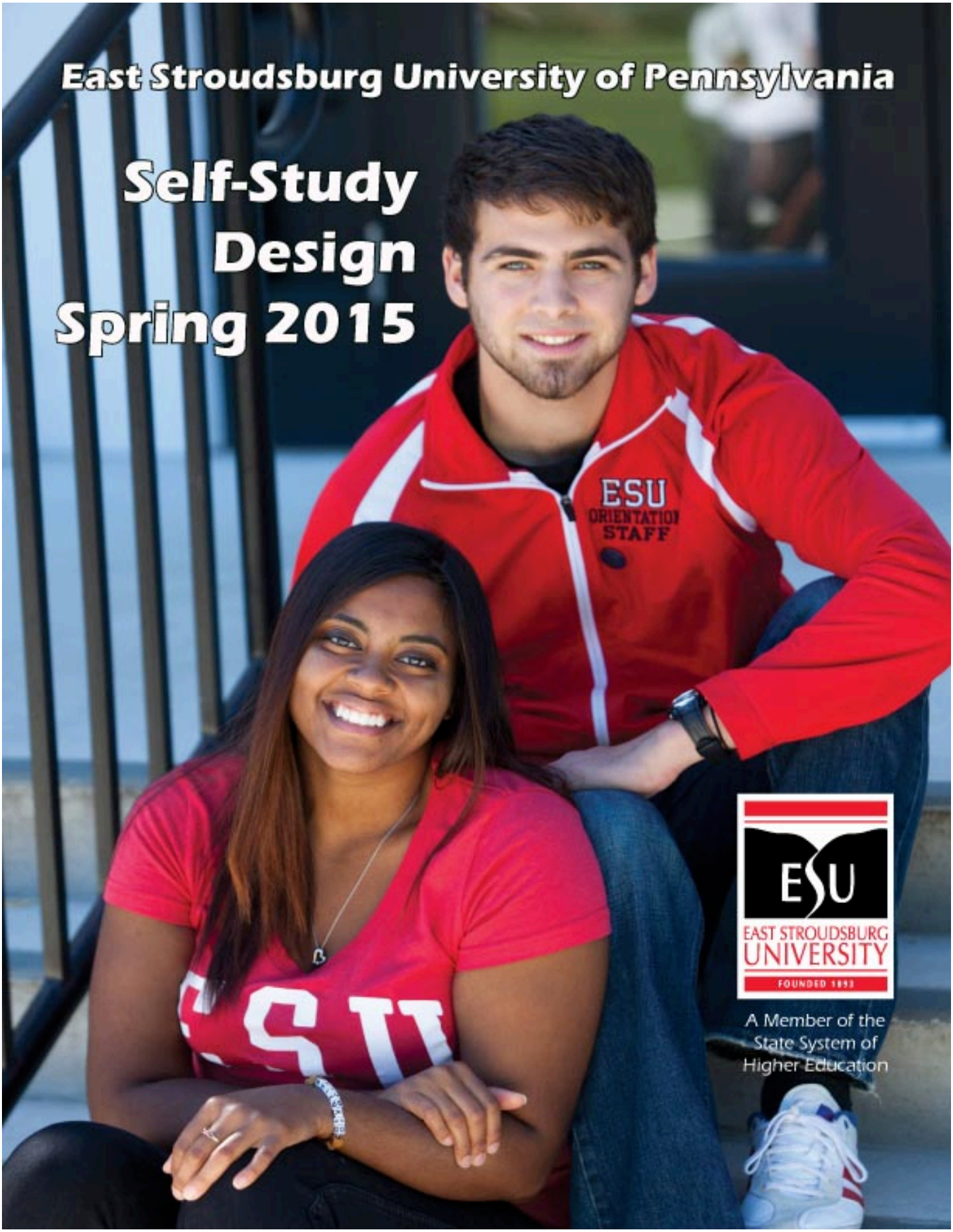
East Stroudsburg University of Pennsylvania

Self-Study Design Spring 2015



ESU
EAST STROUDSBURG UNIVERSITY
FOUNDED 1893

A Member of the State System of Higher Education

CONTENTS

I. East Stroudsburg University: An Overview

Mission

Key Facts

Recent Developments

Vision for the Future

II. Nature and Scope of the Self-Study

III. Intended Outcomes of the Self-Study

IV. Organization of the Self-Study Process

Organizational Structure of Self-Study Steering Committee and Workgroups

Charge for the Steering Committee

Workgroup Charge and Editorial Style

Workgroup: Mission and Goals, Leadership and Governance, & Administration (1,4,5)

Workgroup: Planning, Resource Allocation, and Institutional Renewal & Institutional Resources (2,3)

Workgroup: Student Admissions and Retention & Student Support Services (8,9)

Workgroup: General Education & Assessment of Student Learning (12,14)

Workgroup: Faculty (10)

Workgroup: Educational Offerings & Related Educational Activities (11, 13)

Self-Study Timeline

V. Self-Study Research Questions

Standard 1: Mission and Goals

Standard 2: Planning, Resource Allocation, and Institutional Renewal

Standard 3: Institutional Resources

Standard 4: Leadership and Governance

Standard 5: Administration

Standard 6: Integrity

Standard 7: Institutional Assessment

Standard 8: Student Admissions and Retention

Standard 9: Student Support Services

Standard 10: Faculty

Standard 11: Educational Offerings

Standard 12: General Education

Standard 13: Related Educational Activities

Standard 14: Assessment of Student Learning

VI. Inventory of Support Documents for Workgroups

VII. Recommendations for Members of the Visiting Team

EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA

SELF-STUDY DESIGN

I. EAST STROUDSBURG UNIVERSITY: AN OVERVIEW

East Stroudsburg University (ESU) is a Carnegie Comprehensive Master's-Larger Programs university in northeastern Pennsylvania offering 56 undergraduate and 24 graduate degrees and is one of the 14 institutions in the Pennsylvania State System of Higher Education (the State System). East Stroudsburg Normal School opened its doors on September 4, 1893. A faculty of fifteen greeted a group of 320 students who had entered the two-year programs in Elementary and Science Education. Although the Normal School was originally privately owned, ownership was transferred to the Commonwealth of Pennsylvania in 1920, and the name was changed to East Stroudsburg State Normal School. In 1927, the right to confer the degrees of Bachelor of Science in Education and Bachelor of Science in Health Education was granted, and the School's name then became the State Teachers College at East Stroudsburg. In 1960, the College's name was changed to East Stroudsburg State College. In 1962, the College received the right to confer graduate degrees, and the first three graduate areas were Masters of Education in Biological Sciences, General Science, and Health and Physical Education. In 1963, the College instituted a Bachelor of Arts degree, and in 1969, the first Master of Arts programs, in History and Political Science, were approved. In November 1982, the State System of Higher Education was authorized by Senate Bill 506. The College officially became East Stroudsburg University on July 1, 1983.

The University has 66 buildings located on approximately 258 acres in the East Stroudsburg Borough and in Smithfield Township. Forty-six acres of the property in Smithfield Township are leased to University Properties Inc. which has constructed 541 beds of student housing in ten buildings on 43 acres, and to the Visiting Nurses Association which constructed a six-bed Hospice House on three acres. The 66 buildings in East Stroudsburg Borough include academic facilities, a 1000-seat dining hall, a student center, a fitness center, a recreation center, and eight residence halls (housing approximately 2800 students). The Student Activity Association, Inc., owns Stony Acres, a 119-acre off-campus student recreation area near Marshalls Creek that includes a lodge, cabins, and a small lake.

ESU operates under the leadership of an institutional president who reports directly to the Chancellor of the State System. The Chancellor reports to the Board of Governors (BOG). ESU is governed by a Council of Trustees, consisting of 11 members appointed by the Governor, including one undergraduate student. At least two members of the Council of Trustees are alumni of the institution. Among their many duties, the trustees are responsible for making recommendations to the chancellor for the appointment and dismissal of the president and to approve the university budget, new academic programs, contracts and fees other than tuition.

Mission

East Stroudsburg University of Pennsylvania will provide:

- Challenging and contemporary undergraduate and graduate curricula that engage and equip students to critically appraise and apply knowledge in their lives and chosen fields of study.
- A scholarly community that promotes diversity and views teaching as the university's primary focus.
- Varied opportunities for student and faculty research, creative endeavors and involvement in public service.
- Leadership and service in the educational, cultural and economic development of the region.

Vision

ESU will be an innovative and entrepreneurial university—educationally, socially, organizationally, and culturally—with an emphasis on quality and collaboration in everything we provide. As a scholarly community, its faculty, students, staff, administrators, and affiliates will be encouraged to be innovative and to explore opportunities that will constantly energize and improve its mission as a learning community of the 21st Century. As a "university without walls," its sense of community will extend well beyond campus boundaries to embrace ESU's surrounding communities and region to become a model that other organizations will want to emulate.

Values

We are committed to the principles of intellectual integrity, freedom of expression, the fair and equal treatment of all, good citizenship, environmental stewardship, and accountability for our actions and the resources entrusted to us.

Strategic Plan

In pursuit of its mission and vision, East Stroudsburg University seeks to adhere to the following principles in both the development of its strategic plan and its ongoing decision-making processes. Used in conjunction with the values outlined above, ESU is committed to:

1. Providing quality, affordable academic programs as well as opportunities for lifelong learning, always focusing on student success.
2. Sustaining an intellectually challenging environment that identifies and enhances its students' and the university community members' talents.
3. Creating opportunities for innovation that focus on high impact teaching and learning both inside, and outside, of the classroom.
4. Identifying, recruiting, and retaining students representing a multicultural world who by background, motivation, and commitment can benefit from higher education.

5. Attracting and retaining a diverse, recognized, and credentialed faculty committed to excellence in teaching and continuing scholarship.
6. Attracting and retaining exemplary faculty, staff members, and administrators who accept responsibility and accountability for the personal, professional, educational, and social values espoused by the University.
7. Providing leadership, expertise, and service to its local, regional, and global societies.
8. Encouraging opportunities for the university community to develop positive, healthy, and holistic lifestyles.
9. Serving as a source of cultural and intellectual programs of importance to students and residents of the region.
10. Building and maintaining partnerships to enhance opportunities for students, alumni, and the university community.

East Stroudsburg University's Strategic Plan, *Students First: Innovate ESU*, is designed as a three-year rolling plan, knowing that we will continue to evolve as an institution. The plan to put students first through innovation is grounded in student success, innovative faculty, innovation and entrepreneurship, and building community, both internally, and externally. It will be a living document that changes as its implementation evolves, progress is measured, and updates are made. For this reason, each revision of the plan will be identified by its draft number and the date it has been revised.

The Strategic Plan is currently in Draft 4, which was issued in June, 2014. It results from a process that has involved everyone on the campus who has chosen to participate in its development, which:

- Began in the spring of 2013 with a Planning Steering Committee appointed by President Marcia Welsh;
- Evolved into appointed Task Forces—the student-faculty or administrator co-chairs of which became members of the Planning Steering Committee—each of which considered one of four themes: Student-Centered, Teaching and Learning, Innovation and Entrepreneurship, and Community Engagement;
- Involved community discussion, a poster session and comments, and surveys that informed the task forces' development of definitions for their topics and strategies for the achievement of each of these four themes transformed into goals;
- Resulted in a first draft of the plan that was reviewed by the Planning Steering Committee in December, 2013; and
- Was revised to draft 2 for sixteen roundtable discussions, open to the entire ESU community, which were facilitated by Ann Duffield, an external planning consultant, and attended by President Welsh on January 7, 8, 9, 29, 30, and 31, 2014.
- Was revised to draft 3, and now draft 4, after a number of internally facilitated roundtable discussions, again open to the entire ESU community.

Using the "Environmental Scan: Population and Labor Projections 2010-2020" as a guide, East Stroudsburg University's plan includes goals and strategies that recognize the demographic and workforce changes that are predicted for the first three years of our planning process. Our primary goal during this period will be to develop a respectful, responsible, accountable, risk-

taking, resilient and fun campus culture that is prepared to tackle those challenges and opportunities within its control and to take on those challenges and opportunities that arise without notice. Our primary focus, and thus our first goal, will be to put students first. But we believe that the best ways for us to develop a culture of what we call "our university without walls" is through our second two goals—A Strong Sense of Community and A Reputation for Innovation and Entrepreneurship. By raising our standards, accountability, and respect for one another's work and by reaching out beyond our campus boundaries to create partnerships that will have an impact on the lives of the people in our region, we believe that our day-to-day work—our scholarship, research, teaching, service, and professionalism—will substantially increase in quality, thereby accelerating our ability to attain all of our other goals as a learning community. We understand that this will be an ongoing journey for us. Every member of our university will need to play a role in removing the walls and barriers that have at times kept us from achieving our aspirations and seizing our opportunities. We believe, however, that each new draft of *Students First: Innovate ESU* will keep us reviewing, renewing, and moving toward the goals and values we endorse as important to the future of East Stroudsburg University.

Goal 1: Student Success at ESU: achieving higher satisfaction, retention and graduation rates.

Goal 2: A Strong Sense of Community: understanding and living ESU's mission and values and building a commitment to our community and region.

Goal 3: A Reputation for Innovation and Entrepreneurship: creating a curious, inventive, and risk-taking culture.

Goal 4: Innovative Faculty: developing a culture of research and scholarship and rethinking the preparation of successful graduates.

Academic Affairs Strategic Plan:

In the spring of 2014 the Vice-President for Academic Affairs, in consultation with the Deans and other Vice Presidents, solicited names of individuals to serve on the Academic Plan Steering Committee. That group was convened in April of 2014 and charged to develop a strategic plan for the division of Academic Affairs that would align with the goals and objectives of the University Strategic Plan. This Academic Affairs strategic plan, still in draft form, is not only aligned with the University Mission, Vision, Values and Strategic Plan, but also incorporates input of faculty and chairs and the deliberations of the Academic Plan Steering Committee.

Academic Affairs Vision:

East Stroudsburg University will be a premier undergraduate and graduate learner-centered institution encompassing the arts, humanities, sciences, and professions, and where professors know their students' life story and help them write the story of their future.

Academic Affairs Mission:

Offer distinctive undergraduate and graduate experiences through which students can expect to:

- encounter a committed faculty that actively and innovatively teach, mentor and guide them to pursue their aspirations and engender in them a passion for learning;
- learn both within the classroom and the community;
- become exceptional citizens and professionals;
- have innovative and creative avenues for the pursuit and application of knowledge, not only within active classrooms, but through internships, research opportunities, service experiences, and global encounters;
- learn how to pursue opportunities beyond the resources they control.

Academic Affairs Strategic Plan, Objectives:

1. Greater decentralization;
2. Multi-disciplinary engagement;
3. Community engagement;
4. Strategic programmatic growth.

Academic Affairs Strategic Plan, Areas of Synergy:

1. Area of Synergy (A), between Student Success & Sense of Community: The purpose of the initiatives in this area are to expand the educational experience of students by strengthening the teaching, research and service venues of faculty within and beyond the classroom and the campus.
2. Area of Synergy (B), between Sense of Community and Innovative Faculty: The purpose of the initiatives in this area is to create more formal and informal collegial environments to exchange and discuss ideas and to develop collaborative relationships.
3. Area of Synergy (C), between Innovation and Entrepreneurship and Student Success: The purpose of the initiatives in this area is to strengthen and expand the opportunities provided to students through the curriculum and the advisement process, that will prepare them for the rapidly changing context within which they will live, work and play as graduates of ESU.
4. Area of Synergy (D), Innovative Faculty and Innovation and Entrepreneurship: The purpose of the initiatives in this area is to create an institution that fosters and rewards colleges and departments for the development of quality and use of innovation.

Key Facts

The university's 258-acre campus, in the heart of the Pocono Mountains and the Delaware Water Gap National Recreation Area is located within a couple hours' drive of both New York City and Philadelphia. With an enrollment of nearly 7,000 made up of students from 33 states and 25 countries, the majority of ESU undergraduate students are from Pennsylvania and New Jersey and approximately 45% reside on campus in residence halls and a ten-building student apartment complex.

The university offers 56 undergraduate degree programs and is comprised of five undergraduate academic colleges - Arts and Sciences, Education, Business and Management, Health Sciences, and the University College. The university's graduate college offers 24 master's degree programs. The highest enrolled academic programs at ESU are: Business Management, Biology, Psychology, Exercise Science, and Criminal Justice. Ninety-one percent of the university's full-time permanent instructional faculty members hold terminal degrees possible in their academic fields.

In Fall 2013, 9.8% of students were Hispanic, 9.0% were African American, 2.0% were Multiracial, 1.4% were Asian, 0.3% were Pacific Islander, and 0.2% were American Indian or Alaskan Native. 12.1% of students were an unknown race or ethnicity, while 1.3% were international students.

Recent Developments

New Cabinet

In the last three years, ESU has seen a substantial turnover in the upper administration. Marcia G. Welsh, Ph.D. was appointed as the 13th president of ESU in April 2012 by the Board of Governors for the State System and assumed her role as the first female president of ESU in July 2012.

Dr. Welsh pursued both administrative and academic career paths prior to her presidency at ESU. She began her academic career in 1978 as an Assistant Professor in the Department of Anatomy at the University of South Carolina School of Medicine. She remained at USC for 23 years, rising through the ranks to Professor and also serving as chair of the Faculty Senate and acting chair of her department before being named Associate Provost and Dean of the Graduate School. Later in her career, she was named Senior Vice President for Academic Affairs and Provost of Adelphi University in 2001, a position she held for seven years. Dr. Welsh then became Provost of Towson University in 2009, and also served as Interim President of the university during 2011.

Kenneth Long, M.B.A., was appointed Vice President of Administration and Finance in July, 2013. Prior to his arrival at ESU, Mr. Long served since 2008 as Assistant Vice President for Administration and Finance at Kutztown University (KU). He also served as Interim Vice President for Finance and Administration at Cheney University for six months in 2012.

David Bousquet, M.Ed., was appointed as the Vice President for Enrollment Management in July 2014. Mr. Bousquet comes to ESU from Northern Arizona University (NAU) where he most recently served as Senior Vice President for Enrollment Management and Student Affairs since 2010 and as Vice President for Enrollment Management and Student Affairs since 2003. He also served as Assistant Vice President for Enrollment at Iowa State University of Science and Technology, Director of Undergraduate Admissions at Virginia Polytechnic Institute State University, and Associate Director of Freshman Admissions at the University of Massachusetts during his career.

Joanne Zakartha Bruno, J.D., was named Vice President of Academic Affairs and Provost. Effective March 9, 2015, Ms. Bruno replaced Van Reidhead, Ph.D., who served ESU as the chief academic officer for all educational activities related to undergraduate and graduate programs since August 2010. Ms. Bruno comes to ESU after working in the Office of Academic Affairs at New Jersey City University for close to 20 years, including nine years as the Vice President for Academic Affairs and most recently having served as the Vice President of Academic Initiatives and Services.

Innovation Center

The Center for Innovation and Entrepreneurship was completed in 2010. This 51,000 sq. $11.25M facility includes ESU's Research and Economic Development Division, Business Accelerator Program, Office of Sponsored Projects and Research, Office of Workforce Development, Office of Sponsored Projects and Research, Office of Workforce Development, Wet Lab Facilities, Entrepreneurial Leadership Center, ESU's Northeast Wildlife DNA Laboratory, and Computer Training Labs.

Changes in Foundation Structure

In March 2014, select fundraising operations and alumni engagement were transferred from the ESU Foundation to the University as part of an overall endeavor to reduce fundraising costs and consolidate philanthropic activities. The University has assumed primary responsibility for philanthropic and alumni engagement functions while the Foundation continues to handle accounting, scholarships, and database activities.

Building of Science and Technology Building/Schisler Wildlife Museum of Natural History

The 130,600-square foot Warren E. '55 and Sandra Hoeffner Science & Technology Center opened in August 2008. Along with a planetarium and observatory, it houses 17 teaching laboratories, nine research laboratories, a multi-use 200-seat auditorium, classrooms, and offices.

The Schisler Wildlife Museum of Natural History, located in the Science & Technology Center, houses the Schisler family's donated collection of wildlife and biological specimens, as well as the University's existing collection. The Museum also provides an educational venue for school children to visit and is also open to the public on weekends. It features three large dioramas, interchangeable display, a large aquarium, curator office space, storage space, and informal classroom space.

New Housing Facilities

The eight residence halls include the addition of two new UPI residence halls, Hemlock Suites (157,000 sq. ft.) and Hawthorn Suites (173,000 sq. ft.). These new residence halls provide 970 beds and offer one full bath to every two students. They also provide the students with five suite-style options from which to choose. The new residence halls are heated and air conditioned using geothermal technology and have Wi-Fi available to students. The Hawthorn Suites also offer a spin studio and an alternative Recreation Center, accessible to all students with a membership to

the original Recreation Center. The Hemlock Suites also now house the University Police Station.

Economic Challenges

In 2012, the Pennsylvania State Legislature cut funding to the State System by 18%, and it has not been restored. Weakening state support along with declining enrollment and escalating personnel costs have created extraordinary fiscal challenges for ESU. To address this problem, the University has taken extraordinary measures to reduce long-term expenditures and enhance revenue.

Enrollment

Enrollment fluctuations over the last several years have created challenges for planning and budgeting. After an enrollment high of 7353 (6656 undergraduates and 677 graduates) in Fall 2011, numbers dropped to 6943 (6355 undergraduates and 588 graduates) in Fall 2012 and again to 6778 (6186 undergraduates and 592 graduates) in 2013. However, following a campus-wide effort to recruit and retain students, enrollment numbers have begun to improve. In Fall 2014, we had 6820 students enrolled (6204 undergraduates and 616 graduates).

Monroe Hall Repurposing from Residential to Classroom Space

The newly renovated, 30,200-square foot Monroe Hall reopened in August 2012. It was converted from a residence hall to instructional space, and the heating and air-conditioning systems were updated to use geothermal technology. Monroe Hall contains two computer laboratories, four classrooms, a 68-seat stepped auditorium, three conference rooms, and offices. This building also houses the ESU Speech and Hearing Center and the Speech-Language Pathology and Communication Studies departments.

Lehigh Valley and Philadelphia Additional Educational Locations

ESU opened additional locations in Philadelphia in 2011 (graduate education only) and in Bethlehem (the Lehigh Valley Center) in 2012. Lehigh Valley offers Extended Learning, including Accelerated Graduate Degree, Undergraduate Degree Completion, Continuing Education, and Non-Degree programs.

Foreign Exchange Program

In the past several years, ESU has established partnerships with a number of institutions around the world, including, but not limited to:

Shenyang Normal University, China
Shanghai Normal University, China
Henan University, China
Nanyang Institute of Technology, China
Beijing Sport University, China

Shanghai University of Sport, China
Universidad de Jaen, Spain
University of Wuppertal, Germany
Aalen University of Applied Sciences, Germany
Fontys University of Applied Sciences, Netherlands
Universidad de Iberoamerica (UNIBE), Costa Rica

ESU is working with these institutions in various capacities, but our focus is on bringing international students to campus to diversify our student body and to create more opportunities for ESU students to study abroad, whether it is for a short-term summer program or for a semester abroad program.

Vision for the Future

Keystone Center/Library

A Campus Facilities Master Plan was approved by the Council of Trustees in April 2010. The center piece of this Master Plan is a new Keystone Center, a new four story building with half basement of approximately 269,000 GSF on the site of the current Center for Hospitality Management and University Center. The new building is envisioned to be a steel frame and concrete structure with red brick, limestone, or prefabricated stone and aluminum storefront exterior finishes with some sloped roofs and some green roofs. This new "Information Commons" will provide space to house the library, the student center, the Computing and Communications Services departments, various student service departments, the bookstore, the food court, the Student Organization office, meeting rooms, and a ballroom.

The timeline is 76 months from Borough approval, which may come in July. If so, the project would be completed by November 2021.

Due to the size of the new building and the need to continue existing functions, the University will construct this new "Information Commons" in two phases. The Phase 1 project will include approximately 60% of the new building or approximately 162,000 GSF of the new "Information Commons."

The new building will house the Computing and Communication Services department on the ground floor of Phase 2 of the building; the new Computing Center will be the central hub for all data cabling on the Campus and must be designed accordingly. The library and Strauser Art Gallery will be included in Phase 2.

The new Information Commons is to provide modern, state of the art, digitally interactive spaces for all functions to be housed in the building. The entire building is to have wireless capability. All offices, conference rooms, meeting rooms, and lounges are to be wired for telephone and data; most conference rooms are to be wired for video conferencing.

The projected construction cost is $90,000,000 -- $59,000,000 for Phase 1 and $31,000,000 for Phase 2.

This project is intended to energize the campus community, move the library to the center of campus, encourage team building and learning (accommodating the project focus curriculum), and enhance ESU's commutative edge when attracting and retaining students. ESU seeks to obtain a LEED Silver rating for the Keystone Center project.

General Education

ESU is currently revising its General Education program to align it with the following Student Learning Outcomes (SLOs):

I. Demonstrate an understanding of their role as citizens of a diverse, global society.
II. Utilize critical thinking skills.
III. Communicate orally, in writing, and through other formats.
IV. Demonstrate information literacy and technological skills.
V. Apply scientific reasoning to solve problems.
VI. Create and/or Critique various forms of artistic expression.
VII. Understand various models for the healthy development of the whole person.

New Housing

Suite-style housing continues to be the most popular option for our resident students. In order to stay competitive with other colleges, we need to offer the amenities that students today are seeking. Therefore, we hope to start construction on a new structure in June 2015. It will be approximately 154,183 square feet and contain 220 units/suites with a total of 448 beds (consisting of two and four-person suites). This building will cost approximately $43,000,000 and is considered Phase II A-Building D. (Hemlock and Hawthorn were Phase I A & B.)

II. NATURE AND SCOPE OF THE SELF-STUDY

ESU will use a comprehensive self-study model. This model is the appropriate choice for several reasons. ESU has recently experienced significant changes in leadership, including the President, Provost, Vice President of Administration and Finance, and Vice President for Enrollment Management. State funding was reduced by 18% in 2012, then remained flat, while enrollment also declined. On the other hand, enrollment has recently begun to move back upwards (see "Enrollment," above), and facilities have greatly expanded. Furthermore, ESU has met the requirements of a monitoring report and must continue to be sure we are improving despite the financial challenges.

III. INTENDED OUTCOMES OF THE SELF-STUDY

ESU's role in state public higher education has changed greatly in the 122 years since it was founded as East Stroudsburg Normal School. It is now a comprehensive university with a growing array of programs and services often requiring more personnel and larger facilities to

meet students' academic and support needs. Meeting those needs in the face of serious budgetary challenges has required creative solutions and concentrated effort from all campus constituencies, especially in the areas of recruiting and retention. ESU is already in a stronger financial position than it was two years ago and is positioned to continue this positive trend.

As ESU continues to grow and develop in still-difficult economic times, we must constantly assess the quality and efficiency of our programs and services to ensure that we are fulfilling our Mission to provide "[c]hallenging and contemporary undergraduate and graduate curricula that engage and equip students to critically appraise and apply knowledge in their lives and chosen fields of study." As fields, job markets, and student expectations change, ESU strives to be the first choice of students who seek a high-quality, comprehensive education for an affordable price. Therefore, we must ensure that we are allocating all of our resources (human, technological, and financial) appropriately for the benefit of our students.

This self-study will help ESU gather vital information to understand our strengths and weaknesses. We look forward to using this information to build on our strengths and improve in areas where we have need or opportunity to enhance the quality and efficiency of any service we provide.

IV. ORGANIZATION OF THE SELF-STUDY PROCESS

Organizational Structure of Self-Study Steering Committee and Workgroups

The Steering Committee has been formed. It includes faculty, staff, administrators, and a student representative and consists of two Self-Study Co-Chairs, six Workgroup Co-Chairs, eight general members, and an editor.

Co-Chair: Mary Ann Matras, Professor and Chair, Department of Mathematics
Co-Chair: Michael C. Sachs, Assistant Vice President, Student Affairs
Chair, Standards 6, 7: Alberto Cardelle, Dean, College of Health Sciences
Workgroup Co-Chair, Standards 1, 4, 5: Miguel Barbosa, Chief of Staff, President's Office
Workgroup Co-Chair, Standards 2, 3: Donna Bulzoni, Director of Financial Affairs/Controller
Workgroup Co-Chair, Standards 8, 9: Joseph Akob, Executive Director, Student Activity Association
Workgroup Co-Chair, Standard 10: Douglas Lare, Professor, Professional and Secondary Education
Workgroup Co-Chair, Standards 11, 13: John Elwood, Associate Professor, Department of Physics
Workgroup Co-Chair, Standards 12, 14: Adam McGlynn, Assistant Professor, Department of Political Science
Member: Erica Brilhart, Schedule Coordinator, Enrollment Services
Member: Deborah Couchman, Secretary, Department of Computer Science
Member: Sharone Glasco, Director of Workforce Development
Member: Brandon Hidalgo, Student
Member: Tami Selby, Director, Institutional Research
Member: Jennifer Serowick, Director, Extended Learning

Member: Thomas Tauer, Associate Provost and Dean of University College, Academic Affairs
Member: Andrew S. Ziner, Director, Assessment and Accreditation
Editor: Leigh Smith, Associate Professor, Department of English

Charge for the Steering Committee

- Draft Self-Study Design following the format in the MSCHE Self-Study handbook
- Establish Workgroups that represent the campus community
- Guide the Workgroups as they study specific aspects of the institution identified in the Self-Study Design
- Oversee Standards 6 & 7
- Meet with MSCHE representatives and Self-Study site visitors
- Monitor and support Workgroup progress
- Receive Workgroup written reports/materials
- Draft Self-Study report and share it with campus wide community
- Organize and hold campus-wide discussions (e.g., face-to-face, electronic) regarding the draft(s)
- Prepare final Self-Study Report incorporating appropriate comments and perspectives, and provide to institution for dissemination

Workgroup Charge and Editorial Style

Workgroups have been formed and charged with formulating research questions, compiling and analyzing evidence to answer those questions, and providing outlines, drafts, and final drafts for submission to the Steering Committee. Standards 6 & 7 will be directed by the Steering Committee and headed by the Standard 6 & 7 Chair who is a member of the Steering Committee. Each group has also been assigned one of the two Steering Committee Co-Chairs to provide additional guidance and direction throughout the process. Workgroups will produce "fat" bullets in developing their reports, which will then be edited into a comprehensive and cohesive report by the Steering Committee Editor.

Workgroup: Mission and Goals, Leadership and Governance, & Administration (1,4,5)

Co-Chair: Miguel Barbosa
Faculty: Robert Cohen (Co-Chair, Senate President)
Faculty: Carol Miller
Academic Administration: Peter Hawkes
Enrollment Services: Erica Brilhart
Human Resources: Teresa Fritsche
Student Senate President: Drew Johnson
Diversity / Multicultural: Cornelia Sewell
Research and Economic Development: Christina McDonald
ESU Foundation: Laurie Schaller
University Relations: Brenda Friday
Steering Committee Co-Chair: Michael C. Sachs

Workgroup: Planning, Resource Allocation, and Institutional Renewal & Institutional Resources (2,3)

Co-Chair: Donna Bulzoni
Faculty: Patricia Smeaton
Faculty: Terry Wilson
Faculty: Qian Xie
Human Resources: Tim Kresge
Institutional Advancement / Alumni: Lianna DeLuise
Student: Janet Sue Jin Ro
Facilities: Syed S. Zaidi
SAA, Inc.: Patricia Baylor
Athletics: Tom Gioglio
IT: Bob D'Aversa
Library: Edward Owusu-Ansah
I.R.: Josie Kraemer
ESU Foundation (Co-chair): Melissa Burke
Steering Committee Co-Chair: Michael C. Sachs

Workgroup: Student Admissions and Retention & Student Support Services (8,9)

Co-Chair: Joe Akob
Admissions: Jeff Jones
Admissions (Co-Chair): Mary Amador
DAEL: Jack Truschel
Housing: Bob Moses
SAA, Inc.: Jill Harper
Athletics: Meagan Dewan
Student: Brandon Mays
Student: Eric M. Howey
Faculty (teaching): Chin Hu
Faculty (non-teaching): Jennifer Young
Career Services: Daria Wielebinski
Campus Police: Richard Stoddard
Orientation/New Student Programs: Patricia Kashner
Institutional Assessment: Chris Willis
Steering Committee Co-Chair: Michael C. Sachs

Workgroup: General Education & Assessment of Student Learning (12,14)

Co-Chair: Adam McGlynn
Gen Ed. Committee: Elizabeth G. Gibbons
Director of Assessment: Drew Ziner
Physical Education Faculty: Gene White
Associate Dean: Jeff Weber
SAA, Inc.: John Robinson
Curriculum Committee: Kathy Duguay

UAC (Co-Chair): Glen Geiser-Getz
Student: Matthew McGlinsey
Faculty: Sheila Handy
Faculty: Laura Waters
Steering Committee Co-Chair: Mary Ann Matras

Workgroup: Faculty (10)

Co-Chair: Doug Lare
Coach: Chris Merli
Academic Computing: David Parfitt
Dean: Robert Fleischman
Student Government: Keisha K. Kauffman
Student Athlete: Emily Fitzsimmons
Faculty: Nancy Jo Greenawalt
Faculty: Susan O'Hearn
Faculty: Greg Dwyer
Faculty: Daisy Wang
Faculty: Christine Brett
Faculty: Christopher Brooks
Department Chair: Andrew Whitehead
Off Campus (Co-Chair): Jennifer Serowick
Steering Committee Co-Chair: Mary Ann Matras

Workgroup: Educational Offerings & Related Educational Activities (11, 13)

Co-Chair: John Elwood
DAEL: Jan Hoffman
International Student Services: Michael Southwell
Library: Ramona Hylton
Off Site: Thomas O'Connor
Dean: Terry Barry
Student: Louis Wein
Student: Jennifer C. Meck
Experiential Learning: Luke Zeigler
Faculty: Paul Schembari
Faculty (Co-chair): Beth Sockman
AToD / Health Services: Alyson Patascher
Assistive Technology: Stacy Keller
Steering Committee Co-Chair: Mary Ann Matras

Self-Study Timeline

- **Fall 2014 Semester**
  - Self-Study Institute held to orient institutions beginning self-study
  - Steering Committee Co-Chairs and members chosen

- MSCHE staff liaison schedules self-study preparation visit to the institution

- **Spring 2015 Semester**
  - Institution chooses its self-study model
  - Institution determines types of working groups that will be needed
  - Draft self-study design finalized, including charge questions for workgroups
- **Spring 2015 Semester-Fall 2015 Semester**
  - MSCHE staff liaison conducts self-study preparation visit
  - Staff liaison approves institution's self-study design
- **Fall 2015 Semester-Spring 2016 Semester**
  - Steering Committee oversees research and reporting by workgroups
  - Workgroups involve the community
  - Workgroups submit reports
- **Winter 2016**
  - MSCHE selects the evaluation team Chair, and the Institution approves the selection
  - Chair and institution select dates for team visit and for the Chair's preliminary visit
  - Institution sends a copy of the self-study design to the team Chair
- **Spring 2016 Semester-Summer 2016**
  - MSCHE selects evaluation team members, and the institution approves the selection
  - Steering Committee receives draft text from working groups and develops a draft self-self-study report
- **Fall 2016 Semester**
  - Campus community reviews draft self-study report
  - Evaluation team Chair reviews draft self-study report
  - Institution's governing board reviews draft self-study report
  - Institution sends draft self-study report to evaluation team Chair, prior to Chair's preliminary visit
  - Team Chair makes preliminary visit at least four months prior to team visit
  - Institution prepares final version of the self-study report
- **Winter 2017-Spring 2017 Semester**
  - Institution sends final report to evaluation team and to MSCHE at least a six weeks prior to team visit
- **Spring 2017 Semester**
  - Team visit
  - Team report
  - Institutional response
- **Summer 2017-Fall 2017 Semester**
  - Committee on Evaluation Reports meets
  - Commission action

V. SELF-STUDY RESEARCH QUESTIONS

Overarching Questions for all Workgroups

1. How does each question support and further the mission and goals of East Stroudsburg University?

2. How are the outcomes assessed for each question, both through institutional effectiveness and student learning (when applicable)?

3. How is success demonstrated through data driven analysis to inform decision making at ESU with the goal of continuous improvement and within the context of the mission and goals of the University?

Standard 1: Mission and Goals

S1-Q1 How well does the mission encompass the long-term goals of all faculty, staff, and students at ESU?

S1-Q2 Are the ESU mission, goals, vision, and values still relevant and current?

S1-Q3 How effectively is ESU fulfilling its Mission and achieving its Goals? What evidence demonstrates that each aspect of the Mission and Goals is being achieved? What metrics measure the achievement of the Mission and Goals, and how are the results reported?

S1-Q4 How are the Mission and Goals reflected in the various Strategic Plans, including the Academic Plan and others of the University?

S1-Q5 How well does the existing organizational structure of the University encompass the Mission and Goals through departmental and programmatic missions, goals, assessment, and planning processes?

S1-Q6 How do we define success? How do we promote it, and what continuous quality improvement is used to guide the process?

S1-Q7 How effectively do the institutional Mission and Goals guide faculty, staff, and administration to determine curricular, program, extracurricular, scholarly, and resource priorities of the institution (human, technical, financial, infrastructure, IT, etc.)?

Standard 2: Planning, Resource Allocation, and Institutional Renewal

S2-Q1 How does ESU allocate resources to further the Mission and Goals of the University?

S2-Q2 How does the institution prioritize current needs with long-term planning?

S2-Q3 To what extent are the planning, resource allocation, budgeting, and renewal processes collaborative and assessed with internal constituents and affiliates (e.g., UPI, SAA, Inc., ESU Foundation, etc.) to achieve the Mission and Goals of the University?

S2-Q4 What are the strengths and weaknesses of the current planning, budget, and resource allocation processes, and is there continual evaluation of the model?

S2-Q5 How effective is assessment and continual quality improvement used in the planning, resource allocation, budgeting and renewal processes both operationally and by the users?

S2-Q6 How are resources distributed to programs and departments to ensure achievement of the University Mission and Goals?

S2-Q7 Are the various budget and planning processes efficient, effective, and agile enough to find solutions to problems?

S2-Q8 How effectively does institutional planning and resource allocation lead to institutional renewal?

S2-Q9 Is there a direct connection, interrelationship, and synergy between operational and unit goals and strategic plans? Are these well communicated to ensure that resource needs are planned?

Standard 3: Institutional Resources

S3-Q1 How is institutional planning and resource allocation tied to the strategic plan and implementation of East Stroudsburg University's Mission and Goals? How effective is the process?

S3-Q2 How has the composition of revenue and expenditures changed since the last self-study?

S3-Q3 How has ESU addressed changes in state funding? How does it plan to remain competitive and balance the budget assuming the possibility of both flat and decreased state funding going forward?

S3-Q4 How does ESU use assessment and continuous quality improvement to determine resource allocation and to shape the resource allocation process?

S3-Q5 How do the various budget and planning processes further the University Mission and Goals to ensure continuous quality improvement?

S3-Q6 How effective is Institutional Technology and Academic Computing in achieving the mission and goals of the university?

S3-Q7 How are affiliates considered in the resource allocation process? How are they utilized, and how do they further ESU's Mission and Goals?

S3-Q8 Is the resource allocation process transparent? If yes, how is it disseminated and shared with the campus and/or all appropriate parties? If not, why not?

S3-Q9 How does ESU identify and pursue new revenue sources including donations through fundraising?

S3-Q10 How is ESU enhancing its alumni network and giving?

S3-Q11 Are there adequate resources to fund suggestions from other Workgroups?

S3-Q12 How are needs, current and future, for facilities assessed? How is the facilities master plan reviewed, assessed, and updated? How is it to be funded? Is the infrastructure sufficient to meet the needs of both incoming and current students?

Standard 4: Leadership and Governance

S4-Q1 How well does the University leadership pursue, promote, and achieve ESU's Mission and Goals?

S4-Q2 What are the most significant challenges facing institutional resources (financial, human, infrastructure, technical, etc.). How were these determined? What plans exist to address these challenges?

S4-Q3 How effective are the various governance and leadership bodies of ESU (President's Council, University Senate, Student Senate, Council of Trustees, etc.) at achieving institutional Mission and Goals and focusing on continual quality improvement? How well do the governing and leadership bodies work together? What are the assessment processes for determining effectiveness of each of the leadership bodies and its leaders? How effectively is student input used?

S4-Q4 How do various governing and leadership bodies use data to assist in university decision-making?

S4-Q5 ESU has six collective bargaining units which oversee the contractual employee rights of their constituents. These collective bargaining units comprise approximately 87 % of the non-student employees at ESU. How do the officers of the collective bargaining units and members of University leadership work together to further the Mission and Goals of the University?

S4-Q6 How are issues of diversity of all types incorporated into the decision-making processes of the institution?

S4-Q7 Describe the University's relationship with the State System. Is that relationship effective? What mechanisms are in place to address concerns and assist the University in achieving its Mission and Goals?

S4-Q8 Are there conflict-of-interest policies in place for governing and leadership bodies? If so, how often are they assessed and updated, and what mechanisms are in place for enforcing them?

Standard 5: Administration

S5-Q1 How accurately do the President and the members of the President's Council understand the challenges of the various divisions?

S5-Q2 What methods of communication are currently being used to share information with all constituents, community members, and affiliated entities?

S5-Q3 How effective are administrators at using data to make informed decisions while also achieving the Mission and Goals of the University?

S5-Q4 Does ESU have sufficient faculty, staff, and administration to ensure it is meeting its Mission and Goals and continuously improving? What standards and metrics are used to ensure sufficiency and improvement?

S5-Q5 How does ESU ensure that staff is properly trained in federal, state, system and university policies, procedures and compliance regulations applicable to each job unit and best practices in the field? Does ESU have sufficient staff and support to oversee compliance?

S5-Q6 How does the University ensure that staff is trained in strategic areas, programs, and systems (e.g. Banner, TK20, TracDat, SAP, etc.)?

S5-Q7 How has the organizational structure of the core divisions of ESU changed since the last self-study? Have these changes been effective in furthering the Mission and Goals of the University? How is success measured and assessed?

S5-Q8 Is the hiring, evaluation and dismissal process fair and impartial? What is being done to ensure that the hiring, evaluation and dismissal process is fair and impartial?

S5-Q9 What State System and ESU controls and policies are in place to ensure the proper and lawful use of institutional resources? How are they communicated and evaluated? How effective are they?

Standard 6: Integrity

S6-Q1 What evidence demonstrates that the administrative structures of the University are supporting and monitoring ethical and civil conduct of all members of the campus community?

S6-Q2 How do the University's educational programs address plagiarism and cheating? What evidence shows equity in the student conduct process? Does it conform to best practices? How often is it reviewed? Is the review collaborative? How is it assessed?

S6-Q3 What evidence demonstrates that the administrative structures of the University establish and sustain high standards for integrity, respect, and fairness in behavior and actions of supervisory personnel?

S6-Q4 What evidence demonstrates that ESU is conducting ongoing, integrated, and comprehensive academic assessments and operational (non-academic) evaluations of its programs, including documenting and measuring their respective alignments with the University's mission, goals and strategic plan?

S6-Q5 How does ESU ensure that researchers are properly trained in federal policies for responsible conduct of research? How is adherence to these guidelines monitored?

S6-Q6 How well articulated are ESU's institutional policies on addressing grievances and complaints of all constituencies including faculty, staff, student and outside constituencies? How accessible are these policies? Is there a "policy directory" for staff, faculty and students? How effective are the responsible administrative bodies at implementing and enforcing these institutional policies in an equitable and timely fashion?

S6-Q7 What oversights exist to ensure that advertising, admissions, recruitment, and public relations activities and materials are accurate and easily accessible in diverse formats to students and the public? Do prospective and current students and parents have easy access to assessment data including graduation and retention rates, qualifying exam pass rates, and similar information?

S6-Q8 How is information about ESU's status, fulfillment of standards, and documents related to accreditation made public and accessible?

S6-Q9 What processes exist to monitor equitable, appropriate and consistent treatment of all employees in all areas (time off, overtime, comp time, hiring, dismissal, job performance, compensation, job classification and reclassification, professional development, etc.)?

S6-Q10 What processes exist to evaluate all non-faculty employees, excluding the president? In these processes, how are all personnel assured they are receiving adequate and constructive feedback from supervisors as well as peers with the goal of continuous quality improvement? What mechanisms ensure that job descriptions are accurate and updated as needed and in a timely manner and that employees are properly classified and compensated?

Standard 7: Institutional Assessment

S7-Q1 What evidence demonstrates that faculty, administration, staff, students, and external constituencies are involved in ESU's assessment efforts? Does the University community understand and support existing institutional assessment?

S7-Q2 How does ESU's assessment inform and direct strategic planning and resource allocation? What changes implemented in recent years show the influence of institutional assessment on these processes?

S7-Q3 To what extent has ESU demonstrated its commitment to providing adequate support for its institutional assessment structure? What improvements may be needed for increased effectiveness and efficiency?

S7-Q4 What efforts have been undertaken in the past five years to evaluate the University's core functions (teaching, outreach, research, etc.)? How have these efforts resulted in changes in operational procedures and staffing?

S7-Q5 What core assessment measures does ESU use to compare itself to peer institutions? How does it compare?

S7-Q6 How does ESU assess the success of academic and non-academic departments in meeting the departmental and institutional Mission and Goals?

S7-Q7 What processes exist to ensure that the results of student learning assessments lead to practical recommendations and improved practice?

S7-Q8 How effectively does ESU assess student satisfaction with its core of living, learning and support services and extracurricular activities? How does the University use data to improve the quality of student life on campus? Has student satisfaction has improved since the last self-study?

S7-Q9 What evidence shows periodic evaluation of the effectiveness and comprehensiveness of the assessment process? What evidence demonstrates that unit strategic plans are aligned with the University's Mission and Goals and lead to continuous quality improvement?

Standard 8: Student Admissions and Retention

S8-Q1 How do the undergraduate and graduate admissions and recruitment policies and practices reflect the goals and mission of ESU?

S8-Q2 Are admissions and recruitment policies and practices consistent? How (and how effectively) are they communicated to prospective students and across schools, departments, and units, both academic and non-academic?

S8-Q3 What evidence demonstrates that the admissions and recruitment processes are effective in yielding and retaining a talented student body? What is the impact of articulation agreements on recruitment and retention of talented transfer students?

S8-Q4 How do the admissions and recruitment policies and practices reflect the changing demographics of the region? Based on these changes, how realistic are enrollment projections? How does the University collect, use, and disclose data to make changes that reflect the changing demographics?

S8-Q5 How are graduate school admissions and recruitment policies and practices linked to institutional goals, planning, and resources?

S8-Q6 What evidence demonstrates that recruitment and retention initiatives such as Early Start, mentor programs, Honors, athletics, FYE, etc. are fulfilling their functions? How successful have such programs been in improving student success, graduation rates, and retention rates? How do students in these programs compare to other students in terms of grades, conduct, academic discipline, leadership, etc.?

S8-Q7 What evidence demonstrates that ESU's recruitment and retention efforts are data-driven, benchmarked, and based on best practices?

S8-Q8 How effectively does ESU communicate expected Student Learning Outcomes to its prospective students? How effectively does ESU communicate the Student Learning Outcomes within academic programs?

S8-Q9 How effective are the policies, processes, and programs that are in place to improve retention and graduation rates? How is success measured?

S8-Q10 How has the orientation program evolved over time? How are Student Learning Outcomes and processes assessed? How is success from a student learning perspective determined? What evidence demonstrates that the program reflects best practices and incorporates benchmarking?

S8-Q11 How effectively does the University inform current and prospective students of policies and procedures concerning transferring, transfer credits, credit hours, etc.? Is the information easy to access and understand?

S8-Q12 How effectively does the University inform current and prospective students of the range of options available for financial aid? By what criteria does the University make financial aid and scholarship decisions? Are financial aid and scholarship information, criteria, and applications easy to access and understand?

S8-Q13 What is the relationship between student advising and recruitment and retention objectives? How is the relationship being assessed? How are data used to improve the advising process as it relates to recruitment and retention efforts?

S8-Q14 What are the criteria for assessing the effectiveness of recruitment, admission, and enrollment processes and procedures? How is customer service in Admissions and Enrollment Services assessed and used to make changes? What evidence demonstrates that these offices are focused on customer service?

S8-Q15 How effective are ESU's recruitment, admissions, enrollment, and advising processes in yielding a diverse student body?

S8-Q16 How effective are ESU's admissions policies, criteria, and publications in assisting prospective students to make informed decisions?

S8-Q17 Does ESU provide accurate and comprehensive information to prospective students regarding required placement and diagnostic testing?

Standard 9: Student Support Services

S9-Q1 To what extent do ESU students utilize the various support services available to them? How does the University assess and meet the needs of its various student populations? Are support services made available to ESU students in a fair and equitable manner?

S9-Q2 How effectively do student support services work synergistically and collaboratively with educational offerings?

S9-Q3 How does the ESU assess the effectiveness of student support services? How does the University evaluate the viability of current services and determine the need for new ones?

S9-Q4 How are student support services assessed both operationally and (where possible) with direct measures of student learning? How are such assessments used to improve quality and fulfill the University Mission and Goals?

S9-Q5 In light of recent budget challenges and declining enrollments, what evidence demonstrates that ESU employs sufficient numbers of qualified professionals to provide the necessary support services? How does ESU determine the appropriate number of student support services staff? Are these decisions based on data, benchmarking, and best practices?

S9-Q6 What support services and mechanisms does the University offer for students who are at academic risk? How effective are these services and how are they assessed?

S9-Q7 What policies and procedures are in place to ensure confidentiality and appropriate protection of student records?

S9-Q8 What is the student complaint/grievance policy and procedure? Are student complaint/grievance policies made available and widely disseminated? How are student complaints tracked and resolved?

S9-Q9 What evidence demonstrates that ESU student support services are focused on customer service? Are they providing adequate services to meet student needs? Are hours of operation sufficient? How is customer service assessed, and how is the data used for improvement?

S9-Q10 What are the ESU's policies and procedures regarding student clubs and organizations? How are they reviewed and assessed to ensure they meet the student needs and enhance student learning? What resources and support are provided to the clubs and organizations? How does the University ensure that resources such as the Student Activity fee are sufficient, equitably distributed, and based on best practices and benchmarking?

S9-Q11 Does ESU adequately address the needs of commuter and residential students? How are needs assessed and addressed?

S9-Q12 What evidence demonstrates that critical decisions for student support services are data driven?

S9-Q13 How well does ESU address the needs of minority students? How are these assessed and addressed?

S9-Q14 What support services are offered to students enrolled at off-site locations and in online programs? To what extent are these services comparable to those offered on the main campus? How are fees allocated to off-site and online courses?

S9-Q15 What services are available to address the needs of diverse populations (e.g. LGBTQA, disabled, non-traditional, veteran, international, exchange, etc.)? How are their needs determined and addressed?

S9-Q16 What student support services are available to meet to meet the needs of graduate students? How are their needs determined and addressed?

S9-Q17 How does ESU monitor problems students face on social media? How does the University respond to these issues? How does the University keep abreast of the newest social media trends and provide training to employees on these trends?

S9-Q18 Are athletic programs regulated by the same academic, fiscal, and administrative principles, norms, and procedures that govern other programs?

S9-Q19 How effective is student academic advising? How is it assessed? What policies and processes ensure that students receive sufficient academic advising to facilitate their progress towards graduation? What is the student process to appeal if a student has been incorrectly advised? How are student needs and satisfaction with academic advising determined? How can academic advising be improved? How does academic advising support student learning, the Mission and Goals of the University, and continuous quality improvement?

S9-Q20 How transparent are the ESU student governance units in the administration of their student activity fee funds? How does the University ensure that funds are fairly allocated? How is the process reviewed? Does the review conform to best practice?

Standard 10: Faculty

S10-Q1 What steps has ESU taken to hire and retain high-quality faculty in order to carry out its goals and mission?

S10-Q2 In light of recent budget challenges and declining enrollments, to what extent does ESU have sufficient faculty, in number and quality, to meet the institution's stated Mission and Goals?

S10-Q3 What policies and practices enable ESU to recruit, develop, and retain faculty who are effective teachers and scholars? How does ESU compare with peer institutions?

S10-Q4 What institutional strategies and programs are in place to enhance the recruitment and retaining of diverse faculty?

S10-Q5 How well do the ESU faculty pursue, promote, and achieve ESU's Mission and Goals? How is this effectiveness assessed?

S10-Q6 How does ESU assess the performance of all faculty (tenure-track, tenured, adjunct, non-teaching, etc.)? What procedures ensure the effectiveness of all faculty?

S10-Q7 How does ESU manage faculty concerns about promotion and tenure decisions? How effectively are promotion and tenure standards and procedures communicated to faculty? How consistently are they followed?

S10-Q8 What institutional support exists for the advancement and development of faculty, including teaching, research, scholarship, and service?

S10-Q9 How equitably are faculty development opportunities distributed? How has institutional support changed since the last self-study? How is faculty development assessed?

S10-Q10 What impact have the recent changes in department structure (reduction in tenure track faculty, consolidation of departments, closing of departments, changes in major offerings) had on faculty resources, workload, morale, collegiality, student learning, and institutional Mission and Goals?

S10-Q11 How has the utilization of part-time, non-classroom/administrative faculty, and adjunct faculty changed over the past five-years? Has there been an impact on student learning?

S10-Q12 What information technology support services are available to ESU faculty, and how effective are they at meeting the faculty's needs?

S10-Q13 What evidence demonstrates that the tenure and promotion process is fair, open, consistent and followed? Is the process adequately and frequently reviewed? Are standards and procedures published, implemented, and followed for actions such as appointment, promotion, tenure, grievance, discipline, and dismissal, based on principles of fairness with due regard for the rights of all persons.

S10-Q14 How effectively have faculty incorporated and used technology to increase student learning? How effectively have faculty changed pedagogy and curriculum to respond to new technologies and advances in their respective disciplines?

S10-Q15 How effectively do faculty utilize assessment data to improve student learning?

S10-Q16 How effectively do faculty and departments adapt their pedagogy and curriculum to the changing economic landscape and job market to enhance student learning and success in the classroom, out of the classroom, and in their student's chosen careers?

Standard 11: Educational Offerings

S11-Q1 How is ESU using external standards to measure the breadth, depth, currency, and rigor of its undergraduate programs?

S11-Q2 How does student performance after graduation from ESU demonstrate academic rigor consistent with the University Mission and Goals?

S11-Q3 How are university-level Student Learning Outcomes integrated throughout the curriculum at the course, program, and institutional levels?

S11-Q4 How does ESU assess the efficacy of its educational programs in ensuring that students achieve the university-level Student Learning Outcomes and programs meet their desired program outcomes? How does ESU ensure that such learning outcomes are met regardless of location and method of course delivery?

S11-Q5 How does ESU use the information that it obtains by assessing student learning and program outcomes to improve student learning and program effectiveness?

S11-Q6 How does ESU use course equivalencies and Student Learning Outcomes to establish whether/how credits earned at other institutions transfer to ESU and, generally, to craft articulation agreements? How are the policies regarding transfer credits and articulation agreements implemented across the university and communicated with the university community at large?

S11-Q7 How does ESU assess whether its learning resources, facilities, instructional equipment, information services, and professional library staff are adequate to support all of the institution's varied educational programs at all of its sites? How does ESU use such assessment to allocate resources?

S11-Q8 How have the classroom faculties and the library faculties collaborated to enhance student information literacy and technological competency, and what assessment procedures monitor the outcomes of these collaborations? How do administrators create opportunities and provide incentives for collaborative activities?

S11-Q9 How do ESU programs provide students with opportunities to utilize and develop their knowledge and usage of information and learning resources? In what ways are students encouraged to take advantage of these opportunities, and how is student information literacy assessed?

S11-Q10 How effective is the analysis and production of the annual graduate program assessment in improving student learning? Specifically, how are the data in this assessment used to improve graduate student learning, and how is it used to ensure that such learning is aligned with the University's Graduate Learning Themes and is at the advanced level that graduate studies presuppose?

S11-Q11 How does ESU ensure that its graduate programs are staffed with a sufficient number of faculty with credentials appropriate to their graduate curricula?

S11-Q12 How does ESU define co-curricular and extra-curricular experiences? How often, and through what methods, is the educational impact of such co-curricular and extra-curricular experiences being evaluated at ESU? When evaluations take place, what elements in particular are being evaluated (SLO's? Satisfaction?)

S11-Q13 In what ways are the results from the evaluation of co-curricular and extra-curricular experiences being used to improve the educational effectiveness of such

experiences at ESU? In particular, are they being used to improve student attainment of ESU's Student Learning Outcomes? Are they being used to increase ESU students' understanding of the educational process and of their place in it?

S11-Q14 What policies ensure that accelerated programs achieve a level of rigor consistent with that of traditional programs? What data are collected to assess such consistency, and how are the data used?

S11-Q15 To what extent does the creation and implementation of ESU's educational offerings take into account the needs of adult learners (for example, scheduling, location, online degrees, acknowledgement of prior learning/training, instructional methodology, and relevance to the job market)?

S11-Q16 How does ESU assess trends in student enrollment to determine adequate faculty, staffing levels, resources, and facilities at its campus and additional instructional locations?

S11-Q17 How does ESU select which educational offerings will be available at its Main Campus and at additional instructional locations? How does it subsequently evaluate the appropriateness of such choices?

S11-Q18 What site-specific policies ensure that activities carried out at additional instructional locations are in accord with the University Mission and Goals?

S11-Q19 How does ESU assess the degree to which it is meeting its goal of fostering a cohesive learning experience across all disciplines, all levels, and all sites and locations?

Standard 12: General Education

S12-Q1 To what degree is the content of ESU's General Education program the result of a coherent University-wide plan that is reflective of its Mission and Goals?

S12-Q2 How clearly and accurately are ESU's General Education requirements described in official publications of the institution? How does ESU help students understand the value and purpose of the General Education curriculum so that they can make informed choices in course selection?

S12-Q3 What evidence demonstrates that ESU's General Education program is successful? Specifically, what evidence demonstrates that it results in ESU graduates' being able to do the following: communicate effectively (orally and in writing); demonstrate information literacy and technological skills; apply scientific reasoning to solve problems; think critically; create or critique artistic expression; understand their roles as citizens of a diverse, global society; and understand models for the healthy development of the whole person?

S12-Q4 How has ESU used assessment results to make changes to the General Education program in the past five-years? How has the impact of those changes been assessed? Have such modifications brought demonstrable improvement? What further modifications are being considered or should be considered?

S12-Q5 How (and how effectively) are General Education and other University requirements connected with academic program requirements?

S12-Q6 How do ESU's planning, resource allocation, and assessment processes reflect institution commitment to General Education goals?

S12-Q7 In what ways does ESU's General Education program incorporate the study of values, ethics and diverse perspectives consistent with its Mission and Goals?

S12-Q8 Since the monitoring report, how has ESU reviewed and improved its General Education requirements and assessment of all aspects of General Education? Are all General Education courses directly linked to General Education Student Learning Outcomes?

Standard 13: Related Educational Activities

S13-Q1 In determining how credit will be awarded for non-classroom credit bearing experiences (e.g. experiential learning, practicum, study abroad, student teaching, independent study, etc.) what evidence does ESU use to evaluate the rigor, level, student learning outcomes, quality, and subject relevance of the educational experience? How are results assessed and used?

S13-Q2 How does ESU ensure that its contractual relationships with affiliated organizations are consistent with ESU's educational Mission and Goals? In what ways does ESU maintain the appropriate level of oversight regarding the educational activities carried out by such organizations on its behalf?

S13-Q3 How effective are ESU's distance education courses and programs in providing greater flexibility in instruction and in bringing new perspectives to academic programs?

S13-Q4 How does ESU determine which courses will be offered via distance education? What modes of delivery are used in ESU's distance courses and programs? How does ESU ensure that such offerings are consistent with the University's Mission and Goals? How does ESU determine the proper balance of instructional delivery modes in its offerings?

S13-Q5 Does ESU offer any educational programs that may be completed entirely via distance education? If so, how does ESU demonstrate a commitment to the continuation of distance education offerings for a period sufficient to enable admitted students to complete the degree or certificate in a publicized time frame?

S13-Q6 How effective and available are instructional resources for distance education students and for students at other instructional sites? How is their effectiveness assessed?

S13-Q7 What orientation, training, and support structures are currently available for distance education and study abroad faculty and students? How is the efficacy of such support structures evaluated?

S13-Q8 What technical and other assistance is available for students taking and faculty teaching distance education and hybrid courses? Are there adequate physical plant facilities available for students taking distance education courses at ESU?

S13-Q9 How effectively does ESU assess the impact of additional instructional locations on ESU's resources (human, economic, physical, etc.) and on the University's ability to fulfill its Mission and Goals?

S13-Q10 What criteria does ESU employ in order to determine whether or not a student is fully prepared for college-level study? When, by what methods, and how often, does such evaluation occur? How do the measures used by ESU compare to those used at other State System institutions?

S13-Q11 Once identified as being underprepared for college level study, how are ESU students referred to the support courses and support services that they require?

S13-Q12 What evidence demonstrates that ESU is effective (on its main campus and other instructional locations) in the timely identification of students in need of remedial help? Once such students are identified, by what processes does the University provide this help? How is the efficacy of this process evaluated?

S13-Q13 How does ESU ensure that its standards, policies, and procedures are followed at all of its sites in a manner consistent with that in which they are followed at its main campus?

S13-Q14 How clearly do ESU's certificate programs articulate program goals, objectives, and Student Learning Outcomes that are consistent with the institutional Mission and Goals and with appropriate national criteria? What are the mechanisms by which such programs are designed, approved, administered, and regularly reviewed?

S13-Q15 How does ESU communicate the program objectives, requirements, and curricular sequence for its certificate programs to students and to the university community at large?

S13-Q16 What specific outcomes assessment data are available from ESU's additional instructional locations? Based upon that data, how effective are the Lehigh Valley and Philadelphia locations? How are such data used in making decisions regarding these locations?

S13-Q17 Are ESU's non-credit offerings consistent with the university's mission, goals and Student Learning Outcomes? What are the processes through which non-credit offerings are developed, approved, offered and assessed? How is the impact of non-credit offerings on ESU's resources (human, economic, physical, educational, etc.) assessed? What processes are in place to use assessment for continuous improvement of non-credit offerings?

Standard 14: Assessment of Student Learning

S14-Q1 In what ways are expected Student Learning Outcomes stated at the University, department, program, and individual course levels?

S14-Q2 How—and how clearly—does ESU communicate to students how they are expected to achieve each key learning outcome?

S14-Q3 To what extent does ESU employ a well-documented, organized, systematic and sustained assessment process, using both direct and indirect measures, to evaluate and improve student learning in both academic and student services?

S14-Q4 What evidence does ESU employ to assess student learning, and how well do such assessments reflect the breadth of learning experiences available at ESU? What evidence demonstrates that assessments of student learning are appropriately disseminated and used to improve the student learning experience?

S14-Q5 What do assessment results indicate about how well students are achieving learning outcome goals in ESU's courses and academic programs and across the University?

S14-Q6 What evidence demonstrates that assessments of student learning are of adequate quality? Do they yield direct evidence that is clean, tangible, and convincing? What plans exist to aid programs that lack sufficient assessments of their key Student Learning Outcomes?

S14-Q7 How do current assessment processes work to identify the distinctive aspects of what we want an ESU education to mean? Specifically, how do these assessment processes ensure that ESU is achieving its Mission and Goals in providing challenging and contemporary undergraduate and graduate curricula that engages and equips students critically to appraise and apply knowledge in their lives and chosen fields of study?

S14-Q8 How does ESU encourage, recognize, and reward faculty efforts to assess student learning and to improve their teaching?

S14-Q9 What evidence shows a "value added" analysis of an ESU education and whether our graduates are prepared to be leaders in their chosen fields of endeavor?

S14-Q10 How does ESU assess Student Learning Outcomes within all non-academic areas that have direct student contact?

VI. INVENTORY OF SUPPORT DOCUMENTS FOR WORKING GROUPS

Reports/Documents Useful to Multiple Standards for General Information

ESU Mission, Vision, and Values Statements
ESU Strategic Plan
ESU Fact Book
ESU Catalogues (graduate and undergraduate)
ESU Student Handbook
Previous Reports Submitted to Middle States
Collective Bargaining Agreements

Organizational Charts
Current General Education Process
Curriculum Process
Campus Maps
ESU Academic Affairs Strategic Plan (draft)
Integrated Postsecondary Education Data System (IPEDS)
National Survey of Student Engagement (NSSE) Reports
ETS Proficiency Profile
Clery and Annual Security Reports
Departmental Assessment Reports and Plans
Departmental Program Reviews
Campus Facilities Master Plan
The Funding Year in Review booklets
Research and Economic Development Annual Report
Affiliate Memoranda of Agreement (MOA)

Standard 1:

- Notes from Staff Advisory Group and Strategic Plan Implementation Groups
- Organizational charts for divisions / departments at ESU
- Copies of Alumni Herald, Division Annual Reports, and other documents
- Division Committee lists and charges
- Copies of Annual Grants Booklets
- Copies of programs for Scholarly Symposiums
- Copies of State System reports compiled by Institutional Research and Assessment

Standard 2:

- State System budget allocation formula
- Planning/Allocation Cycle timeline
- State System Board of Governors policy 1990-03-4, "Finance, Operation, Maintenance, and Capital Renewal of Auxiliary Facilities"
- Student Activity Association, Inc. Student Senate Handbook for Recognized Clubs & Organizations
- University Technology Plan
- ESU Council of Trustees Budget Briefings
- Environmental Scan Documents (FY 2009-10 through FY 2013-14)
- List of Scholarships, including numbers and amounts
- Division and Departmental plans and goal documents
- Enrollment Management Plans

Standard 3:

- State System budget allocation formula
- Planning/Allocation Cycle timeline

- State System Board of Governors policy 1990-03-4, "Finance, Operation, Maintenance, and Capital Renewal of Auxiliary Facilities"
- State System Board of Governors policy 1996-03, "Defining Auxiliary Enterprises and Establishing Financial Reporting Requirements"
- Activity Association, Inc., Student Senate Handbook for Recognized Clubs & Organizations
- University Technology Plan
- Independent Audit Reports (ESU and affiliates)
- ESU Council of Trustees Budget Briefings
- Environmental Scan Documents (FY 2009-10 through FY 2013-14)
- List of Scholarships, including numbers and amounts
- (Grant) Funding Year in Review
- Facilities Inventory
- Financial Statements of Affiliated Organizations
- Space and Infrastructure Inventory
- Annual Facilities Inspection Report
- Sightlines – Annual Assessment of Facilities Management

Standard 4:

- Copies of ESU budget allocations for past 5 years and current anticipated allocations
- Professional Development programs and opportunity reports
- Ellucian IT report
- Organizational Charts for President's Council, University Senate, Student Senate, Council of Trustee (COT) and other leadership organizational materials
- Mission, Goals, and Plans for various leadership bodies
- Policies for each of the leadership bodies

Standard 5:

- ESU Communications Guide
- Procurement Guide
- Finance and Administration policies and procedures
- Employee Handbook
- Copy of all ESU policies and procedures
- ESU Organizational Charts
- List of Archived Training Sessions from the Center for Teaching with Technology
- Review of training documents from Enrollment Services and IT relative to staff and faculty training on TK20, TrackDat, SAP, Banner, etc.

Standard 6:

- Collective Bargaining Agreements
- IRB forms and procedures
- Archives of Grievances and their resolution
- Equity Office policies and procedures

- ESU Student Handbook
- Office of Student Conduct records
- Annual evaluation procedures of supervisory personnel
- Annual program assessment reports
- Strategic Plan implementation groups
- Accreditation reports
- ESU online policy directory
- Training and reports from Campus Safety Office
- Student Affairs policies and procedures

Standard 7:

- Strategic Planning Implementation groups
- Strategic Plan Resource allocation committee reports
- Instructional Support Fee reports
- Strategic plan implementation documents
- Last Middle States report
- System Performance Indicators
- Strategic Plan Implementation Committee (Metrics)
- Student Affairs surveys and assessments
- Office of Academic Affairs student surveys
- Previous Middle States Self-Study and Monitoring Reports
- Five-Year Reviews
- Accreditation Reports
- General Education Committee
- Annual University Assessment Report
- University Assessment Committee Minutes
- Office of Academic Affairs Budget and Records
- General Education Assessment
- Academic Affairs Surveys
- Program Evaluations and Reviews

Standard 8:

- Enrollment and retention reports and strategic plans
- ESU admissions, retention, and graduation statistics
- Admissions statements and other printed and electronic documents
- ESU information and applications for prospective students
- Orientation documents, annual reports and assessments
- Recruitment and retention initiatives, documents, and annual reports
- Athletics annual reports and statistics
- Regional demographics
- Articulation agreements

Standard 9:

- Student Affairs' annual reports and strategic plans
- Program/Event calendars
- Internal and external program assessments
- OASIS policies, procedures and statistics
- DEAL Annual Report and statistics
- Housing Annual Reports and Resident Handbooks
- Student Handbook
- Student Club and Organization Handbooks
- Student Club and Organization Budget and Fund Allocation Process of the Student Activity Association, Inc.
- Policies related to the release of student records and student information

Standard 10:

- Human Resources Hiring Process Manual
- Collective Bargaining Agreement
- New Faculty Orientation Programs
- State System Data
- Accreditation reports from other accrediting bodies
- Human Resources records on searches, retirement and replacement patterns, and new faculty retention
- Promotion and tenure documents
- Records of the activities of the Center for Teaching and Learning (CTL) and other professional development opportunities
- Diversity Office documents on recruiting and retention of diverse faculty
- Meet and Discuss minutes
- Provost's document listing courses
- Five-Year Program Reviews
- Curriculum Approval Process
- Assessment Committee minutes
- Local Tenure Agreement for Non-classroom Faculty
- Grievance Process
- Snyder Survey Data
- Faculty Development and Research (FDR) data
- Grievance and Arbitration records

Standard 11:

- Accreditation Board recommendations (for accredited programs)
- ETS Major field test reports
- Graduate/employer surveys
- Departmental Five-Year Reviews
- Departmental Assessment Reports
- ESU Online Transfer Equivalency Site
- Library Assessment Report
- Departmental Student Learning Outcomes

- UWCC Surveys
- Extended Learning Department surveys/interviews
- Provost Office surveys
- Admissions Office interviews/surveys
- Annual Graduate Program Assessment

Standard 12:

- University Course Catalog and other documents explaining the ESU General Education program
- Results from the ETS Proficiency Profile
- Results for the National Survey of Student Engagement (NSSE)
- ESU General Education Faculty Surveys (2012 and 2013)
- ESU General Education VALUE Rubric Pilot Study
- ESU 2013 General Education Assessment Report
- Minutes of ESU General Education Committee Meetings and Informational Fora
- Results from the ESU General Education Curriculum Mapping Project

Standard 13:

- ESU Lehigh Valley Center Student "Gap Analysis" Survey (completed in 2014)
- ESU Lehigh Valley Center Faculty Survey (completed in 2014)
- Graduating Student Surveys (GSS) (which now identify branch campus students)
- Curriculum Sheets for Extended Learning Programs (which can be compared against Main Campus programs)
- Substantive Change Report (submitted to Middle States in 2011)
- Departmental Five-Year Reviews for departments awarding credit for experiential learning
- University-Wide Curriculum Committee (UWCC) /Provost's Office Surveys
- Departmental Five-Year Reviews for distance education programs and/or departments offering distance education courses
- Extended Learning departmental surveys
- Provost's Office surveys
- Admissions Office surveys
- Departmental Five-Year Reviews from departments offering internships and practica
- Departmental Five-Year Reviews from departments offering non-credit bearing courses

Standard 14:

- Course syllabi
- Annual Program Assessment Reports (APARs)
- Rubric Evaluation Reports from APARs
- Program Accreditation Reports (accredited programs only)
- Results from the ESU Graduating Senior Survey
- ESU University Assessment Committee (UAC) Meeting Minutes, Programs and Workshops

VII RECOMMENDATIONS FOR MEMBERS OF THE VISITING TEAM

East Stroudsburg University is a public, comprehensive university of moderate size. Except for management, almost all employees are represented by unions. The Association of Pennsylvania State Colleges and University Faculties (APSCUF) represents the faculty, the American Federation of State, County and Municipal Employees, AFL-CIO (AFSCME) represents most staff members, and some other groups have union representation appropriate to their functions. We believe that as many members of the visiting team as possible should come from similar situations. Specifically, members should have experience with state systems and with collective bargaining agreements. Also, the team should include someone familiar with the issues related to higher education funding in Pennsylvania.