructure that have vastly improved the student experience. The Full-Time Faculty Handbook and the Adjunct Faculty Handbook, as well as the Employee Handbook, list requirements and policies that ensure that faculty and staff are qualified and trained to support its operations wherever and however programs are delivered. For example, the faculty handbooks feature technology requirements for instructors that ensure that course delivery is not interrupted, even in the event of a global pandemic.

The operational changes are not limited to academic staff, evidenced by the differences between the organizational charts in 2018 and currently. These changes have been instituted over the course of years. Major changes have included the following: In 2018, the long-tenured financial aid director for the University retired. At the time, campus leadership decided to use a third party to outsource the leadership of the department. The intent was to utilize a company with compliance expertise in the area of Title IV loan and Pell funding for students. This ultimately led to poor student servicing. An internal candidate was vetted and the position of Financial Aid Director was reinstated. The internal return of a department head in financial aid has improved the student experience and processes over the past two years. Furthermore, since 2006, the University has outsourced the information technology support, spending a total of over $3.4M. The company had done a satisfactory job in providing support for our students, staff, and faculty however, as the needs of the student population grew, so did the need for more comprehensive and available IT staff. The remote learning challenges of COVID-19 have proven the move to be a wise one. The addition of the IT Systems Administrator has been so positive for students, staff, and faculty, it has been determined that the most effective route would be to promote the systems administrator to a Director of IT position at the beginning of 2021. To complement this, the University also

brought on a full-time IT support staff who will work with the Director to continue to enhance, protect, and service the University in all aspects of IT.

The University leadership are indicative of the qualified and trained operational staff members. As indicative of this, the campus Leadership Team's qualifications are listed here.

As indicated previously, faculty members, both full-time and adjunct, receive monthly training as delivered by members of the Faculty Senate, on a variety of issues that are core to the delivery of The Cleary Mind and attend to the educational priorities of the institution. In addition, the faculty are also gathered at a monthly, informal Faculty Roundtable discussion to address frontline issues iMediately with the academic deans. Each semester, a New Faculty Training is conducted addressing topics including diversity issues, engagement, student success, Canvas, and more that are directly tied to retention efforts. In 2018-19 and 2019-20, the University spent approximately $40,000 in these various training opportunities. In addition, faculty members, both full-time and adjunct, are required to engage in academic professional development reporting every semester they are teaching per a policy located in the Faculty Handbook and used in the yearly assessment.

The University continues to seek areas of improvement and process efficiencies in the area of student recruitment and admissions and is also in the process of removing a third party vendor from handling new student applications and direct marketing outreach. The third party admissions and direct marketing vendor was originally engaged in 2017 to support an admission team with limited staffing and experience in growing enrollment inquiries, applications, and yield for the traditional student population. Furthermore, the University had significant challenges with its existing CRM systems, which made direct student engagement and tracking very time consuming and labor intensive.

As the University continued to assess the third party vendor relationship in the recruiting and enrollment department, it became apparent that staffing, ability, and experience were bolstered throughout admissions, marketing, and IT, and, thus, these services could be developed, launched and managed internally in a more impactful and cost effective way that further highlighted the differentiation factors and value proposition of the University. The University's investment in IT infrastructure, CRM systems, and student data systems over the past three years has further made this transition possible. The University anticipates this third party vendor relationship to conclude during the 2020-21 academic year and has already begun to strategically map out the internal processes, procedures, and content needed to lead and manage the direct student marketing efforts at all levels. An additional outcome of this continuous improvement process has been that it has enabled the University to expand what once was specifically targeted to the traditional student population to include targeted direct marketing and enrollment campaigns for other student audiences.

The biggest change with the current organizational structure is the addition of the Vice President and Dean of Student Affairs position. With a growing student population, both traditional and nontraditional, and a booming athletic department, this position filled a vacancy in student support. The Vice President and Dean of Student Affairs serves as the senior University officer providing vision, leadership, and effective management for co-

curricular student life programs, and oversees residence life, athletics, student engagement, and student conduct. The role serves as the point person on student affairs and oversees multiple University business units. With the stability that this position provides, the institution is better able to fulfill its mission and strategic plan by providing a holistic student experience that directly influences student performance through co-curricular activity.

In addition to these examples, the University has taken great pains to bring as many services on site as possible, largely eschewing third party vendors for the most part. Within the past two years, the University has invested in the following qualified staff:

- University Call Center

- Campus Project Manager

- Head and Assistant Athletic Trainers

- Campus Safety Coordinator

The University plans to add a full-time Sports Information Director in early 2021, as well. In order to facilitate, train, and ensure the quality of current and new staff, the University's human resources office oversees the areas of benefits, compensation and classification, employee development and performance, and employment and employee relations. These areas use cutting edge technology, particularly Paycom, the integrated applicant tracking system (ATS) and benefits enrollment platform (BEP), to ensure required and preferred qualifications are met in the hiring process and to train and maintain skills throughout the duration of employment. All full-time positions have documented job descriptions that specify minimum qualifications that are used for screening applicants and selecting the most qualified applicant for the position. Further, the University's ATS uses screening questions and is tied to the appropriate job description to ensure candidates selected for interview have the required credentials and experience.

All University units, including human resources, engage in professional development and training in instructor-led classes, web-based training, and blended learning sessions for employee development and compliance. Program categories include: faculty development in teaching and learning; staff development in job skills; professional development; diversity; compliance; orientation; software applications and computer skills; workplace safety; and employee wellness.

Staff training and professional development is also an important facet of the Cleary University culture. Between 2016 and 2020, the University invested approximately $45,000 in various professional development opportunities and associated costs across departments. In addition, because of the institution's access to in-house intellectual capital, it has created a pathway to not only develop staff, but to provide an outlet for employees to share their expertise while honing skills. The University created a yearly professional development pathway that would offer monthly staff-lead training. These training sessions focus on

quarterly topics. Each full-time staff member is expected to attend five per year with the option to develop presentation skills, a further development area, if they conducted the training themselves. The costs associated with these in-house professional development sessions are not reflected in the $45,000 investment.

The robust digital infrastructure is also manifested in the delivery of the University's academic programs, regardless of modality. The 2018 pivot to Canvas as the primary engine of academic delivery has proven beneficial in terms of student learning and engagement. This is not relegated to strictly online classes, though. Canvas is used as a tool in both the on-ground courses and the multi-format courses where students can choose how they attend. This move had the unintended outcome of providing a strong foundation in March of 2020 when schools nationwide were required to move to remote learning to finish their Spring semesters. Due to Cleary's early implementation of Canvas across academic modalities, comprehensive faculty training, and student familiarity with the LMS, there was virtually no loss of learning at a time when other institutions were simply not prepared.

5.B.2

Despite several changes in executive and academic leadership over the past five years, the University's overarching mission and goals have remained on a steady upward trajectory, including the amendment of that mission and vision in 2019. The planning process continues to dedicate the majority of the institution's resources in support of its academic and community missions including broadening the already-robust athletic offerings and making further inroads into community service. The budget process, shared governance, and commitment to Cleary University's core principles has enabled this success. The University is a small, non-profit, tuition-based institution and, therefore, has had significant challenges in funding and executing the mission and vision. The processes in place include a high level of Board involvement as well as hands-on monitoring and management from the campus leadership team.

Since the past HLC visit, Cleary has made and met a number of specific goals related to its mission, vision, and academic plans, including The Cleary Mind, the Business Arts Curriculum, the move to Canvas as an LMS, the broadening of athletic offerings and infrastructure, large-scale on-campus construction in terms of residence halls, a move to eliminate third party vendors, and the move to bring more full-time faculty to the University, among other initiatives. As is natural, these various plans have refined and evolved a core set of goals in key areas, and together these documents demonstrate that the University establishes and provides resourcing for consistent, ambitious, yet attainable goals.

Cleary continuously strives for new avenues for deepening its commitment to experiential education and using The Cleary Mind to produce holistic students. As a distinctive aspect of the Business Arts Curriculum, in order to graduate, most baccalaureate students participate in a professional project course series, PJT 4910 and PJT 4920. This, along with the institutional assessment, indicate that the University mission and vision, as delivered through

The Cleary Mind, are being actuated. With the major shifts in curriculum, co-curricular activities, infrastructure, and diversity of both staff and students, the University has renewed its dedication to assuring that its graduates are prepared to live and work as productive members of a technologically driven society. All of this is only possible, with a small, nonprofit, tuition-based University's revenue streams, if there is a high level of executive and leadership management of resources.

5.B.3

The University's fiscal allocations are sufficient to achieve the educational purpose. As a nonprofit institution, Cleary University's first priority is its academic mission, with over 62% of expenditures covering University program costs consistently representing the largest category of spending. Necessary expenditures for overhead and infrastructure items are decided upon with prudence including input from leadership, faculty, and the Board for large dollar investments over $100,000. All other expenditures over $1,000 are reviewed by the President and the VP of Finance for final purchase approval.

Cleary has a well-developed process for budgeting and monitoring its finances. Cleary uses Budgetpak software to develop annual budgets and monitor monthly expenditures and forecasting. The budget process begins in January for the upcoming fiscal year beginning each July 1st. All department heads are responsible for developing their revenues and expenditures that flow into the overall budget for the University. The first round consists of all initiatives that the department heads would like to implement during the upcoming year. The first budget draft is created and the leadership team determines if there are adequate resources to cover the fixed expenditures along with desired initiatives. A second draft of the budget is developed based on any shortfall in resources. This is the draft that goes first to the Finance Committee at the annual April meeting to approve. It then moves on to the Board to approve at the annual May board meeting.

The University models three different budgets for resource planning based on varying enrollment goals, and budgets are constantly monitored. The leadership team meets weekly to discuss budgetary issues and enrollment levels. These meetings include a robust discussion of an enrollment, tuition, and expense dashboard, prepared weekly. The Board Finance Committee, complete with staff liaison, meets monthly to discuss financial matters. Specific financial metrics are discussed in 5.B.4., but the processes for that success to happen begin at the Board level extending down through departmental management. After the Board approves the budget, it is finalized in the Budgetpak software and distributed to the appropriate constituencies.

These processes were largely adopted in 2019 in order to embolden a lean, conservative policy. Prior to the leadership shift in 2019, the University did not employ fiscal responsibility checks and balances as robust and necessary, as it does now. This has proven beneficial in another respect. As the COVID-19 pandemic created a potential loss of tuition revenue that would sideline similar institutions, Cleary already had a process in place for monitoring and

management.

Once the new fiscal year has begun, monthly forecasts are created in Budgetpak that allow the department heads to predict their spending for the remainder of the year. These reports are supplied to the treasurer on a monthly basis and to the full Finance Committee quarterly. The Board also receives a full financial report at each meeting presented by the University treasurer.

5.B.4

Although there is debt and a modest endowment, the University thrives due to the above-mentioned processes and budgetary procedures, all of which are concerned with the effective attainment of the University's education purposes as aligned with The Cleary Mind and the mission, vision, and values. The changes since the last HLC visit and, more recently, since the 2018 curriculum shift, 2019 leadership shift, and 2019 reassessment of the mission and vision have all been possible through the management and allocation of finances in the direction of bolstering the educational and co-curricular offerings. In 2018, the University invested $1.5M in academic services alone. The campus resource allocation process, as detailed in 5.B.2 and 5.B.3., has allowed it to support academic programs and devote additional resources to student success. All position requests must be approved by campus leadership, which places the academic mission of the campus as the highest priority. Campus allocations follow a rigorous budget construction process, with input and monitoring by campus leadership and the Board, including annual approval.

The University has consistently scored highly in the Department of Education's financial responsibility scores. In the most recent offering, Cleary scored 2.7 in the 2017-18 reporting, 2.6 in the 2016-17 reporting and 2.3 in the 2015-16 reporting indicating a marked improvement, year over year. The external audit opinion for the University consistently receives an unqualified opinion. An unqualified opinion is an independent auditor's judgment that a company's financial statements (see pg. 2, para.1) are fairly and appropriately presented, without any identified exceptions, and in compliance with generally accepted accounting principles (GAAP). This demonstrates that the institution's practice of finance monitoring and assessment is effective.

The University's mission is paramount, even amid unprecedented world events. As indicated previously, the planning prior to the COVID-19 pandemic proved beneficial, but the University, in an effort to support the mission, vision, and education offerings, successfully applied for and qualified for the CARES Act Section 18004(a)(1) and Section 18004(a)(3) resulting in $192,377 to students and $307,623 to the University. These funds were distributed 50% directly to students and to cover the costs of COVID-19 to the University following the Department of Education guidance. The University also received funding from the Payroll Protection Program loan/forgiveness portion of the CARES Act. This allowed the University to maintain employment continuity during the pandemic. It also allowed for assistance in expenses not only related to payroll but included assistance in rent, mortgage,

and utility expenses during this challenging period of time. The loan forgiveness application has been submitted through our lender to the SBA and is pending final approval. The passing of additional CARES Act funding in December of 2020 will offer additional funding for both the students and the University as this pandemic continues. The infusion of these resources allowed the University to ensure that its educational purposes are achieved.

The University maintains a strict adherence to the processes developed since 2018 and, despite potential enrollment issues due to the pandemic and burgeoning social issues in the nation, the following lean, conservative 2021 projections are ones that are wholly attainable within the bounds of the University's mission, vision, and educational purpose. The University has frozen its tuition rates (pg. 4, part c) for the Fall of 2021 to assist students in their educational goals.

5.C CORE COMPONENT

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.

2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.

3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.

5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.

6. The institution implements its plans to systematically improve its operations and student outcomes.

ARGUMENT

5.C.1

Cleary's planning and budget processes are structured to align with the Strategic Plan.

This plan, along with budget updates from the Chief Financial Officer in consultation with the leadership team, as monitored on a weekly basis at that level utilizing the weekly Financial Dashboard and at the Board level within the Finance Committee, provides the campus with a clear picture of the financial allocations for the coming fiscal year. Requests for new funding are evaluated with a standard outlined here. Requests are funneled through the appropriate levels at the institution and discussed in leadership meetings, Board of Trustee meetings, and meetings of the Budget Advisory Committee, as applicable.

An example of this involves the University's current Cleary Commons capital improvement project. The Cleary Commons houses student dining, engagement and study common areas, student life events and activities, and the largest classrooms on campus. In 2019, Cleary secured its largest single institutional gift of $4.125M. Given the gift installment condition, the Board established an ad hoc committee to oversee the project to further emphasize the need and importance of a shared governance approach. The committee met bi-monthly with set agenda items and targets to ensure the project phases were completed on time and on or under the budget established in alignment with the gift revenue schedule. Cleary was able to complete the first phase of the project by August 2020.

5.C.2

The assessment processes are directly linked to student learning and an evaluation of operations, which have a direct result on planning and budgeting. As demonstrated in Criterion 4.B and elsewhere, the University's process of assessment looks at student learning, graduate outcomes, student satisfaction, and departmental effectiveness. This data, released yearly, is only a part of the assessment process that is taken into account as the University makes decisions about the dissemination of resources. Cleary continues its investment in systems to integrate, share, and apply information on student outcomes and institutional performance. This is exemplified in the massive academic investment, including the 2018 curriculum evaluation resulting in The Cleary Mind and associated academic tools. The resulting investments, in terms of the mission and strategic plan, have either begun or have been implemented since 2016. The following is a representative example and not inclusive of every investment:

- The addition of three additional instructional designers: (hired 5/17/2018, 10/1/2019, and 1/4/2021)

- The addition of three full-time faculty: (hired 1/2/2019 and two 8/1/2019)

- The addition of three academic deans: (hired 6/10/2019, 6/16/2019, and 5/1/2020)

- The creation of an Associate Dean of Student Life: (promoted 8/1/2019)

- The addition of an academic advisor: (promoted 7/1/2020)

- The addition of a full-time librarian: (hired 9/25/2018)

- The addition of extended library resources:

- New LMS (Canvas) implementation:

- LMS (Canvas) Licenses:

- RedShelf textbook integration in each course:

- Maxient Title IX software:

- Campus security cameras:

- Cleary.edu large-scale website update:

- Handshake implementation:

- Creation of internal IT department onsite support: (hired 12/1/2020)

- Creation of internal security manager: (hired 9/10/2020)

- Creation of Director of Financial Aid: (promoted 9/30/2020)

In addition, the University has taken great strides in moving formerly third party vendors and partners internally. These are all the results of University assessments resulting in planning and budgeting considerations. The University is tuition-based with a modest endowment, so the constituency groups, the Board and, most importantly, the campus Leadership Team had to monitor the application of assessment to budgeting and planning.

Furthermore, assessment results application is ongoing, as indicated in Criteria 3 and 4, including process improvement academically. For example, the implementation of Dropout Detective enables instructors and the advising staff to monitor student success. In addition, a comprehensive review process for faculty, from hiring through course evaluation, has been implemented and disseminated through both the Adjunct Faculty Handbook and the Full-Time Faculty Handbook. Most importantly, the creation of a new and comprehensive Catalog in the 2020-21 academic year provided a single source reflective of policies and resources.

University decisions are now strategized at the leadership level using various tools mentioned previously, such as the weekly financial dashboard, external data comparisons provided by our institutional research analyst, and department feedback from staff and students both informally or as part of University committees and councils for staff or formal assessment procedures for students as detailed in 4.B. The dashboard is now shared by the entire campus Leadership Team resulting in increased transparency, and has led to a more cohesive decision-making process, examining data, including enrollment, retention, advancement, etc., on a weekly basis with a supplemental new enrollment report generated daily beginning in January 2021.

5.C.3

The University's planning process encompasses the institution as a whole and is integrated in such a manner that the width and breadth of internal constituent groups are representative of the entirety of the University and focused on attending to the institution's mission and academic priorities. The University's previous president had an organizational structure that included large numbers of people reporting directly to him. Since that point, the University has engaged in collaborative planning beginning with the set of Presidential Roundtable dialogs that took place in 2018-2019 that partially resulted in the creation of internal constituent committees and councils that report through the University-wide representation of the Provost's Council. These committees include:

- Provost's Council

- Curriculum Committee

- Faculty Senate

- Assessment Committee

- Institutional Aid Task Force

- Cleary Commons Renovation Committee

The purpose of the Provost's Council is to advance the educational mission of the University across undergraduate and graduate studies, athletics, student affairs, and inter-college communication, collaboration, strategic planning, and oversight. As the chief academic officer, the provost directs academic affairs and informs the academic leaders of institution-wide changes and the president's initiatives. Provost's Council discussion topics reflect areas for which the provost, deans, faculty, and academic leaders are responsible. Meeting topics are suggested by all members of the council from across the University, including representatives from academics, athletics, the business office, student life, financial aid, and the Board .

In addition, the various committees at the Board level feature staff and faculty liaisons and are the direct line of communication between the Provost's Council and the Board . The following working committees make up that composition and report out, via those committee chairs, to the quarterly Board meeting.

- Executive Committee (Minutes from May 2018 and October 2019)

- Development Committee (Minutes from September 2018, August 2019, and January 2020)

- Nominations and Governance Committee (Minutes from November 2018, March 2019, and February 2020)

- Academic Affairs Committee (Minutes from April 2018, October 2019, and March 2020)

- Finance Committee (Minutes from December 2018, October 2019, and April 2020)

- Marketing Committee - New Committee - approved October 2020 (pg. 5, Sect. I.C.3)

These internal constituency groups include advancements in student life on campus. An example of consideration of students' perspectives in planning is the recent completion of a firepit and a volleyball court and the current renovation of the Cleary Commons student union. A major investment in that infrastructure included input from students, which had a major impact on the design of the building.

Cleary is also committed to external constituency groups as a matter of community and industry support. Cleary has launched a new tuition-assistance program for employers, structured like a subscription, with the first participant being Team Schostak Family Restaurants employees. This Tuition Benefits Program reflects a growing link between post-secondary education and private workforce development, which has a direct correlation to the aims of the University mission.

5.C.4

Institutional planning based on current and projected sources of revenue is continuous due to changing revenue streams and fluctuations. As mentioned many times, Cleary is a small, nonprofit institution dependent on enrollment and tuition. The controller coordinates a process that includes the University's current financial performance and processes multiple budget scenarios based on reasonable alternative estimates of enrollment and retention, donor support, personnel, operating, and capital budget forecasts. These budget scenarios are forward-thinking and attempt to factor in multiple contingencies, but are usually focused on enrollment efforts falling into place. The weekly dashboard reviewed by the campus Leadership Team and a daily new enrollment report are integral to understanding not only revenue but also to gauging enrollment fluctuations. Only through this careful analysis, with great frequency, was Cleary able to navigate the enrollment and budgetary issues that the COVID-19 pandemic posed.

Cleary pays a monthly rent for the residence hall apartments and leases the administration building. These costs, along with large personnel expenses, qualified for 100% forgiveness of the PPP loan. Paycom, the human resource and payroll processing software instituted in 2017 at a cost of $2,900 monthly, allowed the University to accurately report and track salary and benefit expenses as a rapid response to the PPP application process. Cleary received approval and funding during the first round of disbursements. That response was only made possible by the investment in Paycom and the constant budgetary monitoring.

Cleary has experienced enrollment fluctuations, which impacts the University as a tuition-dependent institution. The tuition discount rate has fluctuated with the changing student demographic. The five-year historical discount rate has increased from 28% to 42%, from 2016 to 2021, in response to the institutional decision to diversify student populations as well as increase the accessibility and affordability of education to a more inclusive and diverse population.

With the discount rate increase, the University realizes that there is a need for revenue that goes beyond enrollment in order to not only fulfill the letter of its mission but to expand upon and fulfill the spirit of its mission. Therefore, University advancement has developed a set of strategic funding initiatives to identify resources needed to aid in fulfilling the mission of the institution. Cleary's annual comprehensive campaign, "Vehicle to a Better Future," is a highly successful event, raising several hundred thousand dollars to aid in student success. As a nonprofit institution, fundraising opportunities are an integral part of supporting strategic priorities.

Cleary actively plans on the basis of understanding its current capacity including revenue and enrollment fluctuations across all of its student demographics. Specifically, planning and communication of enrollment goals, attrition, and graduation are routinely evaluated and disseminated throughout the University to ensure there is a clear focus on the necessary outreach efforts. With the integration of the SalesForce Customer Relationship Management tool, there is greater synchronization between data and reporting in the enrollment function, and it serves to assist in greater accuracy in forecasting and contingency planning in the event of enrollment fluctuations. The University is eager to expand Salesforce integration to other areas of the University in 2021 to include advancement and business services, which will further support proactive planning on institutional capacity regarding enrollment and revenue across the University.

5.C.5

Cleary plans on a comprehensive basis, reflecting internal and external realities while preserving the flexibility necessary to respond to unforeseen situations, such as the COVID-19 pandemic. As a matter of routine, Cleary considers a number of assumptions during its budget building process, including creating three different budgets depending on contingencies, usually revolving around enrollment data and tuition revenue anticipated. They include such factors as size of the incoming freshman class, student retention rates, tuition rates, donor appropriations, employee salary increases, employee health care costs, and utility expenses. Each of these is discussed on a weekly basis with the campus Leadership Team and, as detailed above, retention, recruitment, enrollment, financial investments, and University advancement are updated on the weekly dashboard for review. This allows the University to have real-time, relevant data that can react to shifting factors. This is exemplified in the foresight that allowed Cleary to successfully navigate the initial shock of the COVID-19 pandemic with retention rates and assessed learning comparable to pre-pandemic levels. As part of the institution's strategic plan, curriculum shift, and focus on educational priorities,

massive investments in technology, including the move to Canvas as the University's learning management system, and associated academic tools, as documented elsewhere at a cost of $1.5M, the creation of internal IT resources as opposed to third party vendors and the shift to requiring well-trained faculty in terms of technology and remote engagement regardless of course modality allowed the University to pivot and, within six hours of the State of Michigan's shelter in place declaration, faculty and students had the resources to continue learning with many weeks left in the semester. The process of creating the environment to successfully navigate the shift in learning modality started in 2018, with The Cleary Mind, and culminated in an institution prepared for an unprecedented external issue.

Social upheaval, as evidenced by the past twelve months, affects every constituency connected with the University, and, since the last HLC visit, there has been a concerted effort to address the diversity issues on campus. As the student demographic has shifted, so has the faculty and staff demographic, and this is more representative of the nation as a whole.

At the state level, an emerging factor potentially affecting enrollment is the declining state population in Michigan. The University-wide budget strategy incorporates evolving demographic and shifting economic factors to create reasonable budget scenarios that inform the planning process. This has also allowed the University to explore and expand upon its remote learning capabilities. Those same initiatives that benefited the institution at the onset of COVID-19 are also poised to open Cleary to a larger swath of students nationwide so, as the bulk of universities within the state saw declining enrollment during the Fall 2020 term, Cleary experienced growth.

The University intentionally plans and anticipates changes in alignment with its financial obligations, financial structuring, and new and expanded targets for institutional revenue. For example, as the University experienced a lull in tuition revenue in 2015, Cleary quickly sought out opportunities to engage and expand enrollment and outreach opportunities in the Detroit marketplace. Thus the Detroit Education Center was opened and attracted new enrollment and philanthropic investment to support the University's operational needs and need to diversify enrollment and revenue sources.

In addition, with the opening of a significant new University asset in Lake Trust Stadium in 2017, University leadership anticipated and recognized an opportunity to appraise and reassess the University campus capital assets and seek out new and improved debt consolidation resources, which ultimately resulted in the University significantly lowering interest rates and monthly cash outflows.

Further, as the University experienced revenue fluctuations, University leadership, through timely and routine communication, discuss, assess, and implement new programming, partnerships, and opportunities to support the overall sustainability of the University. For example, in order to meet institutional revenue deficits in 2015, the University quickly pivoted and engaged Lake Trust Credit Union to establish a customized MBA program to support the training and development of the organization's future leaders program. This resulted in a gross revenue increase of over $400,000. Additionally, meeting similar challenges in 2017, the University engaged another member of the corporate community in Spring Mobile/

Gamestop to establish an alliance to deliver new virtual onboarding training to members of its retail manager community. This program resulted in gross revenue of $480,000.

This has also been evidenced through foresight on behalf of the University in the area of fundraising and development. Understanding the impending expenses and overhead associated with a new athletic and events stadium (Lake Trust Stadium), the University embarked on an aggressive sponsorship and solicitation campaign to raise dollars that would provide annual revenue to the University for operational expenses and further capital investment. This initiative resulted in secured gifts of over $1.2M, which provide annual installments to the University of over $150,000.

5.C.6

The University uses several strategies to improve its operations and overall institutional effectiveness. From the prior HLC monitoring report, the visit indicated that, "Assessment and institutional effectiveness informing planning which informs budgeting was evidenced and is occurring at Cleary, but a more formal and intentional alignment is required to support high performance as the University scales in size through the building of sustainable enrollment growth with strong student outcomes." An interim report was requested, and delivered, in 2018 specific to progress in relation to strategic goals and budgetary/financial predictors and enrollment predictors. Subsequent to that 2018 report, the University has continued on a path of systemic improvements across operations and academic outcomes.

The University engages in a system of annual fiscal reviews, enrollment forecast reports, budgeting sessions, and benchmarking to review the impact, efficiency, and sustainability of its individual programs and operations in the spirit of continuous improvement within the weekly Leadership Team meetings, departmentally, and within committees in the Board . In particular, the institution's Provost's Council is a direct manifestation of changes made subsequent to the last HLC visit, as documented in 5.C.2. With a membership that spans the University, exploring opportunities for increasing efficiencies and effectiveness in Cleary's academics and support operations and making recommendations about prioritizing and implementing those opportunities with the goal of improving operations and processes to create added value and reduce cost is paramount.

The University continually evaluates student enrollment funnels through use of its comprehensive SalesForce Customer Relationship Management system. The enrollment management team meets weekly to assess and evaluate trends and targets for the upcoming enrollment period and has established a daily enrollment report to assess key performance indicators in the enrollment function. For the traditional student, there is a Fall and a Spring enrollment period. However, for the nontraditional adult learner and graduate student, there are six enrollment periods per year: Fall (A and B), Spring (A and B), and Summer (A and B).

There is continual assessment and planning for these student populations to adapt to market needs through programs and start dates. In addition, the enrollment team coordinates

its efforts strategically with the marketing and public relations department to ensure the external marketing channels align with the corresponding student demographic targeted and start dates through a timely marketing calendar. These project plans strive to meet the necessary enrollment goals for the institution to support the strategic plan and mission. The enrollment team has also established an Admissions Tool Box to ensure consistency in message, tone, and recruitment efforts across all demographic student segments. In addition, the University leadership has established comprehensive enrollment planning tools that are actively disseminated to members of the enrollment team for target development and revenue source needs by student demographic. This serves to provide data-driven ideas and solutions to replenish enrollment for those lost from Cleary through graduation or attrition.

Process improvements extend to course design and accessibility. In an effort to ensure quality in the course design process, the instructional design team has created a standard template for subject matter experts (SMEs) to use when developing courses and course content. These templates include course outcomes, weekly objectives, weekly content, and assessments. Accessibility and ADA compliance are also included throughout the design template. In addition, there is a standard process and rubric for selecting textbooks or other instructional resources for SMEs. The instructional design team has an internal project management checklist to ensure the project is done on time and with consistently high quality.

Scheduling and faculty appointments have been streamlined. Previously, classes were scheduled on a rotation without input or consulting numbers of students in each major. The lack of planning led to low enrolled classes and classes needing to be added for few students so they could graduate on time. We have now implemented two new processes: Each program is mapped out with a four-year plan so advisors and students can better predict when classes will be scheduled, and advisors meet at least once per year to create or update academic plans. By doing so, the University ensures that classes are scheduled when they are needed to meet the needs of the most students. This means there is a sufficient number of students in the classes, and the department is not adding unnecessary extra sections of classes. In addition, to make the process more efficient, the department has created reports so advisors can quickly pull lists of students in each major and minor.

Cleary learned from its operational experience and assessments to improve its institutional effectiveness by pulling formerly third party functions back to campus, including security, IT, and the financial aid director. Having these areas on campus, as well as broadening full-time faculty and adding academic deans and a Vice President and Dean of Student Affairs, among other elements, empowers multiple levels of Cleary 's leadership, including the provost, controller, and business analysts, to assess how well they are using existing academic resources. Through assessments, a focus on faculty, and streamlining, Cleary leaders can effectively answer important questions such as how to optimize section offerings that satisfy student demand and maximize available instructional resources.

CRITERION 5 SUMMARY

The institution's resources, structures, processes, and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. Through careful planning, Cleary has navigated financial challenges, leadership changes, and large-scale academic and co-curricular changes to provide the resources and infrastructure necessary to fulfill its mission and ensure quality education for its students while also appropriately serving the public. In the past year, these challenges were also compounded by a once-in-a-century pandemic, social unrest, and volatile economic and political environments. Without rigor in planning, development, and monitoring, the University would have fallen victim to this litany of factors but, instead, has become an institution that committed, and is able, to support its academic operations wherever and however programs are delivered.

Cleary's data gathering, assessments, planning, and constant monitoring at the department, University, and Board levels has helped to position the institution to continue to capitalize on the curricular and co-curricular improvements allowing the University to continue its period of growth despite adverse conditions, including a $1.5M investment in expanded academic services in 2018. With stronger financial oversight, the University has rapidly reversed the financial threats of 2015 and 2016 and improved its cash flow. This is a result of more oversight, process changes, and a renewed commitment to shared governance and transparency since the prior HLC visit.

Within this framework of recovery, prioritization of expenditures is especially critical. Personnel along with the physical and technological infrastructure are monitored and adjusted according to program growth and student needs, a challenging task given ongoing fluctuations in enrollment and revenue since the University is largely tuition-based in terms of revenue. The recently revised practice of operational planning now stresses alignment between any proposed initiatives against the strategic plan, mission, and goals of The Cleary Mind.

Cleary is well aware of its challenges and is continuing to plan carefully and in data-informed ways to address them. Appropriate planning for the future is evidenced by the commitment of leadership, faculty, and staff working collaboratively to adhere to the University's strategic plan and mission while maintaining the high bar set academically with The Cleary Mind and the Business Arts Curriculum.

These commitments are part of the broad institutional commitment to long-term and continuous improvement to ensure that the institution fulfills its mission, its students' needs, and the needs of the communities and constituencies that Cleary serves.