



EAST  
STROUDSBURG  
UNIVERSITY

# Self-Study Spring 2017



A Member of the Pennsylvania State System of Higher Education

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## Executive Summary and Certification Statement

East Stroudsburg University of Pennsylvania (ESU) is one of the fourteen universities that comprise the Pennsylvania State System of Higher Education (the State System). In more than 120 years of its existence, ESU has grown from a two-year Normal School to a State Normal School, to a State Teachers College, to a State College, and finally to a University. It has a long and continuing tradition as a student-oriented institution with an emphasis on teaching and learning. Championed by a strong faculty, capable and forward-looking administrators, efficient use of resources to maintain fiscal health, and a favorable location in Northeast Pennsylvania, ESU has been able to recruit and retain a talented student body and faculty.

The University began its preparation for this self-study in Fall 2014, when President Marcia G. Welsh appointed two co-chairs to establish and lead ESU's 2016-2017 Self-Study Steering Committee that would oversee the process. In Spring 2015, a Steering Committee that broadly represented all facets of the University was selected and began to meet. One of the first tasks that the Steering Committee addressed was a review of the fourteen Standards contained in Characteristics of Excellence and a discussion as to how the University could demonstrate its compliance with these standards. The Comprehensive Model was selected for our self-study.

The fourteen Standards were divided among the Steering Committee, covering Standards 6 and 7, and six Workgroups as follows: Workgroup for Institutional Mission, Governance, and Administration with Standards 1, 4, and 5; Workgroup for Planning, Institutional Resources, and Budgeting with Standards 2 and 3; Workgroup for Students with Standards 8 and 9; Workgroup for Faculty with Standard 10; Workgroup for Educational Programs with Standards 11 and 13; and Workgroup for Educational Assessment with Standards 12 and 14. Faculty, staff, students, and administrators were appointed to serve on these Workgroups and Steering Committee representing the entire campus community during this two and one half-year process.

Extensive communications were employed to ensure a fully informed and engaged campus community. On September 26, 2016, the first public draft of the Self-Study was made available via the University's website for all to review and provide online feedback. The campus community was made aware of its availability via many and varied communications and meetings. Also, the University publicized and held seven Open Sessions on campus during the Fall 2016 semester for anyone to attend and discuss the draft of the Self-Study. Changes made to the draft available online were communicated via a notation of the "date last updated on."

The Self-Study is composed of nine chapters documenting ESU's compliance with the fourteen Standards and includes a listing of the University's strengths and recommendations for improvement.

Chapter 1 "Introduction" provides an overview of ESU, recent developments, vision for the future, and description of the Self-Study process.

Chapter 2 "Institutional Mission, Governance, and Administration" documents compliance with Standards 1, 4, and 5 and provides six strengths and five recommendations.

Chapter 3 "Planning, Institutional Resources, and Budgeting" documents compliance with Standards 2 and 3 and provides three strengths and four recommendations.

Chapter 4 "Institutional Assessment and Integrity" documents compliance with Standards 6 and 7 and provides five strengths and three recommendations.

Chapter 5 "Students" documents compliance with Standards 8 and 9 and provides eight strengths and four recommendations.

Chapter 6 "Faculty" documents compliance with Standard 10 and provides two strengths and two recommendations.

Chapter 7 "Educational Programs" documents compliance with Standards 11 and 13 and provides five strengths and four recommendations.

Chapter 8 "General Education and Educational Assessment" documents compliance with Standards 12 and 14 and provides five strengths and two recommendations.

Chapter 9 "Conclusion" provides a general vision of the future for the University.

Briefly stated, ESU believes that we are on a trajectory for success as we work together as a campus community in the face of challenging times for public higher education. Since the last self-study, ESU has made considerable progress in its efforts to improve in many areas, including General Education, assessment of student learning, resource allocation, communication, and diversity. The new strategic plans for fulfilling the University Mission and Goals have provided the basis for a new General Education program which includes rigorous assessment at the course, program, and institutional levels.

The University leadership team is committed to the use of assessment data for improving practice and encourages innovation in both academic and non-academic programs. Structural reorganization in key areas and increased communication across divisional units have strengthened the campus community's alignment with the University Mission and Goals.

As detailed in the chapters that follow, ESU has developed a more flexible resource allocation process with ongoing monitoring and strong internal controls which enable effective planning, goal achievement, and mission success. The University has been able to increase its financial reserves, enabling it to respond to the changes that are inevitable in an unpredictable economy.

Campus-wide efforts to improve student diversity and retention, in accordance with our Mission and Goals, have been highly successful. ESU's student body is now the most diverse in the State System, and ESU has been among the very few in the State System to increase undergraduate enrollment.

ESU is proud of its many strengths and accomplishments and is aware of the areas where growth and improvement are necessary. The University community has worked hard to respond to a changing economic environment and to the changing needs of our students. As a result, we continue to monitor and assess our programs and services in our efforts for continuous quality improvement. With new leadership, an improved financial condition, innovative programs, and rapidly-expanding means of assessing those programs, ESU is ready for the next set of challenges.



## Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680

Phone: 267-284-5000 Fax: 215-662-5501 www.msche.org

### Certification Statement:

#### Compliance with MSCHE Requirements of Affiliation

[For use by institutions addressing the Accreditation Standards in *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation* (12<sup>th</sup> ed., 2006)]

Effective August 1, 2015

East Stroudsburg University of Pennsylvania

(Name of Institution)

is seeking (*Check one*):

☐ Initial Accreditation

☒ Reaffirmation of Accreditation through Self Study

☐ Reaffirmation of Accreditation through Periodic Review

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation.

*This signed certification statement must be attached to the executive summary of the institution's self-study or periodic review report.*

The undersigned hereby certify that the institution meets Requirements of Affiliation of the Middle States Commission on Higher Education as published in *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation* (12<sup>th</sup> ed., 2006).

If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

☐ Exceptions are noted in the attached memorandum (*Check if applicable*)

(Chief Executive Officer)

1-31-2017

(Date)

(Chair, Board of Trustees or Directors)

1-31-2017

(Date)

## Chapter 1: Introduction

East Stroudsburg University (ESU) is a Carnegie Comprehensive Master's-Larger Programs university in Northeast Pennsylvania offering 55 undergraduate and 23 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 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.

### *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 90 minutes from New York City and two hours from Philadelphia. With an enrollment of nearly 7,000 made up of students from 31 states and 42 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 55 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 22 master's degree programs and one doctorate. 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 in their academic fields.

In Spring 2017, 10.7% of students were Hispanic, 13.8% were African American, 4.3% were Multiracial, 1.6% were Asian, 0.2% were Pacific Islander, and 0.1% were American Indian or Alaskan Native. 2.1% of students were an unknown race or ethnicity.

### *Recent Developments*

#### New Cabinet

In the last five 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 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 ESU Innovation Center was completed in 2010. This 51,000 square feet \$11.25M facility includes ESU's, Business Accelerator Program, Office of Sponsored Projects and Research, Office of Workforce Development, Wet Lab Facilities, Entrepreneurial Leadership Center, ESU's Northeast Wildlife DNA Laboratory, computer labs, conference facilities, and the ESU Professional Testing Center.

### 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.

### Science and Technology Building

The 130,600 square feet 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 Museum of Wildlife and 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. 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 University Properties, Inc. (UPI) residence halls, Hemlock Suites (157,398 square feet) and Hawthorn Suites (173,268 square feet). These new residence halls provide 970 beds and offer a kitchenette for each suite and one full bath to every two students. They also provide 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 house the Residence Life Management team and 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 house the University Police Station.

## Economic Challenges

In 2011, the Commonwealth of Pennsylvania passed a budget which reduced funding to the Pennsylvania State System of Higher Education by 18%, resulting in an equivalent reduction in State funding to ESU. Despite a 2.5% addition in State funding to the System and ESU in 2016, escalating personnel costs and nearly level enrollment over the past few years have created extraordinary fiscal challenges. To address this problem, the University has taken extraordinary measures to reduce operating expenses and enhance revenue.

## Enrollment

Enrollment fluctuations over the last several years have created challenges for planning and budgeting. After an enrollment high of 7,353 (6,656 undergraduates and 677 graduate students) in Fall 2011, enrollment declined to 6,943 (6,355 undergraduates and 588 graduate students) in Fall 2012 and again to 6,778 (6,186 undergraduates and 592 graduate students) in 2013. Following a campus-wide effort to recruit and retain students, enrollment began to improve. Since Fall 2013 enrollment has increased for each of the past three years. In Fall 2016 6,830 students enrolled (6,159 undergraduates and 671 graduate students).

## 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 and Northampton Community College as Other Instructional Site

ESU opened additional locations in Philadelphia in 2011 (graduate education only) and in Bethlehem (the Lehigh Valley Center) in 2012. The Lehigh Valley Center offers Extended Learning, including Accelerated Graduate Degree, Undergraduate Degree Completion, Continuing Education, and Non-Degree programs. ESU also began offering business and nursing courses at Northampton Community College's Bethlehem campus.

## 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 square feet 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. Original plans call for this new "Information Commons" to 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. 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. Phase 1 will represent approximately 60% of the overall project scope and provide new accommodations for the student union, university computing, career services and a variety of student activity and co-curricular functions. Phase 2 of the project consists of relocation of the University Library adjoined to Phase 1; given the amount of time before construction begins on Phase 2, the University is evaluating various aspects of this part of the project. The current construction timeline is approximately 76 months for this project to be completed.

### General Education

ESU implemented a new General Education program in Fall 2016 that is aligned 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

In Summer 2016, the University, through an affiliated-corporation, began construction on its third suite-style student housing unit. Private/semi-private type housing has been the most demanded residential halls since the first two buildings opened in Spring 2012. The new building will be approximately 154,183 square feet and house approximately 495 students in single and double-person rooms with private bathrooms. Sycamore Suites is scheduled to open in Fall 2017.

### *Self-Study Process*

The University began its preparation for this self-study in Fall 2014, when President Marcia G. Welsh, Ph.D. appointed two co-chairs to establish and lead ESU's 2016-2017 Self-Study Steering Committee that would oversee the process. A team from the University attended the November 2014 Self-Study Institute conducted by the Middle States Commission on Higher Education. In Spring 2015, a Steering Committee that broadly represented all facets of the University was selected and began to meet. One of the first tasks that the Steering Committee addressed was a review of the fourteen Standards contained in Characteristics of Excellence and to have a discussion as to how the University could demonstrate its compliance with these Standards. The Comprehensive Model was selected for our self-study.

The Steering Committee decided that appointing a separate workgroup to study each Standard would not be the most practical approach because of the overlap between many Standards and the number of faculty, staff, students, and administrators that would have to be involved. It reached the conclusion that, relative to ESU's mode of operation, the Standards could be divided among six Workgroups, with two Standards, 6 (Integrity) and 7 (Institutional Assessment), overseen by the Steering Committee.

As documented in ESU's Self-Study Design, the six Workgroups were charged with determining how well the University is complying with the Standards assigned to them, including all of the fundamental elements within the Standards. The six Workgroups and the standards each addressed were as follows:

1. Institutional Mission, Governance, and Administration
  - Standard 1: Mission and Goals
  - Standard 4: Leadership and Governance
  - Standard 5: Administration
2. Planning, Institutional Resources, and Budgeting
  - Standard 2: Planning, Resource Allocation, and Institutional Renewal
  - Standard 3: Institutional Resources
3. Students
  - Standard 8: Student Admissions and Retention
  - Standard 9: Student Support Services
4. Faculty
  - Standard 10: Faculty
5. Educational Programs
  - Standard 11: Educational Offerings
  - Standard 13: Related Educational Activities
6. General Education and Educational Assessment
  - Standard 12: General Education
  - Standard 14: Assessment of Student Learning

During the Spring 2015 semester, more than seventy faculty, staff, students, and administrators were identified to serve on the Workgroups. The chair of each Workgroup was also a member of the Steering Committee. One Steering Committee co-chair was assigned to each Workgroup. The chairs' and co-chairs' roles were, in part, to assist in the organization of the Workgroups as they conducted their research, to report back to the Steering Committee on the progress of the Workgroups, and to assist the Workgroups in finding the resources they needed to conduct their work. Realizing that the work of the Workgroups would include a significant amount of natural overlap, the Steering Committee also worked diligently to minimize duplication of effort.

The Steering Committee and Workgroups met regularly after their formation, and began to gather data to answer the research questions they had written previously within their assigned standards that were in the approved Self-Study Design. In broad terms, the Steering Committee and Workgroups were given Summer 2015 through early Spring 2016 semester to conduct their work and draft "fat bullet" answers to their respective research questions. The campus community was engaged via many and varied communications and meetings. Each Workgroup chair presented their findings with supporting documents to the Steering Committee. The Steering Committee carefully reviewed all materials.

During the Summer of 2016, the editor wrote a draft of the Self-Study from the "fat bullet" answers to establish a consistent style and voice. The draft was then reviewed and edited by the Steering Committee in consultation with central administration. On September 26, 2016, the draft was made available via the University's website for all to review and provide online feedback. The campus community was made aware of its availability via many and varied communications and meetings. Also, the University publicized and held seven Open Sessions on campus during the Fall 2016 semester for anyone to attend and discuss the draft of the Self-Study. Changes made to the draft available online were communicated with a notation of the "date last updated on." The overall process involved the entire campus community and was highly collaborative, iterative, and transparent and ultimately lead to the final Self-Study report.

## Chapter 2: Institutional Mission, Governance, and Administration

The institution's mission clearly defines its purpose within the context of higher education and indicates whom the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are utilized to develop and shape its programs and practices and to evaluate its effectiveness. (Standard 1: Mission and Goals)

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution. (Standard 4: Leadership and Governance)

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance. (Standard 5: Administration)

### Standard 1

#### STRATEGIC PLAN DEVELOPMENT AND REVIEW

The [Vision](#), [Values](#), [Mission](#), and [Goals](#) of East Stroudsburg University are incorporated into every part of the University's Strategic Plan, [Students First: Innovate ESU](#), launched in June of 2014. The Mission was recently [reaffirmed](#) and in the previous year, the [Strategic Plan Steering Committee](#)—comprised of students, faculty, staff, trustees, and community members—was charged with the development of a new, fluid three-year plan that would define the future of ESU. Members of the steering committee met regularly with their designated constituency groups to provide updates. Task forces reviewed the goals provided by the Steering Committee. These [task forces](#) were co-chaired by faculty and students and included members of the university and external communities. Additionally, President Welsh called for a campus-wide survey of constituents (see [S1A1](#) and [S1A2](#)), a series of poster sessions on campus (see [S1B1](#), [S1B2](#), [S1B3](#) and [S1B4](#)), and approximately 16 round-table discussion sessions (see [S1C1](#)) to ensure that all faculty, staff, and students had opportunities to provide input as the Strategic Plan was developed. Copies of each draft of the Strategic Plan along with requests for feedback were also placed on the ESU website (see [S1D1](#)) and shared with the campus community regularly, through web updates (see [S1E1](#)), messages from President Welsh (see [S1E2](#)), and listserv messages (see [S1E3](#)).

The Goals and Community Principles of the Strategic Plan were carefully aligned with ESU's Mission and Goals. A clear example of this alignment is the third bullet of ESU's Mission, which is "To provide 'varied opportunities for student and faculty research, creative endeavors, and involvement in public service.'" This part of the Mission is addressed in Goal 2 of the Strategic Plan: "A Strong Sense of Community: Understanding and Living ESU's Mission and Values and Building a Commitment to Our Community and Region." Therefore, the University's Mission and Goals are promoted in public speeches on campus and in local communities (see [S1E4](#)) regarding our efforts to address the goals of the Strategic Plan. They are also referenced in University publications (see [S1E5](#) and [S1E6](#)), departmental and divisional annual reports (see [S1E7](#)), and individual evaluations (see [S1E8](#)).

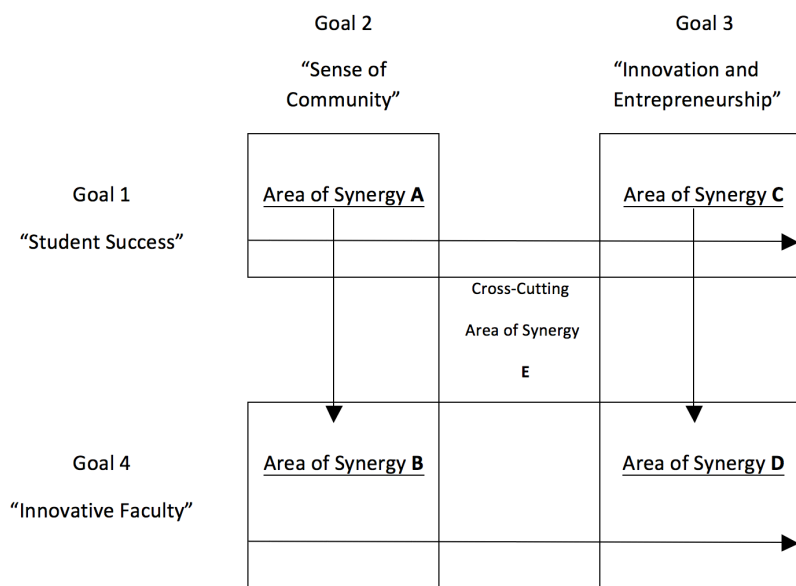
After the plan's unveiling and under the guidance of a facilitator, the President called for a number of committees charged to identify and develop specific strategies to implement the Strategic Plan in general and each of its four goals. Many of these committees were identified late in the Spring 2015 semester and thereafter began implementation of the plan (see [S1F1](#)).

In September of 2016, ESU published Implementation Teams' Reports and Goal Sheets, outlining work completed to date on the university's strategic plan. Included in this [document](#) are reports outlining the accomplishments achieved by each implementation group as well as "goal sheets" which outline synergies with other goals, deliverables, yearly success measures, and benchmarks. The data contained in this

document will provide the basis for assessing the success of the strategic plan.

All committees are incorporating the University’s Mission and Goals into their plans. An example is the [Academic Plan](#), developed by the Academic Planning Committee, to align with the strategic plan. This plan was developed after the Strategic Plan was announced, and the Committee focused on defining areas of synergy between different goals of the University’s Strategic Plan. Every initiative of the Academic Plan is connected to one (and often two) of the over-arching goals of the institutional plan. The schematic below was used to design each of the initiatives in areas A, B, C, D and E, ensuring that it is connected to at least one of ESU’s Goals.

**Figure 1: Areas of Synergy**



In addition, the individual implementation teams (one for each goal, one for the Academic Plan, and one for the Staff) developed plans for each initiative. These plans include a budget as well as specific deliverables and indicators for measuring the success of the initiatives (see [S1F2](#)). The Metrics and Assessment Team then uses the indicators to measure success.

Some progress toward implementation has already been made (see [S1G1](#), [S1G2](#) and [S1G3](#)). Two members of the Metrics and Assessment Team have been assigned to each Goal Team to help benchmark and document the outcomes as the groups are progressing toward objectives within each goal. Each group has selected one or two objectives to achieve. As of this submission, the task lists and accomplishments are being developed by each Goal Team. Once an objective is implemented, the Goal Team will work with members of the Metrics and Assessment Team to measure success and discuss more deeply how outcomes should be measured. Two primary measures that have already been identified are first to second year student retention rates and student graduation rates. The Goal Teams and the Metrics and Assessment Team are also considering the use of State System Performance Indicators as measures of success.

Measuring the plan’s effectiveness does not come without challenges. Measuring “culture” (which is an essential part of the Strategic Plan) is difficult, but the Metrics and Assessment Team is considering the best methods to assess progress. The new General Education program implemented in Fall 2016 is an important part of this effort. The Team is also discussing potential communication methods to share results with the greater campus community and intends to deliver a second brief report about strategic planning outcomes by the end of Spring 2017.

## **ROLE OF UNIVERSITY MISSION AND GOALS AND STRATEGIC PLAN IN DETERMINING INSTITUTIONAL PRIORITIES**

### **Curricular Priorities**

The development of curriculum begins in the academic department, where a faculty member submits a detailed proposal of a new course, generally to meet a programmatic need. The proposal must include alignments (mappings) between course-embedded Student Learning Outcomes (SLOs), the Program's Outcomes, and our University General Education Student Learning Outcomes (GenEd SLOs) that the course will meet, and it must be approved by the department faculty. The proposal is then submitted for review and approval by the College faculty and then by the University Wide Curriculum Committee (UWCC) and Academic Council before being forwarded to the Office of the Provost for final review, approvals, and implementation. Discipline-specific accredited programs must demonstrate alignments between course-level SLOs and their respective discipline-specific standards (see [S1H1](#)). Evidence of assessment reports of professional (discipline-specific) accredited programs are included with data presented for Standard 14.

Academic programs not subject to discipline-specific accreditation are required by the State System of Higher Education Board of Governors [Policy 1986-04-A](#) to conduct a full program review at least every five years. The guidelines at the Academic Program Reviews website state, "The Program Review should present the program in the framework of ESU's 2014-2017 Strategic Plan: Students First: Innovate ESU and PASSHE's Strategic Initiatives." In 2016-2017, all academic degree programs must submit these reviews.

### **Extracurricular Priorities**

The Division of Student Affairs is proud of its commitment to partnerships with academic departments, multicultural competence, student engagement, and collaboration with campus and community in support of the academic mission of the University (see [S1J1](#) and [S1J2](#)).

The Department of Intercollegiate Athletics' Mission and Philosophy Statement declares that the Department, "in partnership with the Student Affairs Division of East Stroudsburg University, provides a diverse program of athletics with adherence to all University, PSAC, and NCAA rules. All participants and spectators will be served in an environment of equality, dignity and mutual respect. The program is conducted in a manner which facilitates the educational mission of the University and seeks to support the educational objectives of the University and the academic success of student athletes." The Department's Strategic Plan expired in 2015. However, a new Athletic Director has been hired and will lead the Department through the development of a new Strategic Plan in 2017.

The Student Activity Association's Mission Statement declares that, "The Student Activity Association Incorporated (SAA), a university affiliate, is dedicated to the support of East Stroudsburg University students and the campus community. This is accomplished by fostering active leaders for a global society and by providing innovative programs, services, and initiatives to cultivate a holistic student experience." The decisions of the SAA further the Mission and Goals as well as the Strategic Plan of the University, as shown in the [SAA Annual Report 2015-2016](#). As described more fully in Standard 9, SAA has collaborated with numerous academic units. The SAA Annual Report for 2015-2016 provides evidence of such activities in that academic year. Also, the SAA provides funding in the form of allocations and sponsorship of other endeavors on campus, including but not limited to the Departmental Program Scholarship, Departmental Sponsorship for Student Conference Participation, the Green Grants Program, the Joseph F. Noonan Endowment Fund, the "One Book, One Campus" Program, Family Weekend, Homecoming, Athletics, Band, WESS (radio), and various clubs and organizations.

### **Scholarly Priorities**

Funding for scholarly endeavors is provided through the Office of the Provost, which supports the Faculty Development and Research (FDR) grant opportunity with an annual budget of \$70,000. Allocation of FDR

funds—including Major Leveraging Grants (up to \$6,500), Mini Grants (up to \$1,200), and Interdisciplinary Incentive Grants (up to \$6,500)—is determined by the FDR Committee. The Interdisciplinary Incentive Grant is the newest type of FDR grant. It was created to encourage interdisciplinary research by offering seed funding for pilot collaborative interdisciplinary research projects. When awarding funds, both the Provost and FDR Committee consider the value of the project to the University's Mission and Goals. Funds to support travel to conferences to present scholarly research and activity is also supported by the Office of the Provost, and is administered by the college Deans. The FY 15-16 budget for that was \$91,000. Another internal grant opportunity for faculty is the Entrepreneurship Across the Colleges grant, which is funded by external resources, but allows faculty to infuse entrepreneurship into the classroom and learning experiences. The Office of Sponsored Projects and Research together with the Office of the Provost provide a support function to faculty to pursue external grant funding to support their scholarly activity.

### **Strengths**

1. The current strategic plan is in alignment with our Mission and Goals and is infused with all our curricular and extracurricular initiatives.
2. The opportunities for students through extracurricular activities offered through Student Affairs, Athletics and the Student Activity Association compliments the academic curriculum.

### **Recommendation**

1. Analyze and integrate assessment outcomes associated with strategic goal activities and strategies to inform future curricular and extracurricular initiatives for the next three-year cycle of strategic plan.

## **Standard 4**

### **MISSION AND GOVERNANCE**

The governing body of the university is the ESU Council of Trustees. Each university in the State System has their individual council of trustees. This body is made up of eleven members who are appointed by the Governor of the Commonwealth after senate confirmation, except for the one student member that is recommended by the campus to the State System Board of Governors (BOG) and then sent to the governor for appointment. The ten members of the council, once appointed by the Governor, serve six year terms and until a successor is appointed. Each respective council has its own [by-laws](#) that are approved locally. The council's powers and duties are shown on [Act 188, pp. 14-15](#).

### **Mission 1: Critical Thinking**

"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."

Accordingly, critical thinking is one of the University General Education Learning Outcomes (GenEd SLOs). The others are: communication skills; information literacy and technology skills; application of scientific reasoning; creation/critique of artistic expression; understanding of their role as citizens of a diverse, global society; and understanding of healthy development of the whole person. However, every GE course must be certified under the critical thinking standard regardless of any other standards it meets. In addition, University leaders have promoted several measures to ensure that all seven GenEd SLOs are incorporated into new and existing curricula. First, the new General Education Program, approved by the faculty in 2015 and implemented in Fall 2016, is designed to document, measure and assess all seven GenEd SLOs (see [S4Q1A](#) and [S4Q1B](#)). Second, faculty are encouraged to include GenEd SLOs as well as program and course-embedded Student Learning Outcomes (SLOs) on course syllabi. Third, departmental curriculum mappings show the GenEd SLOs met by each course (see [S4Q1C](#)). Finally, annual departmental assessment reports show how many students have met or exceeded each GenEd SLOs, as well as plans to close the loop when necessary.

## Mission 2: Diversity

"East Stroudsburg University of Pennsylvania will provide a scholarly community that promotes diversity and views teaching as the university's primary focus."

First, in recent years, ESU has significantly increased the diversity ([race](#) and [ethnicity](#)) of its student body along with the [graduation rates](#) of minority students and promoted diversity in hiring of faculty and staff (See [1](#), [2](#), [3](#)). Second, the Office of Multicultural Affairs (OMA) (see [S4Q1D](#)) serves as an advocate and resource for students from diverse cultural backgrounds and coordinates activities for student organizations that promote the interests of underrepresented groups. The OMA also supports individuals and groups who seek to develop and implement educational or social programs that promote cultural awareness. Each year, the OMA sponsors the Dr. Martin Luther King, Jr. Celebration Breakfast (established in 1998). The breakfast includes an art contest and presentation of the MLK Service Award. Third, the Frederick Douglass Institute (FDI) (see [S4Q1E](#)) involves members of various parts of the campus community in the common goal of increasing ESU's diversity. The FDI recruits graduate students from underrepresented populations, provides opportunities for them to participate in diversity research, works to involve the greater community in programs that promote diversity, and sponsors an annual Diversity Forum. The FDI aspires to encourage faculty diversity by helping to recruit visiting scholars and artists whose presence will further the mission of the FDI. Fourth, the [Office of Accessible Services Individualized for Students](#) (OASIS) fulfills the University's commitment to equal access and full participation for all students who have documented disabilities or medical conditions, in academic areas and other programs sponsored by the University. Other initiatives include, [Swim and Gym](#), the [Speech and Hearing Center](#), and the [Career, Independent Living & Learning Studies](#) (CILLS). CILLS is a program that provides individuals with intellectual disabilities with a learning experience in a campus environment where life and work skills are developed by daily participation in the life of a university. For the past eighteen years, the University has sponsored "Through Their Eyes," a presentation celebrating the successes of individuals with disabilities. Fifth, some new annual programs celebrate and encourage diversity at ESU. Global Week (April 2016), was a seven-day celebration of international traditions that included campus-wide conversations about diversity, social justice, equality, and service (see [S4Q1F](#)). Also, in 2013 and 2015, the "One Book, One Campus" program (see [S4Q1G](#)) included activities designed to promote understanding of diversity.

A new group is being established with a focus on improving the campus climate around diversity and inclusion through an action oriented approach. It serves as a conduit for intentional collaborations among faculty, staff, students, and the greater community whose interests lie in addressing issues around race, diversity, inclusion, and cultural competence. The group seeks to advance its work in several tangible ways. First to find ways to assist faculty and staff when they are called upon to work with students or colleagues who are affected by controversial incidents on campus, within our surrounding community, and/or our nation. Second, the group will establish safe spaces in which members of our community can engage in difficult discussions that address controversial topics. Third, provide opportunities for the members of the campus community to engage in personal and professional development to improve their cultural competence in order to better serve the changing needs of our student body inside and outside the classroom. The group is still in development and continues to grow as more individuals are invited to share their ideas on building an inclusive ESU community.

In addition, faculty-sponsored initiatives, including the Race Relations Project (RRP) and theatrical performances, support inclusive discussions among students, faculty, and members of the community on such topics as "navigating diversity," discrimination, race relations, class, and racial and religious stereotyping. The Race Relations Project began in 2008 and was modeled after Penn State developed and implemented the project. The Project is designed "to create a neutral environment for dialogue where individuals can voice their true concerns and opinions about race relations." RRP discussions are guided by student facilitators trained by faculty co-directors in the Socratic method of dialogue. Between the years 2008 and 2015, more than 1,000 students participated in the Project and currently 46 sessions are scheduled for fall 2016, accommodating 15 students per session, yielding more than 650 students representing "buy-in" from a half dozen university courses. The Theater Department has also embraced diversity issues by including in its selection of campus productions such plays as *For Colored Girls in April*

2016, Jackie and Me in October 2015, Black Jeopardy in February 2016, The Laramie Project, and Diary of Anne Frank. Play performances over the past year served as a public opportunity for thought and discussion about such issues as racial stereotyping and slavery, as well as discrimination based on race, religion, and gender. The recent production of For Colored Girls was notable in being one of the first productions in which the cast was entirely represented by students of color.

### **Mission 3: Research, Creative Endeavor, and Public Service**

"East Stroudsburg University of Pennsylvania will provide varied opportunities for student and faculty research, creative endeavors and involvement in public service."

Research and creative activity at ESU is encouraged and supported by the Office of the Provost and the Office of Sponsored Projects and Research. ESU has been an active member of The Council on Undergraduate Research since 2012 and has held the Undergraduate Research Symposium (see [S4Q1H](#)) that promotes student research by showcasing collaborative projects by students and faculty across the campus. Numerous art shows and theatrical productions every year reward and promote creative endeavors. The Innovation Center and Business Accelerator businesses encourage innovation by engaging students in such activities as the ESU and State System Student Business Plan Competitions, and the Greater Pocono Chamber of Commerce (BIZZY) awards, to recognize their success. Students, faculty, and staff engage in a wide variety of public service, on and off campus, including the Special Olympics, Project Turkey (by the Greek Organizations), Volunteer Income Tax Assistance (by the Accounting students; see [S4Q1I](#)), and the Teddy Bear Drive (by the Student Senate). Finally, the development of the University Strategic Plan engaged members of the campus community at all levels as well as participants from the local community. The plan's focus is to create a "university without walls," to encourage innovation and promote a sense of community while keeping "Students First" as the primary goal. In February 2015, President Welsh addressed the ESU community in her Monday Morning Message and urged the community to do more to increase external grant activity and to bring in more external awards to support a culture of research and scholarship. She challenged faculty to raise annual grant awards from an annual \$2 million to \$5 million in five years, by 2020. During 2016-2017 academic year, ESU faculty have surpassed the \$5 million goal in awarded grants. In recognition of scholarly and creative activity, the Office of Sponsored Projects and Research publishes an annual Research, Scholarship and Creative Activities book. In addition to summarizing the annual grants metrics, it highlights faculty's scholarly and creative [activities](#).

### **Mission 4: Leadership and Service to the Region**

"East Stroudsburg University of Pennsylvania will provide leadership and service in the educational, cultural and economic development of the region."

Internships offer one important way for ESU students to provide leadership and service to the community. Accordingly, many academic programs, including but not limited to Exercise Science, Nursing, Hotel, Recreation, and Tourism Management, Sport Management, Social Work, Criminal Justice, and Computer Science, require internships, externships, and/or clinicals on the undergraduate and graduate level, while other programs encourage students to pursue internships. Specifically, more than 17 departments representing almost 30 distinct academic degrees require their students to complete an internship or clinical, thereby expanding the opportunities for students to engage in "applied learning" in their respective professions/disciplines. To support faculty placements of students in internships/clinicals, a new position was created in the form of affiliations specialist – responsible for assisting students and faculty with signed agreements and compliance for each site. See Provost's website, "[Academic Affiliation Agreements](#)." Currently, more than 3,000 agreements are archived in the Office of Academic Affiliations, with more than 300 being clinical internships. Similarly, teacher education candidates pursue required internships in local school systems and the Professional Development School. In addition to credit bearing internships, field placements, and clinical assignments, the Career Development Center works with students for paid and unpaid internships, especially during the summer – see [Career Development](#) for more information (e.g., [Speech & Hearing Center](#))

ESU's Economic Development Summit: This is an annual summit, which brings over 250 participants to

the university, in collaboration with legislators, community leaders, business leaders, and other local and regional entities that come together to present the [Economic Scorecard](#). This scorecard is prepared by ESU's Business and Economic Research Group (BERG) comprised of faculty members. The university also works very closely with the East Stroudsburg Community Alliance small business group for collaboration opportunities with local small businesses.

## **COMMITMENT TO SHARED GOVERNANCE**

ESU approaches shared governance through the governance and leadership bodies—the [President's Council](#), the [Administrative Council](#), the [Provost Leadership Team](#), the [Academic Council](#), the [University Senate](#), the [Student Senate](#), the [Academic Council of Chairs \(ACC\)](#) and the [Council of Trustees \(COT\)](#)—which meet on a regular basis and have overlapping membership. For example, Student Senate members can also be members of the University Senate, and a member of the ACC sits on the Provost Leadership Team to keep the groups apprised of information that is relevant to both. Also, representatives of University-wide committees and constituencies (e.g. UWCC, APSCUF, AFSCME, and SPFPA) as well as managers, Deans, and Vice Presidents hold seats on the University Senate.

The University Senate (see [S4Q3B](#)) By-Laws Committee meets periodically to review and update the by-laws. Motions from University Senators to amend the by-laws are discussed and voted on when entered. Also, in the Spring 2016 semester, the Senate Executive Council distributed a survey soliciting members' suggestions for improving the University Senate. Student input into University governance is assured not only through the Student Senate but through student representation on the various decision-making bodies at ESU. Since the students in the University Senate are voting members and can enter motions, their input is considered as seriously by the University Senate as that of faculty or administration. Additionally, the COT includes a voting student member, and students served on the University Strategic Plan Steering Committee and the Middle States Self-Study Steering Committee and workgroups.

## **USE OF DATA IN UNIVERSITY DECISION-MAKING**

The University's governing bodies (named above) use data to establish policies and priorities for all student, academic, administrative, and community issues and needs. For example, when the President's Council determined the need for additional clerical staff in the OMA, it used the National Survey of Student Engagement (NSSE) data, which outline the specific needs of multicultural students on campus, as well as enrollment data (2011-2015), which showed the increasing diversity of the campus population ([Tableau Report Student Enrollment](#)). In addition, the Council looked at data from institutions with multicultural affairs offices and similar demographic numbers to ESU:

- [List of PASSHE and Regional Schools with Multicultural Offices and staffing](#)
- [Common Data Set Shippensburg, pg. 3 \(enrollment by ethnicity\)](#)
- [Common Data Set Bloomsburg, pg. 3](#)
- [Common Data Set West Chester, pg. 4](#)
- [Common Data Set Indiana University of PA, pg. 3](#)
- [Common Data Set Kutztown University, pg. 3](#)

To determine the need for tenure-track faculty positions (see [S4Q4H](#)), Ad Astra Analytics provides data on historical and projected enrollment and historical course demand based on student program requirements. Faculty lines are then created based on trends and the needs of each department (see [Fall 2015 Ad Astra Predictive Analytics Course Offerings](#)). The decision to invest in new construction is likewise data-driven. For example, the decision to build the Keystone Center was based upon student feedback, enrollment projections, and comparative data from other State System institutions (see [S4Q4G](#)). The decision to build new residence halls (two in the last three years and one under construction) was based on enrollment data (see [S4Q4I](#)), housing trends (as shown in the [ACUHO-I Report](#)), and institutional needs (see [S4Q4F](#)).

## **COLLECTIVE BARGAINING UNITS**

ESU has six collective bargaining units (two within APSCUF) which negotiate the contracts of their

constituents through the State System and the Governor's Office and ensure that all contractual rights and responsibilities are observed: APSCUF (Faculty and Non-Faculty Coaches), AFSCME, OPEIU, SCUPA, and SPFPA. These collective bargaining units represent approximately 87% of the non-student employees at ESU. Therefore, University leaders and the leaders of the collective bargaining units meet to discuss issues, sponsor joint actions and communications, and work side-by-side on committees to further the University's Mission and Goals.

## Areas of Collaboration

[University leadership](#) meets regularly with the leadership of each collective bargaining unit. For example, the Provost and her team meet monthly with APSCUF faculty leaders (see [S4Q5a](#)). The President of AFSCME meets routinely with the Director of Human Resources, the President, and others. The Vice President of Finance meets with all bargaining units to discuss budget issues.

University and collective bargaining leadership sponsor joint messages to the campus. Recent examples include communications from the Provost and APSCUF concerning the vote on the new General Education program, on academic activities during the 15th week of the semester, and on how to make up missed classes due to weather cancellations. The Administration, AFSCME, faculty and other campus members worked together on a special Clean Up the Campus day.

Joint Committees such as the University Assessment Committee have been appointed to handle specific issues, and service on the same committee by representatives of APSCUF and the administration is common. For example, administrators serve on faculty committees such as the Curriculum and General Education committees, which are elected by APSCUF (see [S4Q5b](#)). Also, members of AFSCME—University staff—serve on the University Senate with faculty, administrators, and students. Another example of joint ownership and shared work is the University's Strategic Planning Chairs Committee (see [S4Q5c](#)).

## DIVERSITY

In accordance with its Mission, ESU considers the effect of all its decisions on diversity. As a member of the State System, ESU is committed to ensuring that its strategic initiatives are consistent with those of the State System. Therefore, the State System's commitment to diversity influences ESU's decision making processes (see [PASSHE Strategic Plan 2020](#) - p.3, [PASSHE Social Equity Policy](#) and [PASSHE Equal Opportunity Policy](#)).

Residence Life and Housing is committed to creating an inclusive and safe environment for all residents. Therefore, all Residence Life and Housing decisions are influenced by its Diversity Statement (see [S4Q6B](#)).

ESU's Non-Discrimination Statement informs the campus community and the community at large of ESU's commitment to diversity and is published on all institutional documents prepared for external distribution (see ESU's [Non-Discrimination Statement](#) and [Foundation Non-Discrimination Policy](#)).

The Human Resources and Employee Relations department recruits widely and in various advertising outlets. Additionally, rules governing hiring processes, committee selection, applicant review, and interview question approval ensure fair and equal opportunity for all applicants.

- [Search Procedures](#)
- [IPEDS Report - Human Resources](#)
- [HigherEdJob.com Postings](#)
- [Indeed.com Job Postings](#)
- [ESU Website Job Postings](#)
- [Pocono Record Job Posting](#)
- [Chronicle of Higher Education Posting](#)

The Office of Accessible Services Individualized for Students (OASIS) is a redesigned department created to serve our student population by enhancing several services. OASIS is committed to providing equal

educational access to otherwise qualified students with disabilities and recognizes the responsibility of the University community to provide such access and enable their full participation in any University program or activity.

## **RELATIONSHIP BETWEEN THE UNIVERSITY AND THE STATE SYSTEM**

The State System routinely monitors performance and holds System institutions accountable for student achievement, university excellence, and operational efficiency. Individual universities and the State System are evaluated for effective and efficient use of resources by students, the Governor, the General Assembly, and the citizens of Pennsylvania (see [PASSHE Policies, Procedures, and Standards website](#)).

ESU receives performance funding from the State System based upon performance indicators that include State System mandated and optional measures defined by each university (see [S4Q7G](#)). Although not directly designed to evaluate individual universities' Mission and Goals, the Performance Funding Program is consistent with ESU's Mission and Goals and can be used to measure its achievement of some of them (see [Strategic Plan Draft 4](#), Page 4).

Senior leadership, including the President and Provost, have regular meetings with the State System to address agenda items and concerns (see [CAO Meeting Agenda](#); see [State System Application with All Universities](#)). The Commission of Presidents of the System ([Act 188](#)) shall consist of the presidents of the several Institutions and shall:

- Annually select one (1) of its members as chairperson.
- Recommend policies for the institutions.
- Act in an advisory capacity to the chancellor and the governors.
- Meet quarterly and additionally at the call of its chairperson or the chancellor.

In some cases, BOG policies created at the State System level are not consistent with local strategic initiatives. University leaders address these concerns with State System leaders in order to determine timelines and best practices. For example, individual university concerns regarding tuition rates and the need for greater local control (see [S4Q7E](#), Page 14, point 4.3) recently resulted in varied tuition rates and competitive pricing across the State System (see [2016-17 Undergraduate Out-of-State Tuition Plans](#), Page 1).

State System universities also collaborate with the State System and with one another to increase efficiency (see [S4Q7E](#), page 14). Other examples include the Northeast Regional Procurement Collaborative with Kutztown University, System-wide procurement contracts, and meetings of leaders in specific areas such the semi-annual Budget and Accounting Directors (BAD) meeting. The State System also provides consolidated university operations for essential areas including payroll, legal counsel, construction, treasury, Shared Administrative Services (SAP), human resources, and labor relations.

## **AVOIDING CONFLICTS OF INTEREST**

The University and the State System have conflict of interest policies (see [S4Q8-1](#), [S4Q8-2](#), [S4Q8-3](#), [S4Q8-4](#), [S4Q8-5 State Adverse Interest Act](#), [S4Q8-6](#), [S4Q8-7](#) and [S4Q8-8](#)) that govern the leadership of the University, including the COT, President, Vice Presidents, and managers as well as other leadership employees of the Commonwealth and the University. These are based upon Commonwealth legislation. State System policy is reviewed by the Board of Governors. The University's Office of Human Resources is responsible for enforcing the policy at the local level and ensures the completion of all necessary forms from the Commonwealth. The Office of the President works with the COT to ensure that policies and procedures are being followed as they relate to individual trustees.

University affiliates such as the SAA, the Center for Research and Economic Development (CFRED), the ESU Foundation, and University Property Inc. have their own boards of directors.

## **Strengths**

1. A new, vibrant, and highly skilled leadership team reveals a strong commitment to achieving the University's Mission, Goals, and Vision and are embracing new, improved, and innovative operations.
2. Commitment to service to the local community and region from students, faculty and staff.

## **Recommendations**

1. With the increase in diversity in the ESU student population, develop a plan to recruit, retain, and mentor diverse faculty and staff.
2. Continue the commitment to shared governance and expand opportunities for cross constituency dialogue through such venues as the University Senate, strategic planning, task forces, and regular university-wide meetings.

## **Standard 5**

### **COMMUNICATION**

#### **Communication of Divisional Needs**

The [President's Council](#) is an important source of information for the President about divisional needs. Council members meet individually with the President bi-weekly to discuss their respective divisions, including their immediate and long-term needs. For example, the divisional requests for new and replacement positions (see [S5Q4](#)) are discussed by the President's Council to ensure proper consideration of all. Also, the President's Council holds strategic retreats several times a year to discuss the respective divisions and university-wide administrative challenges and opportunities.

New councils have been created to improve communication between the President and the divisions. In 2015, to address divisional challenges and foster better communication with mid-level management, the President restructured the Administrative Council (see [S5Q1](#)), which meets monthly and includes the college deans, Vice-Presidents, and key management personnel. A new Management Council is also being instituted for management to discuss campus priorities and challenges and discuss them with upper administration.

The President has other formal and informal means available to learn about divisional needs. The divisions submit an Annual Report (see, for example, Annual Divisional Reports from [Academic Affairs](#), [Administration and Finance](#), [Enrollment Management](#), [ESU Foundation](#), [Office of Advancement](#), [Student Affairs](#), [Student Activity Association](#), and [Economic Development and Entrepreneurship](#)) to the President based on outcomes, needs, and other information. Also, the President utilizes social media, which allows her, in certain cases, to learn about student issues which can be discussed synchronously with the Vice Presidents. This information sometimes relates to ongoing challenges within a division or unit. Finally, the Vice Presidents meet as needed.

One result of such conversations was the [Strategic Plan](#), which was developed by the campus community to address ESU's needs, opportunities, and challenges.

#### **Communication of Information to ESU Constituents, ESU Affiliates, and the Community**

The Office of University Relations manages, coordinates, and releases official university communications using print and electronic publications and correspondence, social media, outdoor advertising, radio, video, direct mail, and text messaging. A new [phone app](#) has also been implemented.

Communication with all ESU stakeholders (i.e. current students, faculty, staff, administration, prospective students and families, alumni, and community members) takes many different forms. Digital forms include ESU's website (see [S5A1](#)), which is intended to provide all University constituents and stakeholders with important information about campus news and events. Other University websites (besides the main ESU site) include Athletics (see [S5A2](#)) and the ESU Foundation (see [S5A3](#)). Parents also receive important updates from the university on the parents' website. ESU has a strong social media presence, including

numerous Facebook pages (see [S5B1](#), [S5B2](#) and [S5B3](#)), Twitter (see [S5C1](#), [S5C2](#), [S5C3](#) and [S5C4](#)), Instagram (see [S5D1](#), [S5D2](#) and [S5D3](#)), and Snapchat (see [S5D2sp](#)). ESU also has a YouTube Account (see [S5E1](#)) and distributes a weekly e-newsletter, ESU in the Community (see [S5F1](#)), designed to keep all interested stakeholders apprised of current and upcoming events on campus as well as accomplishments of students, faculty, and staff. The Online Calendar (see [S5P1](#)) allows University divisions, departments, and programs to share information about upcoming events related to all aspects of campus life. Finally, the [ESU Mobile App](#) allows the campus community and visitors to access information about the University including the shuttle bus schedule, Warrior Notes, e-mail, and more.

ESU also continues to use a variety of traditional (non-digital) forms of communication to reach its stakeholders. Direct mail (see [S5G1](#)) is used largely to reach alumni, donors, faculty, staff, parents, and prospective students and parents with a variety of materials ranging from invitations to special events to acceptance letters and notifications. Radio and television (see [S5H1](#)) is used to promote special programs (e.g., “One Book, One Campus” and concerts), summer classes, and extended learning as well as for general recruitment and graduate school recruitment. ESU advertises on radio stations throughout Monroe County and the Lehigh Valley. Depending upon the message, this communication could be geared toward traditional students (college and high school), non-traditional students, community members, or alumni. The Office of University Relations also provides local newspaper outlets with press releases (see [S5J1](#)) on a (nearly) daily basis. These press releases are also distributed internally to all deans and department directors and linked to the homepage of the ESU website. Press releases are also distributed by ESU Athletics (see [S5O2](#)) and our affiliate ESU Foundation (see [S5O3](#)). From time to time, ESU advertises events in the local newspapers. Traditional print advertising is also used for general recruitment and to promote Open House events, summer sessions, and extended learning programs. Television (see [S5K1](#), [S5K2](#) and [S5K3](#)) is used for interviews and coverage of campus events. The audience is broad and could potentially include all campus constituents. Billboards (see [S5M1](#)) for general recruitment, summer classes, and extended learning opportunities throughout Monroe, Northampton and Lehigh Counties are intended specifically for prospective students and families. Bus advertising (see [S5N1](#)) of extended learning programs in the Lehigh Valley is also intended for prospective students and their families. Some general recruitment initiatives were also promoted in this fashion.

### **Official Communication of East Stroudsburg University**

Email (see [S5Q1](#)) is the official communication tool for ESU. A smaller number of digital and hard-copy formats are used to communicate important information to individuals and groups, including prospective and current students, parents, faculty, staff, administrators, and occasionally alumni. Electronic messages are distributed daily to students, faculty, staff and administrators. Email is also used to communicate directly with individuals from the regional community, alumni and friends of the institution, and prospective students and their families. Of course, electronic communication is not appropriate in all situations. Many important documents, such as contracts and memos requiring a signature, must still be delivered in hard copy. Interoffice mail is therefore available for hand delivery of important documents to faculty, staff, and administrators. There are also various apps for mobile platforms that allow students to access further information from the University.

### **Communication to ESU Faculty, Staff, and Students**

Listserv and Postmaster messages are also options for distributing information to the campus community. Listserv messages (see [S5R1](#)) are directed to a specific segment of the campus community, generally faculty and staff. Some listserv messages are addressed to an even more specific audience, e.g. to faculty only or managers only. Separate listserv messages can be sent to students as well. Postmaster Messages are sent to the entire campus community (all faculty and staff) and are reserved for important information from the Office of the President and other information of an urgent or time-sensitive nature. Monday Morning Messages (see [S5S1](#)) are email messages directly from the President. These are distributed every Monday morning throughout the academic year (except for winter break, spring break, and summer) to faculty and staff. These messages address specific campus issues and are intended to raise awareness, involvement, understanding, and support. The University Bulletin (see [S5X1](#)) was an online and printed flyer updated twice weekly to keep the internal community apprised of campus events and academic

program updates. It was replaced in January 2015 by Warrior Notes. Warrior Notes (see [S5V1](#)) is a compilation of all or most listserv messages that are received by University Relations each day into one concise communication distributed daily to ESU faculty, staff and students. Positioned in high-traffic areas around campus, more than 30 digital signs (see [S5U1](#)) promote campus events and provide important information and reminders to faculty, staff, and students. The MyESU portal (see [S5W1](#), [S5W2](#) and [S5W3](#)) is password-protected and accessible only to ESU faculty, staff, and students. Eventually, the portal will also be available to prospective students and their family members. It is not intended for messages to the general public. Finally, Funding Year in Review (see [S5Y1](#)) is a hard-copy booklet distributed annually to faculty, staff, and administrators involved in grant research throughout the year. It supplies detailed information on all internal and external grants received by members of the ESU community.

### **Communication to ESU Alumni, Friends, Parents, Prospective Students, and Donors**

Much communication to off-campus stakeholders is digital, though there are exceptions (such as the Commencement Program), and some publications are available in both digital and printed form. E2campus ([S5Z2](#)) is an email messaging system that alerts students, faculty, staff, and other subscribers to campus emergencies and weather alerts. All parents, students, faculty, and staff are informed of this communication system. However only those who sign up will receive the messages. Subscribers may choose to have the messages sent as texts, emails, or RSS feeds. The Alumni Herald (see [S5AA1](#) and [S5AA2](#)) is a magazine produced twice a year and distributed to ESU alumni, friends of the university, faculty, staff, and administrators. It has an electronic circulation of approximately 20,000 and generally focuses on the career, travels, and successes of ESU graduates. Print and online editions are available. Warriors Nation (see [S5BB1](#)) is an e-newsletter produced by the ESU Foundation team, particularly the Director of Alumni Engagement, and is delivered every month electronically to all ESU alumni and friends of the University. It provides them with updates, news, upcoming events, and resources. Also, various publications of the Admissions Office (see [S5CC2](#), [S5CC4](#), [S5CC5](#) and [S5CC6](#)) contain important information (printed and online) about ESU's admissions processes.

### **Communication to individuals connected with ESU's Al Cohn Jazz Collection, currently housed in Kemp Library**

*The Note* (see [S5EE1](#)) is a magazine published by the Al Cohn Memorial Jazz Collection intended to stimulate, enrich, and support research, teaching, learning, and appreciation of all forms of jazz. It is mailed twice a year, nationally and internationally, to those who are associated in any way with ESU's jazz community. The Note has a circulation of approximately 2,200.

### **Student-Run Communication Services**

*The Stroud Courier* (see [S5F1](#)) is the student newspaper of ESU. It is produced weekly by a staff of students, advised by a member of the faculty. W.E.S.S. Radio Station (see [S5GG1](#)) is a student operated, non-commercial, FCC-licensed radio station located on the ESU campus. The station has a diverse musical format and talk shows that allow listeners to call in and comment on the day's topics. ESU Television Production Club (see [S5HH1](#)) provides its members hands-on experiences with every aspect of television operations while producing visual products for the ESU audience. *Calliope* (see [S5JJ1](#)) is ESU's literary journal. It publishes student poetry, prose, photography, and artwork online three times a semester and annually in print form.

## **QUALITY AND SUFFICIENCY OF PERSONNEL**

### **Hiring Needs and Position Requests**

The five Vice Presidents constantly monitor their divisions' staffing needs and bring hiring requests to the President's Council (see [S5Q4A](#)). Each request includes a detailed job description, states the cost, and presents a justification of the new or existing position profile. The Council approves such requests based on the centrality and urgency of the position and the current budget. For example, a new Assistant Director/Financial Aid Data Systems position was created in 2015 based on data from internal audits and

surveys comparing national and State System norms to ESU staffing numbers. The need for the position was identified by confidential audit data and confirmed the survey data (see [S5Q4C](#) and [S5Q4D - 2015 System Staffing Survey](#)). Employee management software from ATLAS Business Solutions has facilitated the review of various operational areas by the President's Council. Recently, reviews of Enrollment Services, Financial Aid, and Human Resources have resulted in staffing changes.

Faculty hiring requests are handled in a similar manner. Adjunct and tenure-track lines are recommended by the President's Council based on data showing temporary or permanent need. To project the number of courses and sections that will be needed for students to progress toward their degrees, predictive analytics tools such as Ad Astra Platinum Analytics are used. The final decision on faculty hires rests with the President after discussions with the Provost and the Vice President for Administration and Finance.

## **Professional Development**

The most important way ESU determines that administration, staff, and faculty are improving is a continuous individual review process. For the majority of employees who are part of a collective bargaining unit, the review process is determined by their CBA. For unrepresented employees, ESU has developed its own evaluation process using Management Performance Evaluations (see [S5Q4F](#), [S5Q4G](#), [S5Q4H](#) and [S5Q4I](#), p.27). Professional development is also encouraged through ESU's Professional Development Committee and the Office of Human Resource Management through Annual Employee Enrichment Days, now called Warrior Enrichment Days (see [S5Q4J](#)). There is also support for Professional Development through the Office of the Provost.

## **Staff Training**

Compliance training in Title IX/Clery, FERPA, Preventing Sexual Harassment and the Board of Governors Minors Policy is required of all employees each year and provided either in group sessions or online via Lawroom programs. (These also include training in non-regulated areas such as workplace bullying, and workplace ethics.) Attendance at compliance training sessions is tracked on the system and monitored by the supervisors. Current employees receive information and reminders about the compliance training via email. New employees receive compliance training as well as information packets explaining key University policies. In the case of non-faculty positions, this information is also reviewed in new employee orientation.

Training in the best practices for a specific job is generally determined by the individual department and/or supervisor. However, the University has acquired a talent management system to deliver and monitor training, and Human Resources as well as individual supervisors can assign training to employees. In addition, the University has purchased a library of software that includes training programs related to skills needed for most positions including communication skills, dealing with conflict, health and safety, etc. Training curricula such as the Way of the Warrior and Compliance have been created to address specific skills.

After a review of ESU's compliance practices, senior administration identified a need for sufficient staff and support to oversee compliance. As a result, an existing position—Director of Employee Relations and Workforce Diversity—was modified to include the responsibility of ensuring that the University is in compliance with regulations such as Title IX/Clery (in collaboration with the Vice President for Student Affairs and Chief of University Police and Safety), FERPA (in collaboration with the Director of Enrollment Services and Registrar), Title VII/preventing sexual harassment, and protecting minors. The Director of Employee Relations now oversees employee-related compliance issues and works closely with the program directors to ensure compliance in their respective areas. The training component is now facilitated by the ATLAS training module.

## **Changes in Organizational Structure**

Ten years ago, the President had four Vice Presidents, each representing a core division: Academic Affairs, Student Affairs, Administration and Finance, Research and Economic Development, and Advancement.

Since then, Enrollment Management has been separated from Academic Affairs to become a separate division with its own Vice President. Advancement has been separated from ESU to become part of the affiliated Foundation. Responsibility for grants has been transferred from the Graduate College in Academic Affairs to the Office of Sponsored Projects and Research in the division of Economic Development and Entrepreneurship and is now under the Provost. The Vice Presidents advocate for their divisions in individual meetings with the President, and at meetings of the President's Council.

These changes are assessed in a variety of ways. One is periodic program review of each area. Examples of periodic program reviews of divisions are on file with the Office of Assessment and Accreditation. Another is the mandatory annual performance evaluation (mentioned above in Professional Development) of all managers, the President and the vice presidents. Also, different divisions have their own measures of success. In the case of Enrollment Services, one useful measure is strong enrollment numbers. In Fall 2015, ESU was one of only three of the fourteen State System universities to increase enrollment while the other universities lost enrollment, some significantly.

In 2016, there was a divisional [realignment](#) of functional areas with the intent of increasing efficiencies and future cost savings.

### **Hiring and Dismissal**

Hiring is conducted through a decentralized search process that is facilitated and monitored by Human Resources for compliance, equity, and fairness. Employee evaluations are completed by the appropriate supervisor and reviewed by the supervisor's manager. The evaluations are then submitted to Human Resources, which reviews them for fairness and equity. The President reviews all managers' evaluations of direct reports before they are submitted to Human Resources. Any concerns raised by Human Resources regarding fairness and equity are brought to the attention of the Vice President of Administration and Finance. Dismissals are handled by Human Resources in coordination with the appropriate supervisor and reviewed by the Vice President of Administration and Finance as well as the President. For represented employees, disciplinary action (including dismissal) is conducted according to the appropriate CBA. For unrepresented employees, BOG processes are followed, and all dismissals are reviewed by legal counsel and in most cases the State System labor relations office.

### **Strengths**

1. Communications to campus have improved in quality and methods over the past few years.
2. Organizational structure by divisions has created better accountability and resource usage.

### **Recommendations**

1. Review the hiring process to enhance the clarity and efficiency.
2. Analyze and review the various employee evaluation processes to enhance employee improvement, satisfaction, and professional development.

## Chapter 3: Planning, Institutional Resources, and Budgeting

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality. (Standard 2: Planning, Resource Allocation, and Institutional Renewal)

The human, financial, technical, facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment. (Standard 3: Institutional Resources)

### Standard 2

#### RESOURCE ALLOCATION

ESU allocates resources to further the Mission and Goals of the University through its budget development and resource allocation process while giving consideration to other possible funding sources available through the ESU Foundation and other affiliated units, as well as through Federal, State and Community entities. The University's Education and General budget provides funding to numerous departments and programs, which directly support the Mission and Goals of the University, through operating budgets using incremental budgeting and/or one-time allocations. Each summer of the preceding fiscal year, the first draft of the University's operating budget is prepared and shared with the campus community. The projected surplus or deficit is determined and is presented to the Divisional Vice Presidents for discussion on how to balance the budget in a manner that aligns with the Strategic Plan and furthers the Mission and Goals of the University. This is a very collaborative approach where needs are prioritized and a consensus is met. Through this process the University has allocated resources to [many initiatives](#) which have contributed to advancement of the Mission and Goals of the University.

In all decisions about resource allocation, current needs weigh heavily but are balanced by long-term strategic objectives. The E&G budget funds salaries and benefits, utilities, operating costs, central service payments to the System, deferred maintenance, and debt service. Current needs are identified through the budget development process and funded by the operating budget (see [2016-17 COT Budget Briefing](#)). The budget is prepared using assumptions and trends in enrollment, tuition rate, CBAs, employee benefits, state funding, and energy costs.

In FY 2014-15, the distribution of E&G Expenditures was around 27% for operations and 73% for personnel. After salaries and benefits, mandatory transfers for debt service, utilities, and consolidated university operations, very little discretionary funding remains for new initiatives. It is through a participatory process that senior leaders collaborate on the reallocation of resources to ensure needs identified through assessment of institutional effectiveness, as conducted by the divisions and through the various planning processes, are met. Additionally, ESU's collaborative planning efforts and partnerships with auxiliaries and affiliates, and the State System, are vital for ESU to achieve its Goals for programming and institutional renewal.

In recent years, multi-year budgeting has been disrupted by the unpredictability of several major budget assumptions such as enrollment, state appropriations, and salary and benefit rates, which are determined through collective bargaining. As a result, ESU has shortened its budgeting cycle from the traditional 5-10 years to 2-3 years, so it can better respond to changing conditions and assessment results.

#### PLANNING

Institutional planning and resource allocation are driven by ESU's Mission and Goals and implementation of the [Strategic Plan](#). Specifically, long-term planning is driven by [continuous assessment](#) in which divisions collaborate with one another and with ESU's auxiliaries, affiliates, and community partners. The

Strategic Plan has been completed and funded, and is now in the implementation phase. Assessment of implementation to date is documented in "[Students First: Innovate ESU - Our Initial Progress](#)." The Academic Affairs Strategic Plan is complete and a budget has been developed and is partially funded (see [Academic Affairs Strategic Plan](#))

The current Campus Master Plan was finalized in 2010. Much progress has been and continues to be made to advance the concepts detailed in the plan (see [Campus Master Plan](#) and FACILITIES under Standard 3). The University is in the early stages of developing a new master plan while continuing to implement the current plan. The first step in this process is a space utilization study which began in late Summer 2016. Once completed, the University will undertake the development of a new Campus Master Plan in 2017. It is intended that, like the University's Strategic Plan, the Campus Master Plan will be developed as a living document to reflect that ESU is ever evolving.

Long-term planning for capital improvements is based on the Campus Master Plan and is ongoing. Funding sources include the Commonwealth of Pennsylvania (the "Commonwealth") capital budget, bond financing, the operating budget, and reserves. The Commonwealth capital budget provides for the acquisition, design, construction, renovation, or improvement of Commonwealth buildings. The State System currently receives \$65 million per year from the Commonwealth capital budget. However, this funding is not guaranteed. See [Commonwealth Funding](#) for a summary of funding ESU was granted from the Commonwealth's capital budget in the ten years since the last self-study.

Another example of long-term planning is ESU's recent restructuring of out-of-state tuition rates. Trends in out-of-state enrollment indicated that ESU had priced itself out of this market (out-of-state tuition was 250% of in-state tuition) and needed a discounted out-of-state tuition rate to stay competitive with our sister institutions, many of which had already lowered their out-of-state tuition rates. Although ESU is facing a budget deficit in FY 2016-17, the year of implementation, the reduced rates are expected to increase revenue in the long term by increasing out-of-state enrollment. The reduced rates will also help ESU achieve its Goal of "achieving higher retention, satisfaction, and graduation rates" (see [ESU Non-resident Reduced Tuition Rate Program](#)).

The University also developed, funded, and implemented a 4-year replacement cycle for critical computers and servers on campus. The cycle for faculty and staff computers began in 2013, and the computer lab cycle began in 2011. ESU is re-evaluating the copier acquisition/replacement process and supplier options with the goal of establishing a replacement program that improves equipment functionality at reduced cost.

Human Resources planning is careful and deliberate at ESU. The University implemented, during the self-study period, SAP Position Budget Management (PBM) for human resource planning and budgeting. Position Cost Planning and Business Planning & Simulation are valuable tools in PBM used to plan, track, and monitor the University's personnel complement across the University. The Budget Office specifically utilizes these tools to prepare ad hoc personnel reports and projections for Senior Leadership which aid them in assessing the adequacy of human resources by department, division, school, and location. Prior to PBM, the filling of positions was decentralized with each division determining when positions would be filled or new ones created. Now, the process has been centralized with all individual requests to fill positions processed through PBM. Each request must include justification to fill as well as a funding source. Once a position is vetted through the approval process (Dean then Provost for faculty positions; Director, Vice President, and Human Resources for staff positions) and funding is confirmed, requests are then forwarded to, reviewed and approved/rejected by the President's Council.

## **COLLABORATION AND ASSESSMENT**

Planning, resource allocation, and budgeting processes are collaborative and assessed in terms of the Mission and Goals of the University. ESU's auxiliary and affiliate operations are essential to ESU's Mission and budget, as they provide many co-curricular and extra-curricular programs and services, e.g. Residence Life, dining, recreation, wellness, alumni engagement, and fund-raising. Therefore, in all of its planning, ESU continually collaborates with its auxiliaries and affiliates to achieve its Mission. Moreover,

institutional renewal is a coordinated effort between the University and its affiliates and auxiliaries. [Assessment and planning](#) at the individual unit, department, and division level drive the renewal process as does planning with the affiliates and auxiliaries.

## AFFILIATES

ESU has four component units (affiliates) which operate as non-profit corporations: the ESU Foundation ([financial statement](#)), University Properties, Inc. (UPI, [financial statement](#)), the SAA ([financial statement](#)), and the ESU Center for Research and Economic Development (CFRED, [financial statement](#)). These affiliates exist solely to support the University, and all have clear Mission statements that support ESU's Mission (see [Foundation](#), [UPI](#), [SAA](#), [CFRED](#)). The ESU Foundation fosters lifelong relationships with alumni and friends of ESU, securing philanthropic support to advance the University's Mission and to enhance every student's University experience. UPI constructs, operates, and maintains Residence Life facilities for the benefit of ESU students and ESU's educational, scientific, and charitable purposes. The SAA facilitates student activities including the development of a responsible student government; acts as a liaison between the students, alumni, faculty and administration; supports other University projects and programs; and enhances and promotes the educational and service objectives of the University. In accordance with the MOU between ESU and the SAA, the SAA manages ESU's recreation center and also operates and maintains the campus e-card program. ESU has also entered into a service agreement with the SAA for the management of ESU's University Center, recreation center annex, and book store (now outsourced to Barnes & Noble)(see [Student Senate Handbook](#)). CFRED benefits ESU in the areas of economic development, entrepreneurial innovation, research, and workforce training.

MOUs ([Foundation](#), [UPI](#), [SAA](#), [CFRED](#)), affiliate by-laws ([Foundation](#), [UPI](#), [SAA](#), [CFRED](#)), and service agreements ([Foundation](#), [SAA](#), [CFRED](#)) clearly define the purposes of the affiliates and their relationships with the University. All MOUs and service agreements have been reviewed and updated under the new leadership team.

University Senior Leadership works collaboratively with the leadership of the component units to ensure that the Mission and Goals of the University are achieved. The Foundation Board includes a liaison from the Council of Trustees (COT). The Vice President for Administration and Finance, the Vice President for Student Affairs, and the Director of Residence Life sit as ex-officio, non-voting members on the UPI board with a number of key University personnel (Director of Financial Affairs, Director of Facilities, Assistant Director of Facilities, Senior Accountant, Facilities Manager) serving as consultants to the board. Similarly, the Vice President for Administration and Finance, the Vice President for Student Affairs, and the Chief of Staff sit as ex-officio, non-voting members on the SAA Board. This structure facilitates collaborative planning across many areas of the University (see [Examples of Collaborative Planning](#)).

The affiliates' budget processes typically include an initial draft that must be internally reviewed before being approved by the respective Boards of Directors, and in the case of the SAA, the University President. Board of Governors [Policy 1985-04-A](#), "University External Financial Support" requires an annual external audit of component units and submission of a copy of their audit reports to the Vice President for Administration and Finance and to the Vice Chancellor for Administration and Finance at the Chancellor's Office. ESU's affiliates have their own defined resource allocation processes and the Expenditures of Public Funds [policy](#) prohibits the University from transferring funds to them. Nevertheless, the University can and does make payments to affiliates for services provided under agreements. Because the auxiliaries are self-sustaining, they are not considered in the University's resource allocation process. However, contributions from affiliates to the University are an important part of the budget process. Affiliate contributions in FY 2016 and 2015 were \$437,273 and \$699,026, respectively.

## AUXILIARIES

ESU has five auxiliary units and one E&G unit which is treated as an auxiliary for budgeting purposes: Residence Life & Housing, Privatized Housing, the University Center, Recreation Center, Dining Services, and the Health Center, which is self-sustaining. The auxiliaries operate through local fees which are established and approved by the COT. The auxiliary budget (see [BUDRPT 2018](#)) is developed on a cost

recovery basis in accordance with [BOG Policy 1990-03-A](#), "Finance, Operation, Maintenance, and Capital Renewal of Auxiliary Facilities" and "Defining Auxiliary Enterprises and Establishing Financial Reporting Requirements" (see [BOG Policy 1996-03](#)). The budget is prepared by the Assistant Director of Budgeting who compiles cost data for each unit related to operations, maintenance, programs, building/equipment reserves, debt service, personnel costs, and other miscellaneous operating costs. These data are then used to determine fees for the following academic year to balance the budget. The draft fees are reviewed (and, if necessary, adjusted) by the Vice President for Administration and Finance and the Vice President for Student Affairs before they are presented to the COT. Local fees include the general fee and room and board. The general fee is comprised of the student activity, university center, recreation center, health center, e-card, instructional support, and Stony Acres fees. Room and board fees cover the cost of the residence halls and meal plans including operations, maintenance, and life cycle reserves.

## **BUDGET PREPARATION AND EVALUATION**

In the first few years following the last self-study, enrollment increased annually, as did state funding through 2009 (see [State Funding Timeline](#)). During that time, ESU determined departmental and program budgets using the traditional model of incremental budgeting. Prior to FY 2014-2015, ESU's budget process began with an analysis of revenues and expenditures including an Environmental Scan conducted by the Controller's Office (see [2009-2014 Environmental Scans](#)). This analysis was followed by the President's Budget Guidance Memorandum to each Vice President. It provided a base budget and set forth the priorities for budgeting established in the University-wide strategic planning process. The memorandum also invited deans and Vice Presidents to make budget requests and set forth a timeline for budget planning and requests.

The next step in the budget process was a series of budget hearings in the spring during which each vice president had an opportunity to discuss resources in his or her area and present budget requests, including requests for additional funding. The budget hearings were open to the entire campus and community and were well-advertised. After the hearings, the Controller's Office summarized all of the budget requests for consideration by the University Senate Budget & Planning Committee and the President's Council, which prioritized all new funding requests and made recommendations on the final budget allocations to the President. In years of projected surpluses, allocations were made to divisions based on their proportion of the total annual operating budget with the Vice Presidents making the final determination of allocations within their divisions. Vice Presidents were encouraged, and a strong emphasis was placed on, use of additional allocations in accordance with the University Senate Budget & Planning Committee's recommendations.

However, the budget could not be finalized until summer, when the Commonwealth and the BOG determined the level of state funding, the tuition rate, and the tuition technology fee and announced ESU's appropriation. When this information became available, the Controller's Office updated the budget projections. The budget was then finalized and presented to the COT for approval in the fall, which was also the time the University learned of its performance funding.

The University followed this process for developing its budget and allocating resources over most of the self-study period (see [ESU Budget Cycle](#) and [State System Operating Budget Process](#)). However, between 2010 and 2014, the University set on a path of financial decline with steady decreases in enrollment, declining or flat state funding, and escalating personnel costs due to salary and benefit increases mandated by collective bargaining agreements. The result was persistent budget deficits. As ESU's financial condition began to deteriorate, measures were taken to contain costs in an effort to correct the structural budget problem and restore financial health. One such measure taken was retrenchment but it was later withdrawn (see [State Funding Timeline](#)). Two departments were closed with faculty moved to other departments where they had qualifications. Geography merged into History to form the Department of History and Geography. Recreation Services Management merged with Hotel, Restaurant and Tourism Management to become the Department of Hotel, Recreation and Tourism Management.

The budget process became more flexible and responsive to this changing environment, as the traditional approach was not producing the desired outcomes. Much of the budget development process remains

unchanged. The budget process still begins with an analysis of revenues and expenditures conducted by the Controller's Office, and departmental and program budgets remain incremental.

However, the University faces a number of budgeting challenges. As expenditure increases outpaced revenue growth, the budget development process and availability of financial resources became less than ideal. As the University's budget became more constrained and budget projections reflected persistent structural deficits, the University shifted from a regimented budget development and allocation process to a collaborative approach with each Vice President and the President representing his or her division in determining the allocation of resources. Requests for funding, based on division-level assessment, are brought to Senior Leadership where they are reviewed and prioritized. Needs are then funded based on a consensus. The University Senate Budget & Planning Committee's role has changed under this new process. Emphasis has been placed on review and recommendations as they relate to the assumptions driving the budget.

This new approach to budgeting has been very effective, enabling the University to withdraw its retrenchment letter and produce a balanced budget ([2016-17 COT Budget Briefing](#)) while beginning to implement the [Strategic Plan](#) and proceeding with institutional renewal. It also allowed ESU to strengthen its financial resources to be used to advance the Mission and Goals of the University while continuing capital improvements. As a result, financial stability is returning (see ESU Financial Statements from [2010](#), [2011](#), [2012](#), [2013](#), [2014](#), [2015](#), and [2016](#)). The State System's Overall Risk Assessment of ESU comparing 2016 results (to date) with 2015 results indicates overall improvement in financial performance with a good operating margin and progress in unrestricted net assets and debt leverage ([System Financial Risk Assessment](#)). The University recognizes the need to return to a more regimented, disciplined, and transparent budget development and resource allocation process. It is currently determining what that process should be through discussions at President's Council's meetings as well as through the budget projection update process. The Vice President for Administration and Finance, with the President, has also begun conversations with key constituent groups on campus, beginning with Administrative Council, regarding how the budget process should change.

It is important to note that communication of the final budget and budget updates to the campus community and constituents has improved under the new leadership team including presentation of the original budget to the campus community at the opening of fall semester as well as updates at the All-University meetings. Additionally, budget presentations are made to the various bargaining units during regular meetings scheduled specifically for that purpose. Senior administration also briefs the COT throughout the year (see [2016-17 COT Budget Briefing](#)). Finally, budget updates throughout the fiscal year are communicated to campus by the President through her Monday Morning Messages ([Sept. 2015](#), [Aug. 2015](#), [Mar. 2015](#), [Sept. 2014](#), [Nov. 2013](#)).

ESU's current-year financial performance and position are regularly monitored at the University and State System levels ([System Financial Risk Assessment](#)). A monthly E&G Fund Financial Dashboard has been developed from a series of already-existing financial analyses to aid Senior Leadership in managing the University's finances to include: budgeted vs. actual tuition revenue, expenditures, and transfers; personnel cost savings projections, cash-flow (current year and comparisons to prior two years); changes in unrestricted net assets; and accounts receivable collections. Project and auxiliary dashboards are being developed. This ongoing monitoring allows ESU to identify problems and gives the University time to find solutions before they reach a critical level.

It must also be noted that budgeting in our current environment is challenging because enrollment, state funding, collective bargaining, and other factors affecting revenue and expenses are unpredictable. Tuition rates, performance funding, and state appropriation are not known until July at the start of the fiscal year. In some instances, state appropriation might not be known until much later, as in FY 2016 when state appropriation was not finalized until March (just three months before the end of the fiscal year). Likewise, when collective bargaining contracts are being negotiated, personnel costs cannot be predicted accurately. In such cases, a flexible process and ongoing monitoring of ESU's financial position is crucial. As the University's financial condition stabilizes and major factors affecting the budget become more predictable, ESU hopes to resume four to five-year budget projections.

Finally, in recent years, the University Senate Budget & Planning Committee has not been very active, and the purpose of the Committee needs to be reconsidered. The Committee's charge is to advise the University "Senate on all matters relating to the development, approval, and long-term implications of the University budget on the University's Mission. The Committee will make recommendations with regard to the University's Master Plan and all other long range planning." Over the past few fiscal years, the Committee's focus has been on examining the budget assumptions which drive the projections (see [Senate Constitution](#) and [Senate Bylaws](#)).

## **Assessment**

ESU uses assessment data gathered at the department, college, and division level to make decisions about resource allocation. Such data are the basis for funding requests brought to senior leadership for review and prioritization. Examples include program and department reviews as well as student and employee surveys, focus groups, and audits (see previously cited ESU Financial Statements above). The results of these assessments are reviewed by senior administrators, who determine what (if any) action to take and, if necessary, allocate resources. See [Planning and Resource Allocation through Assessment](#) for specific examples of how assessment data are used in such decision making.

Some quality-improvement initiatives, such as the Collaborative Strategic Sourcing Initiative and the outsourcing of custodial services for the University Center, are too new for assessment data to be available.

## **INSTITUTIONAL RENEWAL**

Despite the University's financial challenges in recent years, planning and resource allocation have effectively facilitated institutional renewal, as shown by the magnitude of positive change in the institution. Resources have been made available, and their use has been driven by the [Strategic Plan](#), [Academic Affairs Strategic Plan](#), [Campus Master Plan](#), and other departmental and unit plans. Through collaboration with auxiliaries, affiliates, the State System, and the community, ESU been able to achieve its Mission and Goals and proceed with its plans (see [Evidence of Institutional Renewal](#)).

## **Strengths**

1. A flexible resource allocation process with ongoing monitoring and strong internal controls which enable effective planning, goal achievement, and mission success.
2. A decentralized, inclusive process that puts students first in the distribution of Technology Fee funds, prioritizing projects in support of the University's Mission and Goals.

## **Recommendations**

1. Review and refine cross division strategies to identify and deploy resources to support retention, instructional technology, diversification of staff and students, and maintenance of facilities consistent with the Strategic Plan.
2. Continue to review budgeting and planning processes, formalizing mechanisms for allocating resources to institutional priorities identified in the Strategic Plan and grounded in a transparent budget process.

## **Standard 3**

### **FINANCIAL RESOURCES**

Since the last self-study, as state appropriations have decreased, ESU has had to rely more heavily on revenue from tuition and fees (see [Allocation Formula Recommendations Report](#)). Fiscal challenges have necessitated not only a focus on increasing enrollment but also discussions about realignment and greater scrutiny of requests to fill vacant positions (see [State Funding Timeline](#)). Initial efforts to balance the budget without retrenching faculty have included: realignment of programs; use of temporary personnel; voluntary retirement incentives; departmental budget reductions; increased collaboration with local colleges on program offerings; and development of new tuition and fee structures to make high-cost

programs more affordable. On July 30, 2014, the President sent a letter of retrenchment to APSCUF—the first step required by the CBA when a State System university intends to retrench faculty. However, on October 2 of that year, the retrenchment letter was withdrawn and the focus shifted to academic realignment, increased collaborations with local colleges on program offerings, and development of new tuition structures to make high-cost programs more affordable.

ESU's total revenue (in thousands) since the last self-study can be found in financial statements from [2010](#), [2011](#), [2012](#), [2013](#), [2014](#), [2015](#), and [2016](#). From 2007 until 2016, funding from the Commonwealth of Pennsylvania decreased three times—for a total reduction of \$90 million for the State System (see [Funding Request](#)). In 2012, it reduced State System funding by 18%. Thus, until FY 2016, the State System was receiving essentially the same amount of funding from the state as it did in 1997-98, even though it was educating 13,000 more students. This weakening of state support along with declining enrollment and escalating personnel costs created extraordinary fiscal challenges for ESU. To address this, the University has taken extraordinary measures to reduce expenditures and enhance revenue. The 2015-2016 Commonwealth budget bill, enacted 3/28/16, increased the State System appropriation 5%, from \$412.8 million to \$433.4 million. However, the 18% reduction in funding in 2012 combined with the 5% increase in funding in 2016 still left the State System more than \$31 million below 2012 funding levels (see [Historical Appropriations](#)).

In FY 2014-15, the State System appropriation formula changed to a base amount and a variable amount driven by enrollment (see [Allocation Formula Recommendations Report](#)), which is being phased in over a three-year period. The University has received an additional \$718,875 annually since the formula changed. With ESU's commitment to increasing enrollment, it should continue to benefit from this new model.

The University spends most of its operating budget on instruction and academic and institutional support. However, in response to multiple Sightlines reports indicating a significant backlog of deferred maintenance, a deferred maintenance fund was established in FY 2015, with \$350,000 being set aside annually from the University's operating budget (see [Sightlines Presentations](#)). In addition, a fluctuating amount of Key 93 revenue (approximately \$700,000 annually) is provided by the Commonwealth and restricted for infrastructure. The University also sets aside \$253,000 annually from the operating budget to fund repairs and replace campus systems (see [Annual Inspection 2016](#)). ESU's total expenditures since the last self-study also can be found in financial statements from [2010](#), [2011](#), [2012](#), [2013](#), [2014](#), [2015](#), and [2016](#).

## **Efforts to Increase Revenue and Contain Costs**

### *Increasing Revenue*

The University is compensating for the reduction in state funding by concentrating efforts on increasing revenue while containing costs (see Standards 8 and 9 for retention efforts). To increase enrollment, ESU has significantly expanded campus visiting opportunities and open house programs, including targeted open houses for the University Honors Program, the Theater Department, and the Art Department. In an effort to respond more directly to student and parent concerns, ESU has streamlined its acceptance process, modified the Orientation program, worked to involve parents more directly in the recruitment process, and begun to send yield-enhancement letters to accepted students. To address specifically students' financial concerns, ESU has begun to generate financial aid award letters significantly earlier than in past years, has implemented 5, 4, and 3 month semester payment plans and an academic year payment plan, introduced a discounted tuition rate/scholarship for academically talented out-of-state undergraduates (the Award for Competitive Excellence), and established a non-resident tuition plan which was implemented in Fall 2016. The plan includes additional scholarship awards as well as reduced tuition and reduced fees for out-of-state students in 100% distance education programs. Reduced fees will also be available for students taking Winter Session classes, summer distance education classes, and extended-learning classes at the Lehigh Valley location. Moreover, ESU is working with other institutions to assist students both professionally and financially. It has new MOUs with the Lehigh Valley Health Network-Pocono, transfer agreements with community colleges and other universities, and a Pre-K-12

Educator Tuition Program developed collaboratively with local school districts. To enhance its recruitment efforts, ESU has participated in the College Board's Student Search program and partnered with a vendor to implement an electronic recruitment campaign.

In addition to efforts to improve retention, the University, while fulfilling its mission and goals, is making strides in the grant and contract arena. President Welsh has challenged the ESU community to raise its annual grant awards from an annual \$2 million to \$5 million in five years, by 2020. In Fall 2016, the University received its largest award from the National Science Foundation for \$4 million.

### *Containing Costs*

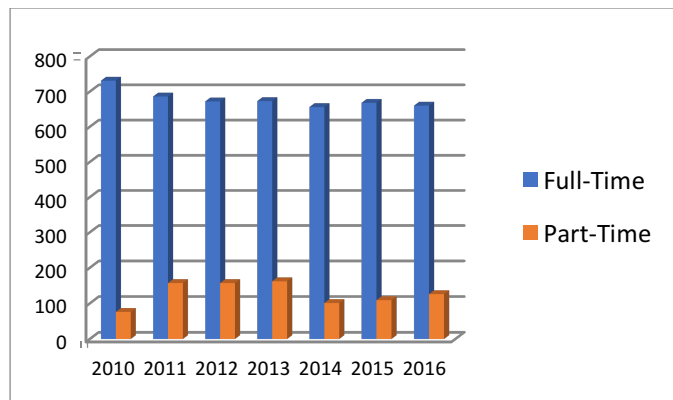
As a result of the budget challenges of the last several years (described in the previous section above), the University has taken extraordinary measures to contain costs and balance the budget ([BUDRPT 2018](#)). Most obviously, ESU administration has imposed tighter controls on spending, adding an additional level of approval to the procurement approval process whereby the Vice President for Administration and Finance must approve any purchase over ten thousand dollars. To save on salaries without retrenching, ESU has eliminated many non-faculty positions, allowing many vacant positions to remain so and scrutinizing carefully all requests to fill new positions. In addition, the University has reduced departmental operating expenses, some staff positions (from 12 to 9 months), fundraising expenditures, and tuition waivers for graduate and international students. Academic programs, student services, and administrative departments have been reorganized and consolidated. In addition, ESU has worked with other institutions to reduce costs. Examples include the outsourcing of custodial services for the University Center and strategic sourcing with Kutztown University (the State System Northeast Regional Procurement Collaborative).

### **Plans to Improve ESU's Financial Situation**

The University will continue to balance the budget, despite the possibility of flat or decreased state funding, by increasing enrollment and improving retention as well as containing costs. Besides the efforts noted above, the University is investing in recruitment efforts. Facilities improvements designed to keep ESU competitive include two new suite-style housing complexes (with a third under construction), a new student information commons (the Keystone Center) that will include a new dining facility, library, and centralized student service area, and possible renovation of the Koehler Fieldhouse. At the same time, ESU is working to contain the costs of its auxiliaries to ensure that housing, dining, and other campus services are offered at competitive prices. In addition, ESU continues to increase its number of online courses, some of which are offered at reduced rates. Finally, ESU has launched a new marketing and branding campaign and has contracted with a third-party contractor to assist.

### **HUMAN RESOURCES**

In Fall 2016, ESU had 660 full-time employees and 126 part-time employees. Of these, 289 were full-time faculty, and 62 were part-time faculty. 75.4% of the full-time faculty were tenured or on tenure-track, and 91.0% held the doctorate or other terminal degree. In Fall 2015, ESU had 668 full-time employees and 109 part-time employees. Of these, 281 were full-time faculty, and 59 were part-time faculty. 78.6% of the full-time faculty was tenured or on tenure-track, and 91.0% held the doctorate or other terminal degree. In Fall 2014, ESU had 656 full-time employees and 101 part-time employees. Of these, 255 were full-time faculty, and 72 were part-time faculty. 83.1% of the full-time faculty was tenured or on tenure-track. The following chart shows the change in human resources over the past seven years:



## INSTITUTIONAL TECHNOLOGY AND ACADEMIC COMPUTING (IT)

### The IT Department

Institutional Technology and Academic Computing are vital to ESU as faculty, staff, and students depend on efficient institutional technology to achieve ESU's Mission and Goals. Specifically, effective IT facilitates student learning, retention, and graduation (Goals 1.1, 1.2, 1.3, 1.4); supports faculty productivity (Goals 2.1, 3.2, 3.3, 4.2, 4.3); creates a university without walls (Goal 2.2, 2.3, 3.1, 3.2, 3.3); encourages student and faculty creative thinking, innovation, and research (Goals 3.1-3.3, 4.1-4.5); builds a strong sense of community (Goals 1.1-1.4., 2.1, 2.2); move ESU forward on all fronts (Goals 1.1-4.5); and increases diversity, leadership, and service opportunities at ESU.

The Chief Information Officer (CIO) submitted a report that contained a vision for the future. It contained a plan with "20 Building Blocks" to enhance the use of technology on campus and align the Mission and Goals of IT with those of the University. According to the CIO, "The Mission of the Information Technology department is to provide technology leadership, expertise and services in support of the teaching, learning, outreach and research Goals of East Stroudsburg University" (see [How to Improve Information Technology at East Stroudsburg University](#)). Currently, the 27 IT staff and student workers (reduced from 32 five years ago) are available to assist students, faculty, and staff online, by phone, or in person. Responding to a recommendation in the previous self-study, the IT Department created a replacement plan for all computers on campus, including a four-year replacement cycle for faculty and staff computers and critical servers (e.g. software licenses, TK20, SPSS).

The tuition technology fee is a separate tuition fee established by the Board of Governors for rendering technology resources and services to enhance student learning experiences. The fee is charged to all credit-earning students and non-degree and degree-seeking students if they are charged tuition as well as to distance education students. The tuition technology fee generates approximately \$3.3 million annually. Since 2003, when the IT department developed the technology fee allocation process, a portion of the technology fee has been used to fulfill requests from faculty and staff. In FY 2014-2015, the process was interrupted (i.e. no new projects were funded with the technology fee) to address some control issues and to give the new Provost input. However, during that period, technology fee monies were spent to replace computers on the 4-year replacement schedule, replace lab computers and servers, purchase software licenses, cover reoccurring costs, and supply maintenance on other items previously purchased with technology fees. The technology fee award process was resumed in 2016. Now, approximately 46% of the technology fee is reserved for reoccurring costs from the previous year's awards. Approximately 13% is used to maintain and upgrade critical infrastructure. Upgrading the infrastructure is increasingly important as students now come to campus with an average of three devices (e.g. computers, phones, tablets, gaming devices).

### IT Committees

In addition to the IT Department, IT advisory committees have been created on campus. In FY 2015-2016, the Provost created the Academic Technology Advisory Committee (ATAC) to advise the CIO on IT

matters. The committee is comprised of seven faculty members and three administrators and is charged with: 1) advising the Provost and CIO on policy, procedure, and direction of technology; 2) evaluating emergent technology; 3) making technology issues more transparent to the University community; and 4) helping evaluate technology fee proposals. ATAC has also been charged with creating a survey for students, staff, and faculty to ascertain current and future technology needs. Once completed, the ATAC will report the results of the survey. The Instructional Resources and Technology Committee of the ESU Senate investigates and advises on any IT-related matters raised in the Senate (see [Senate Constitution](#) and [Senate Bylaws](#)).

## **Computer Facilities and Access**

In the past five years, ESU has greatly increased technological access. All classrooms are “smart” or “smart”-compatible. Several meeting rooms across campus are equipped for video-conferencing, and these rooms are used frequently, particularly for meetings with colleagues and officials across the state. Thirteen computer labs are available on campus, and many departments have iPad carts used for instruction or for student use. Since 2015, several classrooms have been equipped for courses with concurrent enrollment of online and face-to-face students. Wireless connections are available in every building, and Wi-Fi “hotspots” include Kemp Library, the Fine Arts Center, the University Center, the Science and Technology Building, the residence halls, the Learning Center in Rosenkrans Hall, as well as some outdoor areas.

## **Information Systems**

In 2011, ESU implemented Banner, a student information system with far more capability than the flat-file Cobol system previously used. With the old system, all development had to be done locally, and the student ID was the social security number (SSN). Banner increased productivity and allowed ESU to eliminate the use of SSN as the student ID. It also permitted the ESU community access to software such as DegreeWorks, Desire2Learn (D2L), and the mobile application. Nine of the 14 State System universities are now using Banner. Training was available for all faculty and staff upon implementation and is ongoing.

This change was also necessary for ESU to comply with a State System directive to change its course-management system to D2L. D2L is now fully functioning, and information on all courses is available to students on D2L. Moodle is also accessible for faculty who prefer to use that, but virtually all use D2L. In August 2013, the Center for Teaching with Technology (CTT) was established to provide support and training for faculty in the thoughtful implementation and use of technology in their courses. The CTT works to ensure that students and faculty have an engaging and meaningful class experience as courses incorporate more technology-based components.

In 2016, when HR’s information system, PeopleAdmin, was due to be renewed, administration decided to switch to ATLAS. Its greater flexibility, functionality, and capability make it a better system for employment policies and procedures, recruitment, classification and compensation, benefits administration, professional training and development, employee and labor relations, health and safety, and payroll.

As noted in the previous self-study, ESU’s telephone service contract with Centrex Services through Verizon was also due to expire. After considering alternatives, University administration decided to switch to ESU’s own system, which provides better functionality and savings to the University for the past seven years.

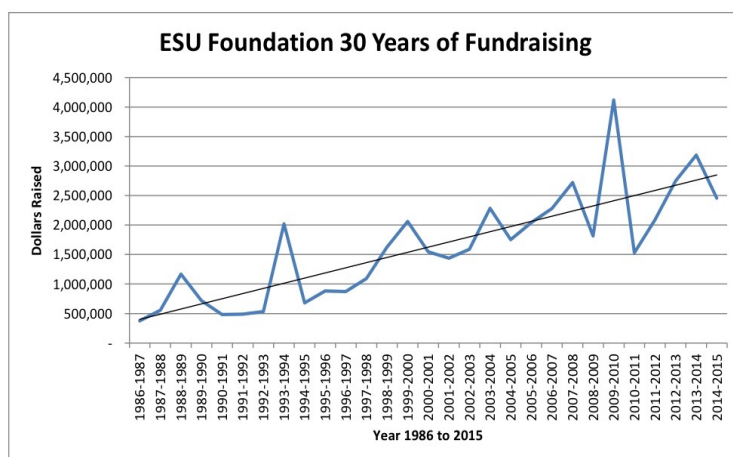
Most buildings on campus now use keyless card entry as will the two buildings that are scheduled to be built in the near future. The Keystone Center will have 40 door-access readers, and the new residence hall will have 20.

ESU utilizes as many shared systems with the State System as possible to increase cost-effectiveness and efficiency. For example, D2L is a shared system. Approximately 35 software licenses (e.g. Microsoft,

Mathematica, Adobe, TracDat and Turnitin) are purchased in bulk System-wide. Also, the library databases are centralized through the State System.

## FUNDRAISING

The ESU Foundation, the fundraising arm of the University, is led by a new executive director and a new chief financial officer, the latter having been promoted from chief accountant. A vibrant and committed board of directors has been appointed, comprised of 14 alumni and community members who are focused on fiscal responsibility and collaboration with ESU faculty, staff, and administration. The new executive director is building a professional team of fundraisers and alumni engagement personnel. This team has several specific plans to increase ESU's alumni network and giving. First, it will collaborate with academic and athletic groups to build affinity programs and with other offices on campus such as the Office of Career Development to identify networking opportunities for students and alumni. Also, it is developing a Young Alumni program and regional alumni chapters across the country, and it will publicize alumni achievements in their respective fields. Finally, it will build a Reunion Program to enhance the Homecoming festivities while encouraging alumni to celebrate their time at ESU and contribute to it.



## FACILITIES

### Master Plan

The last [Campus Master Plan](#) (2010) was collaboratively produced: members of the Master Plan Steering Committee included faculty, staff, administration, trustees, and students to ensure a wide range of perspectives. In addition to the Steering Committee, hundreds of people from all campus constituencies participated in the process, which included interviews, focus groups, and campus meetings to solicit ideas. This approach allowed a high degree of varied input into the final plan. The University contracted with Paulien & Associates to perform a space study; this study is near completion and is expected to be completed in Spring 2017. This is the first phase of updating and developing a new Master Plan.

The Steering Committee guided the planning process through five phases: Inventory, Analysis, Concept Proposals, Solutions, and Implementation. In the Inventory phase, the Committee accumulated campus data and mapped the physical campus. Data included past and projected enrollment numbers, previous planning studies, aerial photographs, historical information provided by the University, the University's Strategic Priorities, and maps and reports from local, state, and national agencies. This phase also included opportunities for direct input by the University community such as town meetings, interviews with key representatives, and workshops. In the Analysis phase the Committee used the data collected in the Inventory phase to describe present and anticipated conditions on the campus, including entire functional areas as well as specifics such as building design, parking, and pedestrian and automobile circulation. This phase also included separate studies for classroom and laboratory space, library space, and engineering systems. In the Concept Proposals Phase, the Committee studied several planning and development approaches, each representing a different direction for campus design and growth. This

phase focused on several transformational options while improving space efficiency and the overall organization of the campus. Each of the concepts was evaluated in terms of overall function, ease of implementation, phasing, and cost. In the Solutions phase, the Committee organized and documented the possible plans, then recommended specific solutions for site planning, circulation, parking, campus image, and appearance. In the Implementation phase, the Committee prioritized the solutions and created phasing sequences and cost projections before the plans were physically completed. After completion, the University's Facility Management continues annually to review the Committee's recommendations and the major Goals of the Master Plan to ensure that the document remains consistent with the implementation guidelines and recommendations.

### **Status of Current Master Plan Projects**

The largest project in the Master Plan is the Keystone Center, which will be built in the center of campus and will house the University Library, the Student Center, Academic Computing, an art gallery, and a dining venue. Also as part of this project, all of the fiber optics for campus will be replaced, and funding has already been set aside. The Keystone Center is expected to connect the academic with the residential parts of the campus and to become a defining feature of the University. Once all municipal approvals are obtained, Ewing Cole and WTW Architects will finalize the design. The building of the Keystone Center will be funded by a capital appropriation from the Commonwealth with the student center portion to be funded by student fees.

The planned Residence Life facilities will be built in two phases. Phase One, residence halls constructed and bond-funded by ESU's affiliate, University Properties, Inc., was completed in January of 2012. It includes Hemlock and Hawthorn suites. It also houses the Campus Police and a recreation center annex. It can hold 970 students and is LEED Silver certified. Phase Two, USDA- and bond-funded, is also a University Properties, Inc. project. This phase of the UPI housing has been named Sycamore Suites and is currently under construction with a completion date allowing for occupancy in time for the Fall 2017 semester. With this new housing, ESU will be able to close its traditional residence halls one at a time for life-cycle building renovations (see [Annual Inspection 2016](#)). The University has contracted with a design professional to provide bid/construction documents for the renovation of two traditional residence halls; Shawnee and Lenape Halls.

In addition to the Keystone Center and new Residence Halls, the Master Plan included improvements to the existing dining facility (see [Dansbury Mini Master Plan](#)).

The annual parking management update, as required by the Conditional Use Approval for the 2012 Resident Life Project and Keystone Center, has been completed. The firm's analysis and discussions with University officials culminated in the development of a Parking Management Plan, which includes analysis of existing parking conditions, projections of future demand, and plans for Management Implementation and Operations and Enforcement. This document also includes an ESU safety and lighting plan (see [Parking Management Plan, Dec 17, 2015](#)). As a result of the Conditional Use Approval for the Sycamore Suites project, the parking management update requirements were modified from those referenced above allowing for an annual descriptive update to the referenced Parking Management Plan. A new parking management plan update is to be submitted every three years (see [letter submitted to the Borough for January 2016](#)).

### **Assessment**

ESU assesses its facilities according to the [Campus Master Plan](#), the [Sightlines Report](#), the University [Strategic Plan](#), the [Academic Affairs Strategic Plan](#), and the [Facilities Annual Inspection Report](#). In the Inspection Report, repair and construction projects are separated into three categories: "urgent," "necessary," and "desirable." Urgent projects must be completed within one year; necessary ones within two to three years; and desirable ones within 5-10 years. The Inspection Report was duly completed in 2015. Currently, the University has a backlog of deferred maintenance but has been earmarking \$350,000 annually (starting in FY 2015) in the operating budget to address this issue. In addition to these reports, Sightlines surveys of the campus community (see [Sightlines Presentations](#) and Facilities Satisfaction

Surveys from 2013 and 2015) are used to assess needs and satisfaction. From the FY 2013 survey to the FY 2015 survey, satisfaction levels and expectations of Facilities Management remained consistent. For both years, the majority of expectation ratings were moderate to high. The majority of satisfaction ratings were in the range of “meets expectations” and “exceeds expectations.”

To ensure that the infrastructure meets the needs of both incoming and current students, the University utilizes the space guidelines outlined in [Volume VI-B of the Space Guidelines of the System](#), which were developed in 1989 in the Facilities Management Department of the Office of the Chancellor (OOC). They include not only institutional standards for use of space, but also published national, state, and local building codes and construction industry standards for educational facilities. ESU’s formulas for use of space ensure that all facilities meet the State System guidelines.

## **PROPER USE OF RESOURCES**

Policies to ensure the lawful use of institutional resources are ESU-FA-2011-029 ([Expenditures of Public Funds](#)), OOC Procedure / Standard Number 2011-07 ([Expenditures of Public Funds, Guidelines, Standards, and Limits](#)), and OOC 2011-07 and ESU-FA-2010-005-A ([Procurement of Supplies, Services and Construction in Accordance with Prudent Business Practices and Competitive Bidding Requirements](#)). ESU’s use of resources is also governed by BOG policies 2010-01-A ([Expenditures of Public Funds](#)), 1998-04-A ([Procurement of Goods, Services, Supplies, and Construction](#)), 1986-07-A ([Travel Expense Regulations](#)), 1996-01-A ([Sources of Funding for University Scholarships](#)), 1990-07-R ([Professional Services Contracting](#)), 1983-16 ([Reimbursement of Travel Expenses for Faculty and Administrative Candidates](#)). In addition, ESU follows the procedures outlined in OOC Procedure / Standard 2015-19 ([Subrecipient Management and Monitoring](#)) and the [Commonwealth Procurement Code](#).

These policies and regulations are published on ESU’s and the State System’s websites. Employees are also informed through the new employee orientation program. One-on-one training is available upon request.

A variety of processes ensure compliance with these policies. The procurement process is automated in SAP (the ERP system), and release procedures require budget manager approval on all purchases. The University Controller must approve expenditures over \$5,000, and the Vice President for Administration and Finance must approve expenditures over \$10,000. All orders are reviewed again by the Office of Procurement and Contracting before they are placed. All invoices received by the Accounts Payable Office, including those procured through SAP as well as direct charges, are reviewed for compliance. Any exceptions are referred to the University Controller. All travel requires prior approval. The Travel Approval Form is reviewed and approved by the employee’s immediate supervisor. After returning from travel, the employee must complete the Travel Expense voucher which is reviewed by the Business Office, before the employee can receive any reimbursement. All purchases made on University credit cards are audited for compliance. Any exceptions are referred to the University Controller.

Operational audits are used to assess compliance. Also, the COT reviews and approves each month’s disbursement journal as well as the Act 57 Report, which details purchases made in the \$5,000 to \$19,400 range outside the bid process.

## **Strength**

1. Recent improvement in our fund balance enables the University to make purposeful investments in strategic initiatives and facility infrastructure.

## **Recommendations**

1. Expand efforts to grow alternate revenue generation sources as well as cost saving initiatives to offset limitations of tuition driven revenues. These efforts should include but not be limited to greater alignment of academic departments and a focus on sustainability.
2. Evaluate and update the Facilities Master Plan.

## Chapter 4: Institutional Assessment and Integrity

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom. (Standard 6: Integrity)

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards. (Standard 7: Institutional Assessment)

### Standard 6

#### ETHICS AND CIVILITY

The ESU administration has developed policies to maintain a civil, safe, non-discriminatory environment and provide remedies when ethical norms are violated. These policies address a wide variety of situations and include monitoring requirements to ensure that they are being followed. Discrimination and harassment are addressed by several policies, including [Americans with Disabilities Act Accommodation, Discrimination and Harassment](#), [Sexual Harassment](#), and [Sexual Harassment and Title IX Compliance](#). Incidences of discrimination and harassment are reported to the Director of Employee Relations and Compliance (formerly the Director Diversity/Ombudsperson) and the Director of Human Resources Management who advises on procedures and required action. The University monitors Title IX compliance through annual audit reports to the State System. Alcohol and drug use by both students and employees is addressed by [ESU-PO-2011-001-A](#) and [HR-04](#) in an annual review to the federal government. Violations are handled through confidential student conduct procedures or personnel actions. Use of public funds is regulated by [Board of Governors Policy 2010-01-A](#), and ESU ensures compliance through [ESU-FA-2011-029](#) and [ESU-FA-2010-005](#) (Expenditures of Public Funds, Procurement of Supplies, Services and Construction in Accordance with Prudent Business and Practices and Competitive Bidding Requirements). Confidentiality of student records and other sensitive information is required by FERPA, and University processes to ensure compliance are described in [ESU-ENM-2011-006-A](#) (FERPA Training) and [HR-03](#) (Confidentiality and Privacy). The latter requires that all employees with access to private information sign an affirmation of confidentiality. Minors are protected by [ESU-PO-2014-002](#) (Protection of Minors), and the University enforces the State System requirement that all faculty and staff who will be in contact with unaccompanied minors receive background checks. Employee rights are protected by the procedures established by the various CBAs and by [HR-05](#) (Performance Evaluation Process – Staff). Incidences not covered by the above policies and procedures may be reported anonymously to the State System using a link found at the bottom of ESU's website (see [ESU website link](#) and [State System webpage](#)).

In addition, ESU, as a state-owned agency, is governed by the Ethics Act and Adverse Interest Act, which applies to all public officials and employees. Therefore, ESU is also bound by the decisions of the Pennsylvania State Ethics Commission, an independent state agency charged with enforcing the Ethics Act, which in ESU's case applies particularly to the filing of [Statements of Financial Interests](#).

Moreover, the CBAs as well as local and State System policies that apply to represented and non-represented employees prescribe the roles, responsibilities, and conduct of supervisors and establish high standards for their conduct.

Finally, as part of the Strategic Plan process, the University adopted the "[Way of the Warrior](#)," a set of principles by which employees and students are asked to abide.

#### ACADEMIC INTEGRITY

Plagiarism and cheating are adjudicated by the Office of Student Conduct through a fair and transparent process. All charges must be supported with evidence, and students have an opportunity to face their complainants and defend themselves. The process is described in the [2016-2017 Student Handbook](#) (under Student Conduct Process) and updated annually. According to the Division of Student Affairs, which

maintains the student handbook, the updating process includes opportunities of various stakeholders to bring evidence and/or suggestions, including best practices from other institutions. The adjudication process is also published in the [Student Athlete Handbook](#) (under Academics and Academic Integrity) and at the Student Conduct website (see [Student Conduct Website](#)). The Office of Student Conduct maintains records of the dispositions of cases. Privacy regulations prevent their being excerpted here, but they may be viewed during the site visit.

Individual faculty also create academic integrity policies, which are stated in their syllabi (see [English Composition](#)). Academic integrity is also addressed in individual program manuals such as the public health program manual (see [Public Health Program Manual](#)). Moreover, academic departments frequently formulate departmental policies, which are posted on their webpages (see [Departmental Policies](#)).

## **RESEARCH**

In accordance with federal regulations, all research involving human subjects must be reviewed and approved by the Institutional Review Board (see [IRB](#)). IRB approval is also required for research sponsored by another institution but performed on ESU's campus, even if the research has already been approved by the IRB at the sponsoring institution or elsewhere. The members of the IRB are recommended by the Provost and appointed by the President for a three-year term and may be reappointed after the initial term. The IRB meets monthly and reviews with particular care research that involves a vulnerable category of subjects, such as children, prisoners, pregnant women, or mentally disabled persons. To ensure compliance with federal law, the IRB is governed by the East Stroudsburg University of Pennsylvania Institutional Review Board for the Protection of Human Subjects Policy and [Procedure Manual](#), which was updated in August 2016. The policy includes IRB Membership, IRB Mission/Federal Regulations, Meeting Schedules, Research and Relevant Definitions, Procedures for Submission, Application Procedures, Consent Procedures, Consent Requirements, Responsibilities of Investigators, NIH/CITI tutorials, reporting requirements, and renewal procedures.

To safeguard the rights and welfare of individual research participants, the IRB must determine whether the research will place them at risk. If so, before the research proceeds, the Board must see evidence that: a) the risks are so greatly outweighed by the importance of the knowledge to be gained that the subjects should be allowed to accept the risks; b) the rights and welfare of all subjects are protected; c) legally effective informed consent will be obtained by adequate and appropriate means; d) the conduct of the activity will be reviewed at timely intervals.

ESU is a member of the Collaborative Institutional Training Initiative (CITI), which trains researchers in the responsible conduct required for NSF and NIH funding as well as IRB approval. CITI's online training modules include content quizzes and an audit trail to verify who has completed the training. Before submitting grant proposals, ESU employees must complete the Biomedical Research Basic Refresher and (if the research involves human subjects) an IRB application.

Research requiring the use of live animals is governed by [ESU-AA-2011-003](#) (Animal Care and Use). Anyone conducting such research on ESU's campus or with ESU's sponsorship must apply for and receive approval from the Institutional Animal Care Act and Use Committee. To support training and maintaining updates with Animal Care Act and Use, the University subscribes to American Association for Laboratories (AAL) annually. Currently a review of CITI's offerings indicates that both the University's IRB and Animal Use policy are covered for applicable training modules and support. Upon expiration of AAL, the University will centralize its research approval resources into one comprehensive subscription to reduce redundancy and maximize efficiency cost-effectively.

## **GRIEVANCES AND COMPLAINTS**

The policies mentioned above, under ETHICS AND CIVILITY, as well as the various CBAs state the grievance procedures for employees. No grievance process exists specifically for non-represented employees. Students who have been expelled for academic failure may appeal by submitting a letter to the [Admissions Appeals Committee](#).

Several policies protect the welfare of outside constituencies. For example, IRB procedures protect human subjects outside the campus community, and ESU's procurement and expenditure policies include ways for third parties to register complaints. However, in general, grievances and complaints from outside the University come through the relevant offices to the Vice Presidents and from them, if necessary, to the President. All of the policies can be accessed by anyone, inside or outside ESU, through ESU's [Policy Directory](#). Individual case studies are also available upon request.

## **ADVERTISING, ADMISSIONS, RECRUITMENT, AND PUBLIC RELATIONS**

In accordance with legal requirements, ESU's online [Statement of Consumer Information](#) includes detailed links to updated information. All advertising and communications to the community (internal and external) must be approved by the appropriate Vice President and the Director of University Relations. Multiple reviewers help to ensure accurate information. Admissions and department websites make a variety of materials accessible to the public. While standards and methods of dissemination vary by department and office, the University website provides universal access through a variety of formats, including PDF brochures, links to videos, virtual open house sessions (graduate college), and web page content.

The webpages of accredited programs include links to their accrediting bodies where ESU's statistics (e.g. exam pass rates) may be found. The U.S. Department of Education also audits the University's compliance with financial aid regulations, including indicators of advertising, admissions, and recruitment. The result of this audit will be available shortly and can be accessed by the University registrar.

University data such as graduation and retention rates are available on the Office of Institutional Effectiveness, Planning and Assessment website (see [OIR](#)). Detailed and updated information about the status of ESU's Middle States accreditation is available through the Office of Assessment and Accreditation website and online (see [ESU's SAS](#)).

## **TREATMENT OF EMPLOYEES**

In addition to the CBAs for represented employees, [State System Policy 1985-07](#) requires consistent and equitable practices for the employment, classification, compensation, benefits, and performance assessment of non-represented employees. The State System recognizes two types of non-represented employees whose conditions for employment are stated by separate policies: [Policy 1984-14-A](#) for senior administrators (including the President, the Provost, Vice Presidents, academic deans, etc.) and [Policy 1983-01-A](#) for other non-represented employees. The [Summary of Benefits](#) booklet also states guidelines for time off and benefits for non-represented employees. Beyond these policies, issues regarding appropriate and consistent treatment of employees must be addressed as they are raised.

HR follows the same reclassification processes for both represented and non-represented employees. A request for reclassification must first be submitted to HR, who reviews the request along with the relevant data and analysis. HR then presents its recommendation to the Vice President for Administration and Finance and the President, who decides whether or not to grant the request.

Job classification and salary for newly-created and reclassified positions are determined by HR for all levels of employment using the CBAs, the Non-Represented Employee Performance and Reward Manual, benchmarking data, comparative analysis with the other State System universities, and College and University Professional Association (CUPA)-HR data. If the Vice President of the division questions the classification, it is reviewed using the State System classification guidelines for non-represented employees and the CBAs (see [Policy 1984-14-A](#) for senior administrators and [Policy 1983-01-A](#) for other non-represented employees).

Professional development is defined in a variety of ways. The CBAs describe professional development as it relates to tuition waivers and time off, but ESU has no formal process for monitoring professional development unless an employee requests a tuition waiver or is placed on a performance improvement plan. The informal process of professional development approval is determined by the Vice Presidents,

who approve professional development within their divisions. However, proposals for a centralized, streamlined approval and monitoring process for professional development that is within the new ATLAS learning management system and overseen by HR are under consideration (see [Performance Review Process Policy](#)).

## **EVALUATION AND COMPENSATION FOR NON-FACULTY EMPLOYEES**

For represented employees, the CBAs determine the evaluation process, for which ESU uses locally-developed [evaluation forms](#). Requirements for completion of the performance evaluation of represented employees are ensured by the various CBAs. Non-represented employees are evaluated annually using a [standard management evaluation form](#). They have an opportunity to review their evaluations and may respond, add comments, and/or request a second reviewer to ensure adequate and constructive feedback. Peer reviews are not used to review non-faculty employees. ESU has acquired the professional management module in ATLAS to monitor and track performance evaluations for all employees and is in the process of implementing it.

The University is also examining proposals to improve the evaluation process of non-represented employees. The goal would be increasing the accountability of managers, but other improvements are also being considered. For example, ESU currently does not have a means of ensuring that Vice Presidents are monitoring the accuracy of job descriptions. So one possible improvement would be for the reassessment of job descriptions to become part of the evaluation process.

### **Strengths**

1. Strong, viable, and functional Institutional Review Board that promotes outstanding research that is ethical in nature.
2. Numerous meaningful policies and procedures create an ethical workplace, including mechanisms to protect students, and employees against harassment and discrimination.

### **Recommendations**

1. Incorporate review of current job description at time of annual performance review.
2. Develop a formal campus wide mechanism for tracking student issues and complaints as well as outcomes and resolutions.

## **Standard 7**

### **INSTITUTIONAL ASSESSMENT STRUCTURE AND SUPPORT**

ESU's curricular and non-curricular assessment processes are guided by four interrelated principles (see [MSCHE 2015](#)): Mission Centered, Student Learning, Innovation, and Continuous Improvement. East Stroudsburg University has established a sustainable structure for assessment across all areas of the University, which is focused on those four principles. The structure for assessment begins at the departmental level and their respective academic programs. Departmental faculty identify course-embedded student learning outcomes (SLOs) and program-level outcomes (POs). These, in-turn, are mapped to the university's General Education student learning outcomes (GE SLOs). Where appropriate, course- and program-level learning outcomes are mapped to professional standards of practice, e.g., Accreditation Commission for Education in Nursing (ACEN) in nursing, Council for the Accreditation of Educator Preparation (CAEP) in education, and Accreditation Board for Engineering and Technology (ABET) in computer science. In non-academic areas, such as Student Affairs, program directors identify SLOs for their programs and activities, which also are mapped to the University's GE SLOs. Faculty and staff gather assessment data during each semester and, at the end of the academic year, departments document the results of their respective assessment activities and all actions taken as a result of their assessments in an annual report. Annual reports are submitted to the academic deans and Office of Assessment and Accreditation (OAA) and shared with the University Assessment Committee (UAC).

The UAC (established in 2008) has 39 members and consists of representation from all parts of the campus. It is co-chaired by a faculty member and the Director of the OAA. It serves as the primary

organization for involving the entire campus community in the assessment process and assessment-based decision making.

In Fall 2014, the Office of Institutional Research and Assessment (OIRA) was split into the OAA and the Office of Institutional Research (OIR). The staffs of both were reorganized to provide support for the collection and dissemination of institutional data and to sustain our assessment needs. By the Summer 2016, the offices were merged into the Office of Institutional Effectiveness, Planning, and Assessment (OIEPA), which is headed by an Assistant Vice President and maintains the previous staff complement. The merger benefits the University due to the synergies of like functions in institutional research, assessment, and curriculum implementation and evaluation, as well as the combining of key personnel and technology tools.

The UAC and the OIEPA ensure that all areas of the campus are involved either in curricular or non-curricular (i.e., operational) assessment and that such activities are documented, and to ensure that programmatic and curricular changes are based on assessments.

In recent years, ESU has incorporated more advanced assessment techniques and strategies, in which resources provided through the State System—such as EMSI Labor Intelligence software, TracDat software, and reports provided by the State System Office of Educational Intelligence—help chairs, deans, and other key stakeholders to develop and sustain assessment plans. Other helpful tools for curricular assessment include a [Calendar of Institutional Assessments](#) and *Data Points*. This calendar provides a timeline that ensures the achievement and documentation of internal data needs and that ESU complies with nearly 200 state and federal data collection and reporting guidelines and policies (e.g., reports uploaded to IPEDS, NSSE, ETS' Proficiency Profile, USN&WR and the Common Data Set). [Data Points](#) helps ESU to fulfill the previously-described internal reporting needs. Data Points is a SharePoint 2013 site which provides an online platform for group research and discussion on assessment.

## **USE OF ASSESSMENT IN STRATEGIC PLANNING AND RESOURCE ALLOCATION**

Major assessment-based decisions that were implemented concerned the development of a new GE program, the review of programs and subsequent actions to consolidate changes to the assessment process (including new UAC policy) and changes in multiple administrative functions (see [Significant Accomplishments in the Area of Assessment](#)).

The development, approval, and implementation of the new GE program involved significant parallel assessment decision-making and actions that have occurred since the last self-study (See Standard 12 for a complete discussion of the new GE program). The development and offering of a First-Year Experience course to all first-year students involved a major allocation of resources based on assessment. The course began as a pilot and changes were made based on a detailed program evaluation (see [Executive Summary of the FYE Program Evaluation](#)). During the 2016-2017 academic year, a total of 46 sections were offered for all first-year students with 30 students enrolled per section.

Another major decision made by the university, based on assessment research, was the establishment of an Early Start program. Several groups on campus (GE Committee; Department Chairs; the Department of Academic Enrichment and Learning, and Admissions) were concerned about college readiness and academic skills previously identified in our incoming first-year students through the proficiency profile and evidenced by the number of first-year students that ended the first year on Academic Warning and did not return the second year (See [Summer Task Force Report](#)). The Early Start Program provides incoming first-year students, who do not meet ESU's combined SAT score for regular admission, but who graduated in the top 50% of their high school class, the opportunity to take seven credits in a specialized Summer program, which also consists of workshops to help improve academic and life skills necessary for success in college. The program is now in its fourth year and changes to it are occurring based on a longitudinal program-level assessment that includes parallel Key Performance Indicators (KPIs) from each time it has been offered.

During 2013-14, the (then) OIRA developed profiles of every curricular program. These program assessment reports were reviewed by the Provost and the faculty within each department. Based on this two-year assessment, curricular changes were introduced to programs to eliminate courses no longer relevant, consolidate courses wherever possible, and to consolidate programs wherever possible. This led to two academic programs being eliminated (Music and French) and the reorganization of other programs.

In its recent assessment activities, ESU has employed more sophisticated research methods and strategies to assist managers, administrators, and other key stakeholders in determining need, identifying and supporting sustainable programs, and designing the means to assess the effectiveness of decision-making. This includes the use of Ad Astra Information Systems Platinum Analytics tool to improve course scheduling and ensure the proper mix of courses are being offered so that students graduate on time. Also included is the role of EMSI software in helping faculty and program administrators connect program viability with national career trends, regional workforce gaps and optimal curricula.

Assessment of individual departments' success in meeting ESU's Mission and Goals has been conducted through Annual Program Assessment Reports (APARs) (2012-2013, 2013-2014 and 2015-2016), a Status of Program Assessment (SPA) survey (2014-2015) and their successors, the Annual Status of Departmental Assessment (ASDA) designed for department-level reporting by chairs and the Course-Level Assessment Report (CLAR) designed for course-level reporting by faculty. The latter two instruments, approved by the UAC in November 2016, are being piloted by the OAA in the Spring semester 2017. Both academic and non-academic departments will continue to be assessed through five-year reviews and program evaluations (see [Five-Year Review Schedule](#)). Outcomes associated with these reports have led to a range of resource allocations across campus programs including added faculty lines, classroom technology, space, and laboratory equipment.

Student satisfaction is assessed annually through the Association of College and University Housing Officers – International (ACUHO-I), NSSE, Graduating Senior Survey (GSS), and Campus Experience Survey of Undergraduates (CESU). Longitudinal data from these surveys are being used to implement changes and measure improvement over time. Other evaluations that have led to positive changes include the Recreation Center Program Evaluation and focus groups which led to the CESU. Though first used in 2015-2016, the CESU will be used as a benchmark for future assessments of continuous improvement in undergraduate student satisfaction.

## **CURRICULAR AND NON-CURRICULAR ASSESSMENT**

Broadly speaking, curricular assessment at ESU includes course-level assessment of SLOs, GE program assessment of student learning, annual program and department-level assessments, five-year program reviews, discipline-specific program accreditations, and our regional accreditation review and self-study (see [Curricular Assessment Organization at ESU](#)). As previously noted, assessment of individual departments' success in meeting ESU's Mission and Goals has been conducted through APARs (2012-2013, 2013-2014 and 2015-2016) and the SPA survey (2014-2015). Their two successors, the ASDA designed for department-level reporting by Chairs and the CLAR designed for course-level reporting by faculty, each were approved by the UAC in November 2016 and are being piloted by the OAA in the Spring semester 2017. Importantly, these two interrelated instruments also facilitate the direct assessment of the new General Education Program. Both academic and non-academic departments will continue to be assessed through five-year reviews and program evaluations.

Specifically, at the academic program-level, the chair, assessment liaison, and faculty of each undergraduate and graduate program collaborate with the OIEPA to carry out their respective annual assessment plan. Over the last ten years, the faculty and UAC, in collaboration with assessment office, have institutionalized a process of curricular and program assessment. The assessment process was systematically reviewed by the OAA in 2015-2016 Academic Year (see [Status of Program Assessment Survey](#)) and, based on that assessment, the UAC made changes to the process which are being implemented this academic year (see [Significant Accomplishments in the Area of Assessment](#)).

The significant changes to the curricular assessment process are threefold: the approval of three-year assessment cycle with updated instrumentation (i.e., ASDA and CLAR), the development of an online reporting process to facilitate reporting and the entry of data into TracDat v5 (i.e., an assessment management system or “AMS”) and, in combination, the implementation of a process that facilitates the direct assessment of the University’s General Education Program. The new online reporting system will: decrease the burden on faculty to do curricular and program assessment; improve the efficiency of the assessment process by decreasing the amount of time involved, and improve the overall effectiveness of the process by focusing the assessment on a specific set of [fifteen assessment activities](#). This will ensure the proper type of data is documented, measured and assessed for purposes of authentic assessment leading to continuous program improvement.

The two aforementioned online forms being pilot tested and validated across several programs in the Spring 2017 are the ASDA designed for department-level reporting by chairs (see [ASDA online survey](#)) and the CLAR designed for course-level reporting by faculty (see [CLAR online survey](#)). Both were approved by the UAC in November 2016. After the pilot study concludes at the end of the Spring semester, from June through early August 2017, adjustments will be made to ASDA and CLAR based on formative results obtained from the pilot study. The department-level ASDA and course-level CLAR reporting systems will then be implemented in the 2017-2018 AY for a new cycle of curricular assessment.

All program assessment data entered into ASPA and CLAR will be stored in TracDat. The use of TracDat improves the curricular/program assessment process in three ways: First, it improves access to assessment documentation. All key stakeholders in the assessment process will be able to access assessment data for use in other reports to a wide range of audiences (e.g., Five-Year Reviews to the State System, professional accreditation reports to field- or discipline-specific constituencies, and the assessment of ESU’s new General Education Program to the university community). Second, it improves the ability to make assessment-based decisions regarding programmatic and curricular changes. The TracDat software facilitates the reporting of assessment data which provides more information to curricular and programmatic decision-makers. Third, it improves our ability to directly assess our assessment process and program effectiveness and efficiently implement appropriate changes to continually improve the process and related program outcomes.

Curricular assessment at ESU is also facilitated by a [Calendar of Institutional Assessments](#) which provides a timeline for each program to prepare for, administer, and comply with ESU’s major research activities performed through the OIEPA. Research initiatives shown in this calendar are necessary to assess all undergraduate and graduate programs for internal and external reporting, continuous program improvement, assessment of ESU’s Strategic Plan, and archiving of outcomes.

The University community has shown understanding and support of the institutional assessment process through [completion and submission rates of APAR and SPA survey data](#), ongoing [compliance with Five-Year Program Reviews](#), and the [percentage of discipline-specific accredited academic programs across campus](#). Second, in the 2016 General Survey of ESU Faculty administered online in Spring 2016, a large majority of faculty stated that each of [nine key curricular assessment areas](#) was “important” to “extremely important.” Third, faculty and staff from all divisions of the University are well-represented and active in the UAC and its four assessment workgroups. Fourth, faculty voluntarily devote class time to administer the ETS’ Proficiency Profile. Fifth, faculty, chairs and Division of Student Affairs encourage their students to participate in the NSSE. Sixth, data-collection efforts such as the Snyder Survey, the 2016 General Survey of ESU Faculty, and the 2016 Employee Satisfaction Survey receive moderate-to-high participation rates. Seventh, the campus community participates actively in the MSCHE reaccreditation self-study, including the Steering Committee and six workgroups.

In addition to the various curricular assessment initiatives carried out at ESU, several institutional research activities are ongoing: the NSSE, ETS’ Proficiency Profile, ETS’ Major Field Tests, the Graduating Senior Survey (GSS), the Campus Experience Survey of Undergraduates (CESU), the General Survey of ESU Faculty (GSEF), and the Employee Satisfaction Survey (ESS).

At the non-curricular (operational) level, programs are evaluated using methods that parallel the rigor of

academic programs to document, measure, and assess their divisional objectives and goals. Each program's director, in cooperation with the division's administration, participates in a program evaluation that is used for decision-making (e.g., staffing, mission revision, reappraisal of program processes and goals) and resource allocation. For example, in the [Division of Student Affairs](#), the Dean of Student Life leads the assessment effort. Results of assessment reports are used in the planning of events where divisional staff and administrators meet, present program outcomes and associated action plans, and weigh recommendations more fully to meet program goals for improvement.

A useful tool for this process is the Operational Assessment Calendar, which presents an annual schedule to prepare for, comply with, and administer all internally and externally mandated data collection efforts of programs under the governance of Student Affairs. Research initiatives shown are necessary to document, measure, and assess all non-curricular programs.

An integral part of this process is the Student Affairs Assessment Committee (SAAC). The SAAC's mission is to develop outcomes-based plans to collect, review, and analyze the overall effectiveness of the services provided by each department within the division of Student Affairs to improve student learning opportunities.

In AY 2015-2016, ESU began to evaluate the effectiveness of operational divisions for undergraduates. Students Affairs and Enrollment Management enlisted the services of the OAA to conduct a series of campus-based focus groups and, in turn, an online survey of all undergraduate students to determine the perceptions, experiences, and impact of both curricular and operational programs throughout the campus. Results of the 2016 Campus Experience Survey of Undergraduates (CESU) have been used for program-level decision-making and resource allocation at both the curricular and non-curricular levels.

## **ASSESSMENT OF THE ASSESSMENT PROCESS**

During the 2011-2012 and 2012-2013 academic years, the UAC created a rubric to evaluate program-level assessment reports. The committee distributed the rubric and piloted the use of that rubric with five departments during the 2012-2013 academic year. At the end of the 2012-2013 academic year, the UAC provided feedback from the rubric to the departments in the pilot study and sought feedback regarding the usefulness and appropriateness of the rubric's results. The UAC also validated its rubric by comparing results of the rubric with feedback on program assessment reports provided by an external assessment expert. As a result of the pilot and resulting feedback, the rubric was revised during the 2013-2014 academic year (see [UAC Bylaws](#)).

Also in the 2012-2013 academic year, a formative analysis of the University's General Education Program was conducted and a report was submitted (see [GE Program Evaluation Report](#), August 2013). Several recommendations were integrated into ESU's new General Education Program which was approved by the faculty in September 2015.

In the 2014-2015 academic year, a SPA online survey was implemented across all academic programs. Results included the need to create a more fluid data collection process across academic programs, updated instrumentation to better account for direct assessment of course-level data, and the integration of an AMS that bridges the University's multiple curricular and program assessment needs. Each of these needs are being addressed, as ESU is piloting the previously discussed ASDA and CLAR online surveys in the Spring 2017 semester and, at the same time, is in the process of implementing TracDat v5 as its data warehouse or AMS for archival and report-generation purposes for all campus wide assessment initiatives (e.g., new General Education Program assessment, program- and department-level curricular assessment, and state mandated Five-Year Program Reviews).

## **Strengths**

1. The implementation and development of a University-Wide Assessment Committee and the establishment of the Office of Assessment within the Office of Institutional Effectiveness, Planning, and Assessment ensures that all areas of the campus are involved in assessment, and that assessment activities are documented, and that programmatic and curricular changes are based on assessments.

2. Assessment of individual departments' success in meeting ESU's Mission and Goals has been conducted.
3. ESU has incorporated more advanced assessment techniques and strategies, in which resources provided through the State System help chairs, deans, and other key stakeholders to develop and sustain assessment plans.

**Recommendation**

1. Develop an institution-wide initiative to address, further analyze and implement all assessment-related recommendations in response to ESU's 2017 Self-Study.

## Chapter 5: Students

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals. (Standard 8: Student Admissions and Retention)

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students. (Standard 9: Student Support Services)

### Standard 8

#### ADMISSION

##### Mission and Goals

The Mission and Goals of Undergraduate and Graduate Admissions are aligned closely with those of the University (see [81A](#)).

##### Undergraduate Application Process

Prospective freshmen apply by submitting a Pennsylvania State System Multi-University Electronic Admissions Application. When the form is received, it is uploaded into Banner and processed. The applicant immediately receives a "Thank you for applying" email, login instructions to check the status of the application and a list of the documents needed to complete the process. Within 24 hours, a letter is mailed providing the same information. For Fall 2018 admittance, ESU will move from the State System form to its own application specifically tailored to the needs of the University. The new process is anticipated to provide smoother transition from application to acceptance to progression to graduation. In the past, the Admissions Office used the Total Person Profile to accept students based on academic credentials. Now, it uses five criteria for admittance (see [82C](#)): type and level of college preparatory courses selected, GPA, class rank, attendance, and standardized test scores.

##### Future Changes

In the Spring of 2017, ESU will join over 800 institutions that no longer require standardized test scores for admission; the scores are optional for admission. They were determined to be less effective predictors of success than other factors (see [82C](#)) and unnecessary barriers to admission. The 2017 criteria will be evaluated for effectiveness in admitting students who will succeed (see [82B](#)). Although the scores are optional, some degree programs will require them for admittance to a major.

##### Information and Consistency

Through consistent messaging in print, email, phone, and website, Office of Admissions informs prospective students about ESU and provides them with tools to access additional information. Admissions materials include flyers (see [816A](#), [816F](#), [816M](#), [816I](#) and [816J](#)), brochures (see [816C](#), [816G](#) and [816H](#)), emails (see [816B](#), [816D](#) and [816L](#)), postcards (see [816E](#)) and a folder for accepted students (see [816K](#)).

Open house programs assist prospective students and family members in obtaining more detailed information about majors and programs including all areas of the University (see [811G](#)).

ESU contracted with a consultant to create a new branding campaign to enhance the image of the University and design materials to raise awareness about the institution. This new campaign was revealed in January 2017. Additionally, the consultant will offer experience relative to a successful marketing/advertising plan intended to support and enhance recruitment initiatives.

## **Assessment**

ESU's recruitment efforts are measured by success in meeting enrollment targets. The Admissions Office prepares reports at the end of each semester to evaluate its performance (see [Open House Report Fall 2015 Report](#)). The Admissions Department is in the early stages of a program review of its operations.

## **RECRUITING**

### **Methods and Communication**

In addition to signage and other advertising, ESU uses a variety of methods to recruit each freshman class. At high schools, University representatives offer informational visits and attend college fairs. To serve and build positive relationships with high school counselors and students, the Admissions staff is divided into territories. The ESU counselor for the territory is the consistent "face" of ESU who offers support, solves problems, and attends events at individual schools. The Admissions Office also offers Immediate Decision Days at selected high schools. This program has aided the Admissions Office in getting prospective students to commit to ESU as a top choice (see [84D](#)). On the University campus, ESU offers campus tours, high school bus visits, Open House programs, and Accepted Student receptions. The Admissions Office works with several national and state organizations to enhance its recruitment efforts. These include the National Association for College Admission Counselors (NACAC) a nonprofit association comprised of school counselors, college admission counselors, independent education consultants, and other professionals responsible for guiding students through the transition from high school to college, the Pennsylvania Association for College Admission Counselors (PACAC), and the New Jersey Association for College Admission Counseling (NJACAC).

The information in ESU's recruiting and admission materials is consistent and accurate, based on 22 recruitment and admission communications in 14 areas. Areas evaluated were: 1) Number of Majors: Bachelors/Minors/Graduate/Colleges, 2) About/Age of ESU, 3) Enrollment FTE, 4) Academic Colleges, 5) General Education, 6) Number of Student Organizations (120), 7) Residence Life Options/ Housing Inventory, 8) Intercollegiate Athletic Sports (20), 9) Application Process & Fee, 10) Freshmen Application Deadlines, 11) Application Evaluation Criteria, 12) Cost of Attendance, 13) Financial Aid Information, and 14) Deposit Information.

Methods of communication include email, regular mail, social media, websites, brochures, newsletters, phone, and face-to-face meetings. Emails, social media, and University websites are primary communication tools used at every phase of the recruiting process (inquiry, recruiting, application, offer, and deposit) to communicate with prospective students and their parents. Digital advertising initiatives were added for 2016. On the other hand, brochures provide a convenient way to give information at almost every stage, while phone contact offers a personal way to follow up with prospective students. Finally, face-to-face contact is important for campus tours, bus trips, high school visits, college fairs, open house programs, and accepted student receptions. In addition to the Admissions staff, current students communicate with prospective students and their families.

### **Data Use**

Data are used on a daily basis. Reports showing the number of applications, offers, and deposits evaluate progress towards admissions targets. These metrics are used to adjust or enhance recruiting efforts. Additionally, the Admissions Office collects and processes data on prospective students who visit ESU.

Based on recruiting history, the Admissions Office is able to predict yield from high schools as well as probable student success (see [83H](#)). Admissions uses the "talented student" criteria to recruit students who have the potential to be retained (see [Admission Requirements](#) and [University Comparison Headcount 2014-2015](#)).

## RETENTION

### Trends and Challenges

In 2011, ESU's enrollment decreased approximately 8% from the previous year (see [84A](#)). Therefore, ESU created a task force to develop a plan for improving retention. The retention of first-time full-time freshmen has increased slightly each year since then (see [83F](#)). In the Fall of 2014, all of the colleges except Education experienced a small increase in undergraduate enrollment. The College of Education's enrollment reflected the local and state employment market for teachers. School districts were laying off significant numbers of teachers and no longer reimbursing others for graduate work.

University admission standards (see [Application Process](#) under **ADMISSION**, above) are designed to admit students who have the ability to succeed, and the University is continuously working to improve student retention. Steps already taken include scholarships for out-of-state students (see **Trends and Challenges** below under **ENROLLMENT MANAGEMENT**), new programs such as First Year Experience, and a new requirement that all departments have four-year graduation plans outlined in the Undergraduate Catalog (see [919E](#)). The success of these efforts will be assessed according to GenEd SLOs as well as retention and graduation rates (see [89A](#) and [89B](#)).

The University is in the process of acquiring student tracking and retention software to aid in the collection of retention data.

### Retention Programs

Department of Academic Enrichment and Learning (DAEL) 100 was a course designed to assist new students with their transition to the University and provide them with skills to help them succeed in their academic careers. In Fall 2016, DAEL 100 was replaced with the First Year Experience course, which has been designed to meet the same need while fulfilling the requirements of the new General Education program.

The ESU "Early Start Program" is designed to provide a cohort of incoming freshmen who have been identified as needing a jump start with six weeks of intensive academic coursework resulting in seven credits. The program was launched in Summer 2013. This head start on their academic goals is provided with the guidance of faculty, academic success coaches, staff, mentors, and tutors who can help participants make a successful transition to the university. [Retention](#) for this cohort is just below the rate of all other first-time, full time students.

Currently, Early Start personnel are working with the Office of Institutional Effectiveness, Planning and Assessment to define goals, identify outcomes, and create measures for each. One goal is to create a system for the collection and evaluation of the program's outcomes and data (in addition to GPA and retention, which are already being recorded). Another goal is to benchmark the program based on best practices and outcomes. This collaboration should also help Early Start staff determine whether its goals are appropriate for accomplishment in seven weeks. Although ESU does not have specific data on why early start students leave the University, it does collate the reasons students do not return to ESU (see [86C - Provost Bruno Presentation to COT 9-15-16](#)). See Standard 9 for additional retention programs.

## TRANSFER STUDENTS

### Admission and Articulation Agreements

ESU defines a transfer student as one who has attempted a minimum of 12 college credits following high school graduation. Transfer applicants must present a cumulative GPA of 2.0 or above to be offered admission although 11 academic programs have higher admission requirements (see [83D](#)). ESU has a total of 85 articulation agreements with community colleges in order for students to easily transfer credits (see [83A](#)).

## Policies and Procedures

Transfer students are informed of policies and procedures in multiple formats through the Transfer Center, Open House Programs, Transfer Days, Orientation, and online and print materials. Information is easy to access and understand. Some of the Open House programs include sessions specifically designed for transfer students (see [811G](#)). Pages at the ESU website containing transfer policies are: the Admissions main page (see [811M](#)), the Transfer Main Page (see [811L](#)), Articulation Agreements (see [811K](#)), Transferring credits and Transfer Course Equivalency Guide; an excellent search tool to discover immediately whether a course is transferable (see [811J](#) and [811I](#)). Online and print materials created by Admissions for transfer students also are widely available (see [816H](#), [816I](#) and [816J](#)). Transfer policies and procedures are also available in the [Student Handbook](#) (see p.11 under Enrollment Services) and the [Undergraduate Course Catalog](#) (see [2016-2017 Undergraduate Catalog](#), Admissions, pp. 9–11). A simple keyword search for “ESU Transferring” on several common search engines yields useful information for prospective students (see [811C](#), [811D](#) and [811E](#)).

## Challenges and Evaluation

From 2011 to 2014, the number of transfer applications decreased 16% while the number of enrolled transfer students remained flat. The enrollment rate of accepted transfer students between 2012 and 2015 remained consistent, averaging 59% (see [84E](#)). The Admissions Office has dedicated two staff members to focus on transfer recruitment. In 2013, the Transfer Center in Enrollment Services was created to assist transfer students with issues such as course equivalencies and transitioning to campus. In Spring 2016 the Transfer Student Union, a student organization chartered through the Student Activity Association, Inc. (SAA), was created. The organization is advised by a Transfer Center staff member. To further assist transfer students with their transition, in-person Transfer Days are available to provide transfer students another opportunity to make or modify their fall schedules, ask questions, and receive help with their concerns (see [811B](#)). Transfer Days do not substitute for Orientation.

Due to the recent establishment of the Transfer Center, little data are available to demonstrate its effectiveness. After a drastic decline in applications from 2011 to 2012, the highest number of transfer student applications was realized in 2015 at 1,398, and in contrast, transfer enrollment over the past five years has remained consistent. The effectiveness of the transfer system is also indicated by ESU’s receipt of the 2016 Phi Theta Kappa Excellence in Community College Transfer award (see [83B](#) and [83C](#)). Moreover, ESU is an inaugural member of the Excellence in Community College Transfer Honor Roll, which identifies the top four-year colleges and universities for supporting community college transfer.

In terms of their academic progress, transfer students who enroll are as likely to succeed as other matriculating students (see [811F](#) and [83G](#)).

## ENROLLMENT MANAGEMENT

### Trends and Challenges

The Division of Enrollment Management is constantly evaluating and updating policies and practices to reflect the changing demographics of the Commonwealth and the region. Approximately four years ago, ESU’s recruiting pool in Pennsylvania decreased significantly. In response, the Office of Admissions began recruiting more vigorously in NY and NJ.

ESU’s enrollment projections have been strong, suggesting that ESU is competing successfully for students. In Fall 2014, enrollment increased for the first time in four years. For the past five years enrollment has been within 100 students of the enrollment target (see [84I](#) and [84A](#)).

A challenge to ESU’s recruitment efforts is housing availability. However, a new residence hall is under construction and is scheduled for opening in Fall 2017.

In 2015, of the 1,276 new freshman 210 were from Monroe County (see [84C](#)).

Since 2010, out-of-state enrollment has declined. From 2010 to 2014, out-of-state freshman enrollment declined 23%. Although it did increase 5% from 2014 to 2015, total out-of-state enrollment continued to decline an average of 80 students per year from 2011 to 2015 (see [84G](#)). Analysis of this trend revealed the cause to be ESU's rapidly rising tuition, making NY and NJ universities more financially competitive. In past years, ESU's out-of-state tuition had been equal to or less than in-state tuition for students from NY and NJ. However, ESU became more expensive, resulting in significant recruiting challenges.

To respond to these challenges, ESU created two tuition awards available to all new and continuing out-of-state students: the Out-of-State Tuition Award and the Students First Tuition Scholarship. The awards were implemented in Fall 2016 for all undergraduate out-of-state students. The Out-of-State Tuition Award reduces tuition to 80% of the standard non-resident rate. The Students First Tuition Scholarship reduces tuition to 60% of the standard non-resident rate.

## **Enrollment Services**

In the last few years, Enrollment Services has made improvements to increase student satisfaction with the services it provides (see [814C](#)). To alleviate long lines, it implemented the Nemo-Q digital ticketing system. With this system, a student can approach a kiosk, receive a queue number and then leave the building and attend to other matters because the number being served is displayed on digital signs all around campus and on the student's personal device. To improve Financial Aid counseling, staff shifted from providing counseling upon request to assigning all students a Financial Aid counselor. As a result, counselors now manage the portfolios of students assigned to them instead of just resolving issues as they arise. This system also reduces misunderstandings and redundancies because students can receive all their financial aid information from one source.

## **GRADUATE STUDENTS**

### **New Programs**

In recent years, the University needed to recruit graduate students more competitively. The PreK-12 Educator Tuition (PET) program allows school district employees to take graduate courses with no out-of-pocket tuition expenses since the school district is billed directly (see [85E](#)). In Fall 2016, ESU began offering a doctoral program in Educational Leadership and Administration. Since 2000, ESU has offered this program collaboratively with Indiana University of Pennsylvania (IUP), the only State System University then permitted to offer doctorates. However, since the Pennsylvania Higher Education Modernization Act (Act 104) in 2012, other State System universities may create professional doctoral programs independently, and this one is ESU's first (see [85D](#)).

### **Assistantships**

Beginning in Fall 2012, Graduate Assistantships were evaluated to determine their value to the student's course of study. Graduate Assistantships not tied directly to curriculum were eliminated. Graduate Assistant (GA) positions must be requested annually by departments using the Request for Graduate Assistant Position (see [85B](#)) and Graduate Assistant Position Description (see [85C](#)). In the Position Description Form, departments must demonstrate the alignment of the position with curriculum.

Graduate School admission and recruitment practices are not strongly linked. Each graduate program is responsible for recruiting, and the resources available to do so vary. ESU has a new Director of Graduate and Extended Studies who will work with the deans to increase recruitment and enrollment.

## **ATHLETICS**

Overall, athletes perform better in all categories than other athletes regionally and nationally (see [86AA](#)). The average GPA of ESU athletes is 3.05, 0.21 higher than the rest of the student body. Their four-year graduation rate is 65%, the 6th highest in the Pennsylvania State Athletic Conference (PSAC).

Additionally, ESU Athletics multiyear retention ranks in the 91% percentile in all of Division II and in the 81% in the PSAC. Since 2010, the single year retention rate has averaged 84% (see [86B](#)). Their six-year graduation rate is 82%, tied for the 6th highest in PSAC. Additionally, ESU athletics multi-year retention ranks in the 91% in all Division II and 81% in the PSAC.

ESU finished the Fall 2015-16 season ranked first in the PSAC and 6th nationally in the final fall ranking for the 2015-16 Learfield Sports Directors' Cup in NCAA Division II. The Learfield Sports Directors' Cup is a national program that honors institutions for broad-based success in many sports. Each institution is awarded a pre-determined number of points based on national success, and the overall champion is the institution that records the highest number of points in the division Directors' Cup standings (in NCAA Division II, 14 sports—seven men's and seven women's—are used to determine the overall champion).

## **COMMUNICATION AND PROMOTION OF STUDENT LEARNING OUTCOMES**

The University SLOs and GenEd SLOs are published on the respective websites, course catalog, and communicated during student orientation. Academic departments publish their specific program outcomes on their websites.

## **ORIENTATION**

### **Spring/Summer Orientation**

The Office of Orientation continually evaluates the format used for Orientation. As a result, the Office of Orientation is making changes designed to make Orientation more convenient and helpful to students and their families. It has also been shortened to one day (from two), and weekend dates have been added to accommodate students and parents with heavy work and school obligations. To encourage parental support of student progress, sessions engage "parents as partners", and sessions in which students can authorize parents' access to their records and accounts have been added. To promote family attendance, parents are no longer charged an Orientation fee. (This change has increased the number of parents attending.) Also for the convenience of students and their families, registration for and communication about Orientation is now electronic, using the University website, text messages, social media, and email messages. The presentations themselves have also been modernized: presenters/facilitators have been encouraged to use varied and interactive methods that will engage a contemporary audience. In addition, information on critical and/or federally-mandated issues such as Title IX/Clery Act/Sexual Assault, and Alcohol, Tobacco, and Other Drugs (AToD) has been added to the program. Also added (during move-in weekend) are small-group book discussions led by faculty, staff, and administrators as part of the One Book, One Campus program.

### **Fall Orientation**

An enhanced four-day Orientation program has been developed for the Fall 2016 semester (see [810H](#)) and an online orientation is being developed. To engage the entire campus community and enhance the new-student experience, Academic Convocation now focuses on the entire campus.

### **Assessment**

During Orientation, the needs and habits of incoming freshmen are ascertained with the Incoming Student Survey developed and administered by the Department of Academic Enrichment and Learning (Incoming Student Survey 2015). Students' academic skills and preparation are measured by the ETS Proficiency Profile administered by the Office of Institutional Effectiveness, Planning and Assessment (OIEPA) (See [810F](#)). The Orientation and New Student programs have SLOs which are assessed through evaluations and documented in the University assessment plan/report (see [810C](#), [810D](#) and [810E](#)).

The online orientation (see **Fall Orientation**, above) contains interactive assessments of SLOs which students complete as they progress through the orientation modules. The BALANCE Workshop Series is

evaluated via paper evaluations which ask students to state the most important items they learned from the workshop (see [810G](#)).

The success of the Orientation Mentor program, where Orientation student leaders mentor incoming freshmen, is measured by the retention rate of those first-year students in the Mentor program. According to 2014 data from the Office of Orientation, students in the Mentor program were retained at a 6% higher rate than new students overall.

### **Best Practices and Benchmarking**

All of the changes in the Orientation program listed above have been made in response to data from direct assessment, best practices, and benchmarking. Orientation organizers learn about best practices and model programs at the National Orientation Directors Association (NODA) Annual and Regional Conference. ESU evaluates its practices using national data and NODA resources, including Learning Outcomes and Assessments, Orientation Activities, Orientation Leader Training, Orientation Logistics and Processes, Student Leader Selection, Orientation Professional Staff – Job Descriptions, Orientation Programs – General Information, Publications including the Annual Report, Databank, NODA Review, OPM, and JCOT), Annual Conference Documents, and Online Presentation Recordings.

In the past, national benchmarking was conducted through Campus Labs. This year, a Council for the Advancement of Standards (CAS) review was completed in June, using both an internal review committee and an external reviewer prominent in NODA.

### **FINANCIAL AID**

Students are informed about the range of financial aid options through the website, course catalog, and letters from enrollment services. Also, to meet their individual needs, students are assigned Financial Aid Counselors to advise them on available types of financial aid, discuss eligibility, and assist with processing.

ESU offers a variety of financial aid options, and more than 75% of students receive some type of financial assistance totaling over \$75 million (see [812A](#)). To receive Federal Title IV Aid (grants, loans or work study funding), students must first apply and qualify. They do that by completing the Free Application for Federal Student Aid (see [812B](#)).

In order to continue to receive Title IV Federal aid, students are required to meet Satisfactory Academic Progress (SAP) requirements as defined by federal regulations. Detailed information is provided at the financial aid website (see [812E](#)). Several federal loan programs are available to eligible students and parents. Application information including eligibility criteria is provided at the ESU Loans page (see [812C](#)). Pennsylvania residents may also apply for the Pennsylvania State Grants (see [812D](#)). In addition, ESU offers a variety of need and merit based scholarships, including academic and athletic scholarships (see [812F](#)), the Award for Competitive Excellence (ACE) Scholarship (see [812G](#)), State System scholarships (see [812H](#)), and scholarships from specific colleges (see [812I](#)).

Information on private donor scholarships is available at the ESU Foundation website (see [812J](#)).

### **STUDENT ADVISING**

The current draft of the [Academic Affairs Strategic Plan](#) refers to advising models, and the Advising Task Force will be looking for a direct connection between recruiting and advising. However, in the last phase of recruiting—Orientation—faculty advisors are actively involved. The department chairs, or DAEL advisors, create schedules with an appropriate mix of General Education courses. These are emailed to the student and also given to them at Orientation. The Orientation schedule includes time for students to meet with faculty in their major departments to discuss their academic plans and to answer questions about their class choices or major fields.

ESU considers advising to be an important part of retention. During their first semester, students are

required to meet individually with their advisors where they receive their Spring registration PIN. The Undergraduate Catalog includes a four-year Curriculum Program Plan under each academic program. Advisors use department-generated checklists, DegreeWorks and the transcript functions in Banner, and the four-year Curriculum Program Plan in the Undergraduate Catalog to assist students in creating realistic schedules. These conversations and tools facilitate the academic progress essential to student retention.

## **ETHNIC DIVERSITY**

ESU is the most diverse campus in the State System (see [815B](#) and [815C](#)) and continues to become more diverse. For the Fall 2016 term, the enrollment of black, Asian-American, Hispanic, and white students increased by 15.9%, 11.7%, 4.8% and 2.5% respectively (see [815A](#)).

In the first part of the report "*Rising Tide: Do College Grad Rate Gains Benefit All Students?*", the Education Trust ranked ESU sixth among the 255 institutions for exceptional improvement in graduation rates and diminished achievement gaps for underrepresented minorities (URMs). The second part of the same report ranked ESU third nationally and first in Pennsylvania among 232 institutions that have improved overall graduation rates during the past decade. ESU was among the top 52 institutions for raising graduation rates among black students and narrowing gaps (see [816A](#)).

## **PLACEMENT AND DIAGNOSTIC TESTING**

ESU provides accurate and comprehensive information to prospective students regarding required placement and diagnostic testing. Information is provided online, in printed recruitment materials, in the Undergraduate Catalog, and in person at Orientation.

Applicants offered admission receive one of three letters from the Admissions Office. Applicants with exceptional credentials receive a letter indicating admission to the University and the Honors Program (see [817C](#)). Applicants who meet or exceed the admissions standards receive an acceptance letter (see [817A](#)). Applicants who have deficiencies in one of the five admissions standards receive a letter offering them admission to the university contingent upon their participation in the summer Early Start program (see [817B](#)).

All non-native speakers of English are required to take the Test of English as a Foreign Language (TOEFL) administered by the ETS. A minimum score of 550 (paper-based), 213 (computer version), or 79 (internet-based) is required for admission. Students may instead take the International English Language Testing System (IELTS) test. A minimum band score of 6.0 is required for admission (see the [2016-2017 Undergraduate Course Catalog](#)).

All students must successfully complete English 103 (Composition) with a "C" or above to receive an undergraduate degree. To place entering students in the proper composition course the English Department uses SAT Critical Reading, Writing, and Essay sub scores (ACT scores can be used if the student took the version with Essay). Students who do not present SAT or ACT scores can take a placement test administered in the Summer, Fall and Spring semesters. This requirement is outlined in the Undergraduate Course Catalog. A letter is sent to all entering students informing them of their placement (see [817D](#)).

Basic Mathematics Skills Competency is also a requirement for an undergraduate degree from ESU. This requirement applies to all undergraduate students. A student can satisfy this requirement in any of several ways (see [817E](#)).

## **Strengths**

1. Enrollment Management responds quickly to the trends and challenges in college admissions.
2. ESU has achieved the most diverse student body in the State System.
3. Athletes perform well academically and compare favorably to student-athletes regionally and nationally, and ESU students who are not athletes.
4. The Orientation program is constantly evolving to meet the needs of parents and students.

## **Recommendations**

1. Expand co-curricular relationships between academic and student affairs to develop a shared retention plan across departments and divisions focusing on first-year students.
2. Create a more comprehensive plan for graduate studies with program development and increased recruitment by focusing on demand for workplace credentials.

## **Standard 9**

### **ACCESSIBILITY**

ESU offers 32 different student support services, as shown in the 2016-2017 [Student Handbook](#). All are accessible and provided fairly and equitably as supported by the 2016 Campus Engagement Survey of Undergraduates (CESU) and department utilization tracking. The [CESU](#) reveals positive usage of the services. Additionally, the support services' utilization rates for the past four years have remained consistent with some services having a significant growth in usage over the time period (see [91B-Usage Statistics for Student Services](#)).

### **COLLABORATION**

#### **Student Affairs**

All departments in the Division of Student Affairs have collaborated with virtually all other areas of the University (see [2015-16 Student Affairs Annual Report](#), pp. 2-25).

#### **Student Activity Association, Inc. (SAA)**

The SAA has collaborated with numerous academic units to educate students in new and varied ways (see [SAA Annual Report 2015-2016](#), p. 12). Between Student Affairs and SAA, over 100 collaborations are listed in the 2015-2016 Student Affairs Collaboration Report ([92AA-Middle States Student Affairs-SAA and Academic Collaboration Report](#)). These collaborations demonstrate the partnership across the university, the outreach to combine resources, and the commitment to complement mutual student learning objectives.

#### **Campus-Wide Program Collaborations**

##### *One Book, One Campus*

Each year, the "One Book, One Campus" selection committee chooses a book that addresses one or more current social issues. "One Book" activities scheduled throughout the year are designed to promote discussion of the book and the issues it raises (see [S9Q2A - 2015 program](#), [92AA - 2016 program](#), and [92AAA- 1B1C 2016 Author Visit](#)).

##### *Experiential Learning Environments for Academic Classes*

Some departments that have collaborated to provide experiential learning include Recreation Management and Student Activities, Exercise Science and the Recreation Center, Nursing and Health Center, Teacher Education and Stony Acres, and Business Management and Enrollment Services/Financial Aid.

##### *Living Learning Communities*

Student Affairs has re-established Living-Learning Communities in collaboration with various academic areas, e.g. Exercise Science, International Studies, Honors. The communities have demonstrated value by promoting student retention and progression. In 2017-2018, new Living-Learning communities in STEM and Criminal Justice will be added options for students.

### *Family Weekend*

A revitalized staff committee for [Family Weekend](#) along with enhanced student, faculty and community engagement produced a new, vibrant program last year and for this Fall, e.g. showcases of student-faculty academic collaboration, exhibiting academic content infused into community art, and in-town activities (see [92F](#)).

### *Global Week*

ESU Global Week has been an opportunity to bring the world to the University. A week-long celebration of intentional programming to expose the campus community to a wide variety of international cultures and traditions intended to prompt conversations about diversity, social justice, equality, and service (see [S9Q2B](#)). It has drawn a significant number of participants from all areas of campus with outstanding feedback.

### *Office of Accessible Services Individualized for Students (OASIS)*

OASIS, and faculty and staff members, work together to identify students with disabilities and provide accommodations (see [S9Q2C](#)). A new testing center within OASIS has afforded students and faculty a dedicated, supportive service and utilization has greatly exceeded expectations.

## **EVALUATION**

### **Department of Academic Enrichment and Learning (DAEL)**

DAEL services are evaluated in a variety of ways. For example, the Academic Success Conference is designed for freshmen and sophomores in academic jeopardy (below 2.0 GPA) to help them take charge of their academic success and continue progressing toward their degrees. Attendees learn academic success strategies; how to connect with faculty, staff and other students; and how financial aid works. Students gain insight from professors on how to pass challenging classes and receive advice from other students who took charge of their academic success. They also have an opportunity to meet with an Academic Success Coach and Faculty Advisor to adjust their schedules before classes start. The conference is evaluated by the students and their parents who attend. It is also evaluated by the DAEL itself, which invites personnel from multiple areas of the campus to discuss the event and suggest improvements. Also, data comparing attendees to a similar student population that did not attend the conference are analyzed. Initial results suggest that students who attend have a higher retention rate than those who do not.

In Spring 2016, ACHIEVE week—a week of student support activities—was combined with the Academic Success Conference. During the academic year, participants are required to meet several times with their Academic Success Coach to develop individualized success plans, to receive academic coaching, and to develop achievable solutions to their academic challenges. In the ESU Campus Survey of Undergraduates, 95% of the students who were surveyed and attended the Academic Success Conference either found it to be effective or very effective. ([919G-2016 CESU Summary-Advising-Advising page 1](#))

The University through DAEL had developed the first prototypes for First Year Experience Course, with pilots in both 2014-2015 and 2015-2016 of approximately five to ten sections. In March of 2015, a significant assessment was made of the FYE courses to date, which lead to a more robust and faculty driven curriculum, which was fully launched in Fall 2016 with the new general education program. The new sections followed the standards set by the General Education Committee as well as coordinated by a new faculty First Year Experience committee. The full launch for FYE courses will continued to be assessed for impact on first year retention and for further refinement and improvement. In addition, professional development is provided to the faculty teaching first year experience to ensure dialogue and incorporation of best practices in the program (see [FYE Program Evaluation Report](#), OAA, March 2015).

## ASSESSMENT

The Student Affairs Assessment Committee (SAAC) meets on a regular basis to review learning outcomes assessments and to steer program assessments. The mission of the Student Affairs Assessment Committee is to develop an outcomes-based plan to collect, review and analyze the overall effectiveness of the services provided by each department within the division of Student Affairs in an effort to improve student learning and opportunities. The Committee develops specific outcomes goals for each individual department and the Division as a whole. The SAAC works with the departments and their specific assessment plans and methodologies to ensure that all programs and services will meet or exceed nationally accepted standards. Student Affairs has purchased the latest professional standards from the Council for the Advancement of Standards (CAS) for all the areas it oversees (see [S9Q4B](#)).

Student Affairs assesses its services, departments, and programs utilizing the CAS standards (see [S9Q4A – SA SAA 5yr Program Review Schedule](#)). Recent program reviews were completed by the Office of Multicultural Affairs ([94C - OMA ESU External Review Report](#), [94D - CAS-OMA Final Report 2015](#)), Conference Services ([94F - Conference Services ESU External Review](#)), Athletics and Career Development Center ([94E - CAS EXECUTIVE SUMMARY](#)). The Office of Orientation completed its external review in Summer 2016. Recommendations from these program reviews will be used to make improvements to the services provided by these areas.

In August 2016, the Division of Student Affairs finalized its 2016 -2019 Strategic Plan ([94G - Student Affairs Strategic Plan Final, 2016-2019](#)). The plan is directly linked to the ESU Strategic Plan as well as the mission and goals of each department in Student Affairs. Ongoing assessment of and reporting on the plan's outcomes will be completed during the 3 year period.

The Student Affairs Leadership Team meets with student leaders on a weekly basis in an informal lunch or dinner setting to assess their student experiences as well as the overall status and functioning of their respective student organizations. Responses are documented and the student feedback has been used to make changes in policies and procedures and/or address areas of concern. These student roundtable outcomes of note include institution of the Student Senate Summit which brings all student leaders together on a monthly basis for information dissemination and collaboration; improved student organization orientation and officer training; reinstitution of Dean's list announcements by campus e-mail; and identification of convenient and accessible storage for marching band equipment (see [S9Q3A](#), [S9Q3B](#) and [S9Q3C](#)).

In the Fall of 2015, to supplement the information gleaned from the (NSSE) National Survey of Student Engagement, the Division of Student Affairs convened four focus groups—two of residence hall students and two of commuter students. In each category, one of the groups was composed of freshmen and sophomores and the other of juniors and seniors. Students were randomly selected by the Registrar's Office and sent an invitation to participate. 53 students signed up, and 42 participated. All the students signed an Informed Consent form prior to participating. The groups were diverse in terms of gender, race, and area of study, and students from all five colleges were represented. The exploratory focus group information and gather confirmatory data (see [S9Q3D](#) and [S9Q3E](#)) was used to develop the Campus Experience Survey for Undergraduates (CESU).

In Spring of 2016, the CESU was distributed and captured data that evaluated effectiveness, customer service, and accessibility of services. The information collected demonstrated a baseline for student usage, and satisfaction with current services as well as provided feedback on the overall student experience at ESU.

ESU has had a strong, active residence hall program for many years. In April of 2015, ESU participated in the ACUHO-I/Benchmarks Resident Assessment (Association of College and University Housing Officers-International) climate assessment/satisfaction survey. Five hundred residence hall students were randomly selected to participate. ESU scored higher than all 263 institutions that participated in 17 of the

19 factors examined ([ACUHO-I summary](#)). These recent survey results confirm that the program is moving in the right direction when it comes to addressing student needs.

Living-Learning communities were introduced in some residence halls. Assessment data from the three-year accelerated Exercise Science student cohort in Hawthorn Suites are gathered annually in order to make improvements to the program (LLC assessment results). Plans are underway to add additional learning communities for first-year students.

The mission of Residence Life & Housing includes a commitment to "Providing students with affordable, convenient, and safe accommodations with continued efforts toward the improvement of those facilities." Therefore, when marketing/demand studies demonstrated a need for additional suite-style housing, bond financing for their construction was secured. Phase II of the project began in late Spring 2016 and completion is expected in Fall 2017. Also see **Assessment** under the **CO-CURRICULAR AND EXTRA-CURRICULAR EXPERIENCE** section in **Standard 11**.

## **SUFFICIENCY OF PERSONNEL**

ESU employs sufficient numbers of qualified professionals for student support services. Every job description that ESU posts includes "Required Qualifications." Apply, Train, Learn and Succeed (ATLAS), a Cornerstone product, was purchased in January 2016. The system has a dynamic recruitment tool that filters applications based on qualifications for a position. The system also contains a learning module that will allow staff to continue developing their administrative skills.

ESU determines the need for additional positions based on program assessments, project impact, safety, work load, laws, and alignment with the Strategic Plan. All positions are processed through the Position Budget Management System. Through this system, departments and divisions are able to submit specific position requests in ATLAS, including job description, qualifications, and justification. Next, each position request is reviewed by the Budget Office to determine current and future budgetary resources required to support the request. After the request is cleared by the Budget Office, the position and documentation are presented at President's Council for approval (see [S9Q5B](#), [S9Q5A](#), [S9Q5K](#) and [S9Q5I](#)).

ESU utilizes standards and best practices from national organizations to determine the appropriate numbers and qualifications for the professional positions as well as a guide to create job descriptions. Organizations such as NACE, NASPA, ACPA, and NIRSA provide suggestions for programs to follow to ensure quality programming and staffing for student support services. Additionally, ESU uses CAS standards to establish the need for and responsibilities of new positions (see [S9Q5C](#), pp.17-22).

The recommendations resulting from program assessments are used to justify the creation of new positions. Here are a few recent examples. In 2015, both internal and external reviews of the OMA recommended increasing professional staff within the department so that the office's output could keep pace with demand (see [S9Q4D](#), p.7 and [S9Q4C](#), p.6 and [S9Q4F](#), p.5). In 2014, an internal review of Career Services determined that the office needed to increase its staff to meet the National Association of Colleges and Employers (NACE) standards (see [S9Q4E](#), p.21). In 2013, an external review of Intercollegiate Athletics recommended the creation of a new position: Associate Athletic Director of Budget and Facilities Management (see [S9Q5G](#), p.32, recommendation 6). Although external reviewers recommended additional positions in several departments, their recommendations were not directly linked to available funding and resources; therefore, these positions have not been filled. If additional funding becomes available for these positions or others, the recommendations from external reviews will be used to aid in the justification for the creation of new positions in particular areas.

If the University does not have the funds or ability to fill a vacancy in a student service, temporary staff may be hired (see [S9Q5E](#) and [S9Q5F](#)).

## **SERVICES FOR AT-RISK STUDENTS**

ESU defines "academically at risk" students as those with below 2.0 GPA. These students are placed on

academic warning and “may not register for more than 13 credits in any semester nor enroll in off-campus internships” (see [2015-2016 Undergraduate Catalog](#), p.16). Additional departmental criteria based on GPA, course-specific grade requirement, or other criteria (such as professional conduct) are used to define “at-risk” students in specific major programs. For example, Speech-Language Pathology requires a 3.0 overall and major GPA (see [2015-2016 Undergraduate Catalog](#), pp. 326-327). Enrollment Services informs students of their at-risk status with a letter of Warning or Probation (see [S9Q6M](#) and [S9Q6K](#)).

The DAEL defines a “struggling student” as one whose poor attendance or participation, failure to submit assignments, or similar behavior puts his or her academic success in jeopardy. The DAEL identifies struggling students through Early Warning Alert system (see [S9Q6F](#)), which encourages faculty to reach out to struggling students and provides professors with an Early Warning Alert Form (see [S9Q6H](#)), which they can submit to the DAEL. The DAEL will then also reach out to the students, offering them additional help and support before their situation becomes critical. Also, midterm grades let students know how they are performing in a class by the middle of a semester ([96E - Viewing Student Midterm Grades: Viewing Student Midterm Grade Process – Enrollment Services](#)).

ESU provides many programs and services to support at-risk students (see [S9Q6I](#)). First, the University-wide tutorial program offers extra assistance with a variety of courses. Students can receive additional instruction, encounter the material from a different point of view, and learn in a group setting with other students (see [S9Q6D](#)). Also, the Students in Transition to Academic Realization (STAR) program mentors, tutors, advises, and coaches entering first year students to help them make the transition from high school to college (see [S9Q6C](#)). In addition, workshops such as the BALANCE Workshop (see [S9Q6B](#)) and Warrior Success Week (see [S9Q6A](#)) provide training on practical skills such as test-taking and concentration.

Also, at-risk students are invited to the Student Success Conference in January (described in detail above). The DAEL is currently working with the Office of Assessment and Accreditation to create, access, and report assessment data. With the recent award of a NSF STEM grant in the amount of \$4+ million, additional tutoring will be provided to upper level STEM majors transferring to ESU from regional community colleges. The goal of the grant is to identify and nurture students and create a culture of scientific inquiry and success among students transferring to a four-year degree program.

Intercollegiate Athletics carefully monitors the progress of at-risk student athletes. The Academic Coordinator for Intercollegiate Athletics sends a Student-Athlete Progress Report Form (see [S9Q6J](#)) to each of the professors of every student athlete with a cumulative 2.5 or lower GPA. In addition, the forms are sent to the professors of freshmen and transfer student athletes who have not yet established a GPA at ESU. This practice is discontinued as soon as they achieve a cumulative GPA higher than 2.50.

## **CONFIDENTIAL RECORDS**

The confidentiality of student records is governed by the Family Educational Rights and Privacy Act (FERPA) of 1974 (see [S9Q7L](#)) and ESU’s own FERPA policy, number ESU-ENM-2011-006-A (see [S9Q7B](#)). The [ESU Student Handbook](#) (Rights and Responsibilities of Privacy) lists the different types of confidential records and what departments maintain and/or have access to them. Examples are registration and financial aid records, advisor/departmental records, clinical and medical records, placement records, and student employment records. Student teachers also have Pennsylvania Minor’s Protection Paperwork that ESU maintains in a confidential manner. As per the recent audit completed within the College of Education by the Pennsylvania State Police, copies of all student teachers’ clearances are not to be copied and kept within the department. Clearances include Pennsylvania Criminal Background Clearance, Federal Bureau of Investigation/Criminal Background Check and Child Abuse History Clearance Certificate. These records are the property of each individual and are to be verified by the department only for the purposes of deploying and assigning students to schools/sites.

FERPA information, as it relates to various departments and divisions, is available in their publications and websites. The Enrollment Services website provides answers to frequently asked questions about FERPA, as well as links to the proper forms for students to grant and restrict access to their directory information

and academic records (see [S9Q7A](#), [S9Q7C](#) and [S9Q7G](#)). Enrollment Services also maintains FERPA information as it relates to the protection and training of staff. Relevant aspects of the policy are also published in the OASIS faculty, student, and parent handbooks (see [S9Q7H](#), p.6, [S9Q7I](#), p.4 and [S9Q7J](#), p.11), and the Counseling and Psychological Services website (see [S9Q7K](#)). The Health Center's information form includes a Medical Release portion on page one, allowing the Health Center to release medical documents to other organizations only if medically necessary (see [S9Q7G](#)).

University officials are granted access to students' educational records only when they have a legitimate educational interest and must go through campus FERPA training. This training is provided through D2L (Desire to Learn) or by downloading the materials (see [S9Q7E](#) and [S9Q7M](#)).

The Banner system is used to maintain student records. User access to different levels/sections of the system is granted to each user based on his or her job duties and need for the information. Before a Banner account is granted, the director-level supervisor must request the access for the employee and include the justification, i.e. the reason the employee needs the access, and the employee must be FERPA-trained. Training is available through D2L or can be arranged through Enrollment Services. Training materials are also available online (see [S9Q7E](#) and [S9Q7M](#)). Once approved, the user's account is limited to the portions that are needed to perform his or her duties.

## **STUDENT GRIEVANCES**

### **Sexual Misconduct Student Complaint**

Over the past two years, ESU's responsibility for reporting Title IX complaints has increased significantly. The process for filing a complaint is described in ESU-PO-2013-002 (see [Policy 98A](#) and [Procedure 98B](#)), the Undergraduate and Graduate Course Catalog (see [Undergraduate Catalog](#) and [Graduate Catalog](#)), the [Student Handbook](#), and the University website (see [S9Q8C](#)). Information on the process is also provided to all ESU employees annually at mandatory Title IX training. All new employees are required to attend in-person training, and continuing employees will soon be able to complete annual training online through ESU's new ATLAS software.

The process includes whom to call as well as how to file a report. Once a report is filed, the Title IX coordinator conducts an intake interview with the complainant which covers requisite topics of: health and safety, needed accommodations, investigation process, consideration of campus-based or criminal action against the respondent and review of the extensive on and off campus resources. All reported cases are documented, investigated as appropriate, and brought to closure. The Title IX Coordinator produces an annual report which summarizes cases and actions taken and submits it to the State System's Chancellor's office every July 1.

### **Academic Issues/Complaints**

As outlined in the [Student Handbook](#) (Rights and Responsibilities in the Classroom, pages 17-18), any student who believes he or she has received an unfair grade or has been denied academic freedom should appeal to the following entities in this order: the faculty member involved, the department chair, the academic dean of the college, and the Provost/Vice President for Academic Affairs. Appeals to the Provost/Vice President for Academic Affairs must be made in writing, and his or her decision is final.

Students of a protected class alleging discrimination or sexual harassment should follow the same procedure. If the problem is still not resolved, they should express their concerns to the Director of Employee Relations and Compliance. Students with disabilities should bring their concerns to the ADA Coordinator/Learning Disabilities Specialist.

### **Non-Academic Issues/Complaints**

The process for non-academic complaints is not formally documented in the 2012-2016 Student Handbook. Complaints that are raised to the Vice President of Student Affairs are forwarded to the

appropriate department. For minor complaints, students are encouraged to use the Student Affairs chain of command. Students also have the option to report issues and complaints to the Student Senate. Tracking System(s)

## **The State System Complaint Process**

If a student has a grievance, complaint, or concern, the issue is to be submitted directly to the University. In the event the student feels the event is not resolved by the University, the student may file a complaint with the State System's Office of the Chancellor (see [98E](#), [98F](#), and [98G](#)).

## **Tracking System**

The Division of Student Affairs documents and tracks Title IX reports and resolutions. ESU does not have a formal system to track complaints and resolutions (see [S9Q8D](#)) unrelated to Title IX. All cases are processed on a case by case basis.

## **CUSTOMER SERVICE**

Based on the 2016 Campus Experience of Undergraduates, an average of 83% of students rated the service as meeting or exceeding their needs. This is the first assessment of customer service for student support services and the data will be used as a benchmark to improve student services in all areas (see [99A](#)).

## **Student Clubs and Organizations**

ESU has more than 120 student clubs and organizations, overseen by the SAA (see [915E](#)). SAA policies and procedures are outlined in the Student Senate Handbook for Clubs and Organizations (see [S9Q10A](#)) which can be accessed through the SAA website and WarriorLink (the student organization management website). The Handbook also explains the expected educational value of clubs and organizations (see Chapter 5: Building Your Leadership Skills, pp. 35-46). It is reviewed and updated annually by the Student Senate, the Director of Student Activities, the Director of SAA Business Services, and the Executive Director of the Student Activity Association.

Organizations are supported through Student Senate specifically through the Extra-Curricular Affairs Committees and with SAA full-time staff to aid with finances, reservations, and program development. Many additional campus resources are available to student organizations, including the use of inter-campus mail service, a mailbox in the University Senate, bulletin boards and campus advertising, the SAA Graphics Center, SAA banking services, and an organizational profile on WarriorLink to communicate with members, promote organizational activities, save organizational documents, and allow members to include membership on their co-curricular transcripts. Moreover, organizations may reserve facilities for programs and meetings, solicit on campus, reserve facilities at Stony Acres, and advertise as ESU student organization. Additionally, organizations can request SAA funding, the use of the SAA van for field trips, conferences, etc., and an organizational website through the University webmaster (see [Student Senate Handbook](#) for Clubs and Organizations: Chapter 4: Resources Available to Recognized Clubs and Organizations, pp. 10, 25-34).

Club officers are trained in two ways. In the fall semester, they receive officer-specific training that focuses on their responsibilities and the tools they will need for the academic year. Then, during the year, the Student Senate hosts ESU Summits to allow clubs to interact with each other and share and address issues and concerns. Guest speakers are invited to address those clubs in attendance.

The budget review process for student organizations is outlined in the Student Senate Budget Manual (see [S9Q10B](#)). The process begins in December and is completed in April.

Funding rules and purchase procedures are outlined in the Student Senate Handbook. All funding policies are strictly adhered to and are equitably applied and reviewed. SAA budget submissions and allocations

are reviewed and approved annually by University officials. Also, the SAA is audited annually and the results submitted to the University. The audit report reviews funding procedures, distribution of funds, and the financial position of the SAA. It may recommend changes according to accepted principles of accounting, trends in higher education, and changes in state law on the use of public funds. (see [Student Senate Handbook](#) for Clubs and Organizations: Chapter 3: Student Activity Association, Inc. Funding, pp. 12-19). For example, student organizations that are affiliated with a political party or have exclusive memberships (e.g. Academic Honorary Organizations) are not able to be funded with student activity fees (see [S9Q20D](#), p.2, III.A.2 & page 11, Section N.1). Other than student fee funding, these organizations receive all the rights and privileges as funded organizations (see [S9Q20D](#), Policy 2011-07).

## **COMMUTER STUDENTS**

Commuter students are a significant part of the ESU community, and their needs are receiving increasing attention. In 2015, the SAA created a fulltime position, Associate Director of Student Engagement, whose responsibilities included addressing commuter students' concerns. Also, the Commuter Council, composed of commuter students, advocates for services and resources (see [911A - Commuter Council WarriorLink Account Screen Shot](#)). The Council members are able to influence the development of events and programs while gaining leadership experience. They meet twice a month and run daytime programs in the Commuter Lounge, which is a dedicated space on the first floor of the University Center. In addition to couches and tables, it contains free storage lockers which commuter students can reserve for the semester or the academic year.

The results of the CESU survey completed in May 2016 reveal the differences between residential and commuter students' response in regards to advising, customer service, usage, adequacy and effectiveness of student services as well as co-curricular involvement. The data will be disseminated and reviewed at the departmental level to adjust programming and services (see [91C - 2016 CESU - Usage of Student Services](#), [93F - 2016 CESU Summary - Effectiveness of Student Services](#), [99A - 2016 CESU Summary - Adequate and Customer Friendly Student Services](#), [919G - 2016 CESU Summary - Advising](#), and [910F - 2016 CESU - Co-Curricular Involvement](#)).

The desire for convenient parking is a consistent complaint of commuter students. Although space is usually available in the Kemp Library and Gwendlyn Street parking lots, commuter students, in Student Leadership Roundtables, consistently request to have parking closer to the center of campus. The [Campus Facilities Master Plan](#) accordingly includes a proposed parking structure to be located behind Zimbar or Dansbury Commons (see pp. 4-5 to 4-7).

## **USE OF DATA FOR IMPROVING STUDENT SUPPORT SERVICES**

Decisions regarding student support services are based on usage data, surveys, evaluation of future needs, national benchmarking, current and projected enrollment, and budget. In recent years, analysis of such data has led to construction projects, infrastructure support, new programs, and terminations of events. These decisions are directly related to the Strategic Plan (see [912B](#)).

## **MINORITY STUDENTS**

The ESU campus has changed demographically in a very short period of time to become the most diverse campus in the State System (see [913A](#)). ESU continues to address the needs of minorities through offices and programs

The OMA has continued to increase its staffing. In 2014, only one professional staff member was responsible for running the office with only student staff support. In 2015, a secretarial position was added. Currently, the OMA is in the process of adding a professional who will work half-time for the OMA and half-time for Residence Life.

Through the combined efforts of OMA and Greek Life, the number of multicultural fraternities and sororities has grown to six and they are available to meet the needs of an increasingly diverse student

body. The most recent addition is Zeta Phi Beta Sorority, Inc., a Divine 9 organization. It held an information session at ESU to reestablish the organization on campus, and currently has three active members.

A meditation room was created in Stroud Hall (Room 321) for students who need privacy and a safe place to pray.

In the past year, Student Affairs has worked to recruit staff from underrepresented groups and has hired minority candidates for Associate Director of Student Engagement, Residence Hall Director, Director of the Women's Center, and Administrative Assistant for Multicultural Affairs.

Student Affairs and campus constituencies address diversity and related issues through three major processes. First, University programs designed to raise awareness about diversity include Latino Heritage Month, African American Heritage Month, Global Week, and the Race Relations Project. Second, Resident Advisors, Orientation Leaders, Recreation Center staff and other student employees receive diversity training. Third, administrative professional development includes diversity training. For example, diversity-related issues are addressed in the Student Affairs staff development retreats. Moreover, guest speakers such as Arthur Breeze, a diversity trainer, the Jamie Washington webinar on Diversity Training, and two two-hour sessions on "Micro-Aggressions" help administrators stay informed and cultivate new skills related to development in supporting students.

## **OFFSITE AND ONLINE STUDENTS**

All services listed in the 2016-2017 [Student Handbook](#) are available to students at offsite locations as well as the main campus. However, certain services—such as the Health Center, Stony Acres, the University Center, and the Recreation Center—are difficult for offsite students to access on a regular basis as they are housed on the main campus. Therefore, offsite students are not charged fees for these services (see [S9Q14C](#)).

In Fall of 2014, the SAA extended its programs to the Lehigh Valley location, purchased and installed a bulletin board to promote campus-wide programs, and sold tickets for trips and discount programs (see [S9Q14B](#)). Since Spring 2015, the SAA has completed eight on-site programs at this location (see [S9Q14A](#)). Moreover, besides the main campus support, a Site Coordinator and a Front Desk Receptionist are housed at the Lehigh Valley location to assist students with site-specific needs.

## **NEEDS OF DIVERSE POPULATIONS**

### **Lesbian, Gay, Bisexual, Transgender, Queer, and Ally (LGBTQA) Program Center**

The LGBTQA Center provides programs, resources, and services to the lesbian, gay, transgender, queer, and ally community at ESU, including students, faculty, and staff. The Center provides students a space to relax, socialize, or study in a safe and friendly environment. It also oversees the Ally program, which is offered to all members of the ESU community to educate them on the LGBTQ community and help them support this community. In addition, the Center maintains a page on ESU's website and advises the student LGBTQA organization, People Recognizing Individual Diversity in Education (PRIDE).

The Center looks to other universities and best practices established by the national and international organizations to learn how best to accommodate individual needs in the LGBTQA community. The Center has consulted the American College Personnel Association (ACPA), the Consortium of Higher Education (LGBT Resource Guide), Lambda Legal, Campus Pride, the National Association of Student Personnel Administrators, and LGBTQArchitect.

The LGBTQA Center advocated for and achieved the inclusion of sexual orientation and gender identity in the Discrimination and Harassment Policy (Policy # ESU-PO-2011-002) (see [S9Q15A](#)). It also helped to create the Preferred Name Policy (Policy # ESU-ENM-2015-002) (see [S9Q15B](#)) and assist with the implementation of Title IX as it relates to transgendered student access to education opportunities.

## **Office of Accessible Services Individualized for Students (OASIS)**

In Fall 2014, Disability Services was moved out of Academic Affairs and DAEL, realigned within Student Affairs, and renamed Office of Accessible Services Individualized for Students (OASIS). The department is closely aligned with Counseling and Psychological Services and shares a director and counselor/disability specialist. Its purpose as stated on the website is:

"OASIS is responsible for the administration of ESU's commitment to equal access and full participation for all students who have documented disabilities or medical conditions, in academic areas and other programs sponsored by the University. This includes providing appropriate accommodations pursuant to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act (1990) and the ADA Amendments Act of 2008 (ADAAA)." Every student who is granted accommodation through OASIS is interviewed by one of the faculty members. Through the interview, they discuss and decide what accommodations are appropriate. OASIS also advocates for the rights of students with disabilities, with the result that services to these students have been increased.

In Fall 2015, OASIS began offering test administration services for student who required extended time testing or other supervised testing accommodations. This has been embraced by faculty and requests for these services have doubled in one year.

## **The Office of Multicultural Affairs (OMA)**

The Office of Multicultural Affairs (OMA) encourages equality, dignity, and mutual respect within the campus community. It advocates for and assists students from underrepresented groups and coordinates activities for student organizations representing the interests of these groups. It initiates programs to improve retention and graduation rates for students of color, to help students of color develop leadership and communication skills, to enhance student awareness of diverse cultures, and to foster respect for cultural diversity. It also evaluates these programs in terms of both student satisfaction and student learning and determines additional needs through anecdotal information.

## **Veterans Affairs**

The Veterans Center was created to support the enrollment needs of our military and veterans students. It is a one-stop location where students can get assistance with veterans' benefits, registration, financial aid, course credit evaluation, billing and other enrollment services. ESU complies with [PA Act 46 of 2014](#) that gives students preference when scheduling courses. Through collaboration with many areas across campus as well as in our surrounding community, the Veterans Center also offers different activities and events to help students transition to campus life and engage with others while pursuing their degrees. The Veterans Center has a dedicated space where veterans can work, network, socialize, and relax. Through the Center's initiatives the services continue to receive the Military Friendly Schools Award for demonstrating best practices and retention of military employees and students (see [915D](#)). Through the efforts of the Center, there has been an increase of more than 15% in the number of students receiving VA educational benefits compared to 2011 (when the Center did not exist).

## **International Programs**

The Office of International Programs fosters a learning community with an international focus.

Its goal is to help prepare students to lead and succeed in a global society, to promote diversity in the campus community by facilitating international exchanges, and to increase international study opportunities for students, faculty, and staff. The Study Abroad Program allows students to study at foreign universities where they live in a new cultural setting and use a foreign language on a daily basis. ESU is a member of the International Student Exchange Program, which offers study-abroad opportunities at more than 150 universities.

International Programs also houses International Student Services, which raises awareness of foreign cultures at ESU, advocates for international students, and assists them with United States Citizenship and Immigration Services procedures, particularly for maintaining their visa status and employment options. International Student Services also offers orientations every semester for new international students.

## **Student Organizations**

The [student organizations](#) at ESU—over 120 in all—represent a variety of cultures and populations. The club involvement opportunities are categorized as: Academic/Career Oriented, Sport/Recreation, Social Fraternities, Social Sororities, Media, Performing Arts, Honors, and Special Interest Groups ([list of student organizations](#)) (see Student Clubs and Organizations section of Standard 9)

## **GRADUATE STUDENTS**

Support services for graduate students are described in the Graduate Catalog, General Information and Campus Life sections (see [S9Q16A](#), pp. 6 and 24).

Graduate assistantships and graduate student jobs provide not only financial assistance but also hands-on experience in professional settings (see [S9Q16B](#)).

Graduate students can also apply for specific scholarships and travel expense assistance:

- [Leroy Koehler Graduate Student Scholarship](#)
- [George D. & Harriet D. Hall Graduate Scholarship](#)
- [Scholarship Application](#)
- Additional Scholarship Information can be found through the ESU Foundation

Each department utilizes a point person, termed Graduate Coordinator, whose main responsibilities include continued monitoring of academic programs, advising, and guidance on available campus resources. Monthly meetings of the Graduate Advisory Council (GAC) provides the opportunity to share best practices on retention and resources to aid graduate students.

## **SOCIAL MEDIA**

University Relations personnel monitor ESU's official social media channels ([Facebook](#), Twitter, Instagram) on a daily basis. When a staff member discovers a student, parent, or guest is having difficulty accessing University services, he or she can connect the person having trouble with the person who can assist. Also, anyone who posts inappropriately on ESU's official sites can be contacted directly and told to remove the posts. If he or she fails to do so or the behavior continues, University Relations reports the actions to the social media site and, when necessary, to ESU's Office of Student Affairs and/or the Student Conduct Office for further investigation.

Student safety is a top priority to all ESU personnel. University Relations forwards all questions, concerns, and problems to University officials who determine what department or area should respond. ESU does not tolerate cyberbullying, and evidence of it is always referred to Student Affairs, Student Conduct, and (if necessary) University Police. These offices work together to protect the student. University staff will reach out to administrators of Facebook, Twitter, Instagram, or any social media platform and work with them to solve problems. Problems that have been solved in this manner include racial comments on YikYak, assaults reported on Twitter, and slander of a sexual assault victim on a variety of platforms. These issues continue to be addressed both individually and collectively, through educational sessions.

By studying other universities, researching social media trends, participating in webcasts, and surveying its diverse student body and creating policies and procedures ([917A - Acceptable Use of Technology Policy](#), [917B - University Relations Style Guide](#), [917C - University Relations Communication Guide](#)), ESU is always looking for new ways to engage current and prospective students. For example, the University recently surveyed over 100 students on SnapChat and found a clear interest in this social media platform: 77% of college students use SnapChat on a daily basis. Therefore, the University is added SnapChat to its

official social media channels. ESU also researched the frequency and content of posts required for a successful social media campaign. Over the past three months, ESU's Twitter account grew from 3,877 to 4,451, its Instagram following increased from 190 followers to 516, and its Facebook likes reached 16,999. This semester, the university launched its first Twitter contests. With a fast-growing market, the University will continue to monitor its progress on social media and remain innovative in its use of the social media culture.

## **ATHLETIC PROGRAMS**

In recent years, Athletics have been increasingly regulated, partly because of NCAA requirements and partly because ESU has worked to ease the time constraints on and raise the image of student athletes. On the one hand, and as required by NCAA compliance, athletic programs are regulated by the same academic, fiscal, and administrative principles and norms that govern other programs (see [S9Q18D](#)). On the other hand, increased oversight has resulted in more resources, including scholarships (see [S9Q18C](#)), for athletes as well as the need for more reporting. Prospective student-athletes must be treated according to NCAA regulations, and they must meet NCAA requirements to receive a scholarship offer, sign a National Letter of Intent (NLI), or to participate in competition as a non-scholarship student-athlete (see [S9Q18A](#) and [S9Q18B](#)). Further, Athletics has established, and continues to review internal policies and procedures for working with the Registrar, Admissions and Financial Aid. This includes connecting Compliance Assistant software with Banner and establishing procedures to accurately monitor mid-year and year-end Progress Toward Degree reports that meet NCAA legislative requirements.

In January 2016, a new Athletic Director (AD) was hired. He is currently reviewing all the policies and procedures that govern the Athletics programs. In addition, ESU has transitioned Senior Woman Administrator (SWA) duties to the academic coordinator, whose overall position description was enhanced to include her in the senior athletics leadership team as Associate Athletic Director for Student Success. The new AD submitted a formal internal assessment of the Athletic programs to the President and Vice President of Student Affairs following his first four months on campus. Restructuring Athletics with an emphasis on improving compliance workflows is expected to continue into 2017 and will include a new digital compliance platform for the department.

In June 2016, Athletics appointed a Coordinator of Sports Performance to design, monitor and conduct all strength and conditioning programs for student-athletes. This appointment exceeds new NCAA Health and Safety Benchmarks. In addition, the ESU Sports Performance Institute was created, connecting departments in Exercise Science, Athletic Training and Counseling to better meet the physical and mental health needs of student-athletes. Athletic training has established concussion protocol and return-to-learn procedures and has begun preliminary mental health assessments targeting anxiety and depression in student-athletes.

ESU athletes have responsibilities beyond those of other students (see [S9Q18E](#) and [S9Q19](#), Chapter 2 on Conduct), and support services are available to help them succeed. Student athletes are given priority registration and are considered "at risk" with a cumulative GPA of 2.5 or below (as opposed to 2.0 for other students). Study halls are mandatory for first-year and returning at-risk student-athletes.

## **ACADEMIC ADVISING**

Every semester, all students meet individually with their advisors to set their class schedules for the upcoming semester and to plan their courses of study to graduation. At the end of the meeting, the advisor gives the student a personal PIN number to register for courses. Registration is not possible without this number (see [S9Q19A](#)), ensuring that all students are advised before they register.

Per the APSCUF CBA, academic advising is primarily the responsibility of faculty (see [S9Q19B](#), p. 100), who are required to study the advising function and models of best practice. For advising and other consultation with students, each faculty member is contractually obliged to be available outside of the classroom for at least five hours on at least three different days each week.

The Academic Affairs Strategic Plan (Area of Synergy (C) between Innovation and Entrepreneurship and Student Success) includes a plan to implement best practices in advising (see [S9Q19C](#)).

Additionally, the new Faculty Mentor program, starting in Fall 2016, will help acclimate new faculty members to their advising role. To help students and advisors plan ahead, academic units have designed 4-year course plans which are outlined in the 2015-2016 Undergraduate Catalog (see [S9Q19E](#)).

The appeals process for academic advising is the same as the appeals process for academic evaluation, and is outlined in the Student Handbook (see [S9Q19](#), Student Rights and Responsibilities). Students appeal to the following officials in this order: the faculty member involved, the department chair, the academic dean of the college, the Provost/Vice President for Academic Affairs. Appeals to the Provost/Vice President for Academic Affairs must be made in writing, and his or her decision is final.

Academic advising is assessed through the collection of data in the Campus Experience Survey, NSSE and the Graduating Senior Survey (see [S9Q19D](#)). The NSSE has shown a steady increase in student satisfaction with advising, and the Senior Exit Survey has demonstrated a slight increase. The noticeable change is in first year students whose satisfaction with advising was slightly lower than the State System mean in 2013 and was slightly higher in 2015. The Campus Experience Survey revealed that 89.5 % of the 421 respondents found the services either effective or very effective ([919H - Advising Supporting Summary Statistics](#), [919G - 2016 CESU Summary- Advising](#), [919D – GSS 2009-2015 All University](#), p. 13)

## **STUDENT ACTIVITY FUNDS**

The SAA is an affiliate of ESU. The two entities are bound by a [Memorandum of Understanding](#) (MOU) and a Service Agreement (see [S9Q20B](#)) which was recently updated and signed on December 2014 for a five-year term with an option of three one-year renewals. In the MOU and Service Agreement, the University contracts SAA to be responsible for the oversight and distribution of Student Activity, Recreation Center, Stony Acres, and Campus Card fees as well as the associated operations. Both entities are bound by State System BOG policies.

The SAA distributes and allocates fees through a transparent process. The ESU and SAA business offices communicate consistently to ensure proper stewardship of fees. As stated in the MOU, the SAA is required to provide ESU with a reconciliation of its revenues, expenses, and financial contributions, as well as an external independent audit ([920A, page 7, G5a-d](#)). This audit is also required by [BOG Policy 1985-04-A](#). Distribution of funds by the SAA is also governed by [PA Act 188](#) and [Board of Governor Policy 2010-01-A](#), which concerns the expenditure of public funds. In addition to the annual audit report, the Executive Director and the External Auditor meet annually with the ESU President, Vice President of Administration and Finance, and Vice President of Student Affairs to review the SAA's financial position and recommend operational improvements and internal controls. The recommendations are reviewed and evaluated in the following year's audit.

As outlined in the Amended and Restated By-Laws of ESU Student Activity Association, Inc. (see [S9Q20K](#)), the SAA Board of Directors includes three non-voting ex-officio positions which are currently filled by the ESU's President's Chief of Staff, Vice President of Administration and Finance, and Vice President of Student Affairs. The Board of Directors meets a minimum of six times between September and May.

In the MOU, funds for Band, Intercollegiate Athletics, and WESS radio are identified to ensure stable and consistent funding for those programs. For all other areas, the Student Senate Finance Committee reviews the operations and organizational budget requests and allocates funds. The allocation process is described on the SAA website (see [S9Q20J](#)), the Student Organization Handbook and the Student Senate Budget Manual (see [S9Q10B](#)).

Upon completion of the allocation process by the Student Senate Finance Committee, the Student Senate and the SAA Board of Directors vote to pass it, and the University President approves the appropriations. For the past two years, the allocations for each organizational category have [stayed the same](#).

**Strengths**

1. Services are accessible and responsive to meet the needs of students. Specific services are offered to support targeted groups that include international, veteran, LGBTQA, special academic need, and multicultural students.
2. Student Affairs departments are constantly collaborating on programs and events with faculty and other campus departments to combine resources, design successful programs, foster learning opportunities.
3. The departments within Student Affairs take on significant collaborative and leadership roles for major campus initiatives.
4. Student Activity fees are effectively managed and allocated.

**Recommendations**

1. Aligned with mission and goals, expand cross-divisional collaborations centered on strengthening student success support services through acquisition and use of a campus-wide software program
2. Continue strengthening advising by following the recommendations of the Academic Advising Task Force.

## Chapter 6: Faculty

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals. (Standard 10: Faculty)

### Standard 10

#### FACULTY COMPOSITION

ESU's hiring, tenure, and promotion processes, along with its support for teaching and professional development, have allowed the University to recruit and retain [faculty](#) whose qualifications are more than sufficient to fulfill its Mission. All educational curricula and other programs are maintained and assessed by professionals with strong academic preparation and appropriate experience. These and several other factors have remained constant. The number of full-time/part-time faculty with terminal degrees has remained around 75%. Also, faculty rank retains a healthy balance between senior faculty (79 full professors) and junior faculty (89 associate professors, 50 assistant professors), which encourages varied opinions, mentoring options, and a historical perspective.

In the last ten years, the number and composition of the teaching faculty have changed. The overall number of full-time, tenured and tenure-track faculty (including non-instructional faculty) has declined sharply, from 300 in 2005 to 218 in 2016. At the same time, the percentage of female faculty has increased from 34.5% in 1999 to 52% in 2016. The percentage of adjunct (full and part-time temporary) faculty has remained close to the number permitted in Article 11 of the [APSCUF CBA](#). However, there is a perception among faculty that the hiring of full-time tenure track faculty has not kept pace with student enrollment. In the last four years, the decreasing university budget, possible retrenchment and a series of departmental position shifts may have contributed to this perception.

#### FACULTY RECRUITMENT AND HIRING

Attracting and retaining quality faculty continues to be challenging in light of recent budget cuts and declining and then leveling enrollments. The faculty hiring process follows Article 11 (Appointment of Faculty) in the CBA. This process is supplemented by the "[Faculty Search and Screen](#)" document created by Human Resources in 2012. This concise flowchart evolved from a 2002 handbook and reflects recent trends in hiring practices. This summary also translates the general language in the CBA to organizational structures at ESU.

Efforts to increase faculty diversity have been consistent. Working within the constraints of the the CBA, University-wide committees have attempted to develop protocols that encourage the hiring of diverse faculty. However, with the exception of Asian-American faculty, whose numbers have increased in the last five years, the racial/ethnic breakdown has remained relatively consistent: almost 90% of all faculty are still self-identified as white. To improve the racial diversity of the faculty, the University has set new goals and established procedures, and faculty search committees work closely with the Employee Relations and Compliance Office (formerly the Office of Diversity and Equal Opportunity).

In recent years, due to financial challenges, hiring of tenure-track faculty has been limited. When faculty retire or separate from the University, the lines often remain unfilled. As a result, an increasing numbers of adjunct faculty members must be hired to compensate. According to the [2016 General Survey of ESU Faculty](#), a large percentage of faculty (60%) believe that ESU does not have enough faculty members to accomplish the Mission of the University. Comments in the Faculty Survey suggest concern with declining numbers of faculty as well as having to teach larger classes.

#### SUPPORT FOR FACULTY

Institutional support for the advancement and development of faculty, consistent with the University Strategic Plan, comes from the Provost's office, the Director of Graduate and Extended Studies, the Faculty Development and Research Committee (FDR), the Office of Sponsored Projects and Research, the

Institutional Review Board (IRB), the Committee for Excellence in Teaching and Learning (CETL), the Center for Teaching with Technology (CTT), and Human Resources, as well as deans and department chairs. In addition, the University Relations office supports and disseminates information about faculty accomplishments.

As established in the CBA Article 12, teaching quality is the most important factor in renewal, tenure, and promotion decisions. Accordingly, teaching evaluations (by both colleagues and students) are considered seriously in such decisions. The collegial evaluation process among department faculty is meaningful and is clearly outlined in the CBA. For tenure-track faculty, annual feedback on progress is also given by the appropriate dean and the Provost. The process by which students evaluate faculty has evolved over the last ten years. A joint faculty/administration committee worked to develop a new response form and protocol that are useful to faculty, as well as administration, in their efforts to improve teaching.

The CETL, co-directed by one faculty member from each of the colleges and an administrative representative, provides professional development and support opportunities for faculty through a variety of annual programs. The CETL is responsible for new faculty orientation prior to and throughout the first academic year. Initially, new faculty members receive information about preparing syllabi, an introduction to campus support services (e.g. CETL, library, academic computing, and instructional resources), and a manual to help ease their transition to ESU. In addition, the CETL provides professional development and support programs for all faculty, including publishing support meetings, doctoral dissertation groups, and workshops on contemporary topics such as service learning, the Fulbright program, and stress and time management.

The Faculty Development and Research (FDR) committee was established by the office of the Provost to support faculty research, scholarship, creativity and development. The FDR Committee, whose membership is broadly representative of the faculty and includes the Director of Graduate and Extended Studies, administers the grants. Mirroring changes in ESU's Mission and Goals, the focus for the committee has been refined in recent years to reflect the current Mission and Goals.

The FDR committee reviews applications and selects recipients for major leveraging grants (up to \$6,500), Interdisciplinary Research Grants (up to \$6,500), and Mini Grants (up to \$1,200). Between 2012 and 2016, the FDR awarded 25 grants (out of 43 requests) for a total of \$70,000 (see [FDR 2012-2016](#)). The FDR Committee tracks the results of grant funding to ascertain how many articles, books, and presentations result from FDR grants. The Committee uses this data to support requests for increased funding from the Provost. The FDR Committee Chair also encourages award recipients to issue press releases through the Office of University Relations to disseminate information about FDR to the general public.

Since the last self-study, distribution of faculty travel funding has changed significantly. In the past, travel grants were awarded by the FDR Committee in the same manner as other grants, after review of the application. Priority was given to non-tenured faculty members. However, for the last two years, travel funding has been provided to the deans who distribute the funds to the department chairs to award at their discretion. This process will be reviewed.

The Office of Sponsored Projects and Research (OSPR) coordinates efforts to support faculty with internal and external grants. The OSPR also supports faculty seeking state and federal grants by providing workshops on grant writing, individual assistance in grant writing and constructing budgets, and funds to faculty for travel to workshops related to grant proposals.

Department chairs fund various activities, including conferences, workshops, training, and special projects. Some department chairs recommended AWA for faculty development. Funded at a much lower frequency were research, publishing, and initial or continuing certification. Over half of the department chairs reported that less than a quarter of their faculty members requested financial support for original or applied research. This pattern may indicate less University emphasis in this area, as well as the heavy course load and service responsibilities that do not allow faculty time to pursue extensive research

agendas. It may also reflect the relatively small amount of funding available to department chairs, as compared to other sources, such as FDR.

According to the 2016 General Survey of ESU Faculty, faculty report varying levels of support from the University for their professional development (see [survey results](#)). According to department chairs, the most frequent level of departmental support is between \$100 and \$400 per faculty member. In addition to financial support, department chairs identified several other ways they recognize faculty accomplishments. In addition to announcements at department meetings, faculty accomplishments are disseminated beyond the department and highlighted in campus publications and the University website. Formal letters of recognition are submitted for inclusion in faculty personnel files.

Human Resources also provides faculty and administrative development opportunities in specific areas. Compliance training sessions are provided through ATLAS for all staff, managers, and supervisors. The Commission for Women annually provides a variety of professional development opportunities for faculty, staff, and students in addition to financially supporting faculty attendance at off-campus conferences and meetings that relate to women's issues. In addition, campus development sessions, from web-casts to on-site speakers, occur frequently as a result of grants awarded to faculty and initiatives such as the American Democracy Project.

## **INSTITUTIONAL REVIEW BOARD**

The IRB was established in the early 1980s. A major update in IRB policies and procedures to support faculty research occurred in 2001 (see [ESU's IRB Manual](#)). The IRB requires all primary investigators to demonstrate knowledge about the protection of human subjects. Such knowledge is documented by providing a certificate of completion from a pre-approved, web-based training module (see [IRB](#)). The IRB now processes about 60+ protocols yearly. Recently, based on evidence presented in its five-year review, the IRB requested an Alternate Work Assignment (AWA) for its administrator to assist with the administrative load and support of student and faculty research. After appropriate assessment, the administration granted the AWA.

## **DEANS**

The deans of the Colleges of Arts and Sciences, Business and Management, Education, Health Sciences, and the University College support faculty advancement (i.e., tenure and promotion) and development (professional growth) most often by providing funds for presentations at conferences, research, special projects, and publishing. Deans also fund faculty for attending training sessions and workshops, conferences, organizing and providing on-site training, and providing services for grants. Since the last self-study, budget challenges have resulted in less available funding for AWAs. Procedures for requesting funding tend to be informal, and levels and criteria for funding vary greatly from one college to another.

Another way deans provide support is by recommending AWA whereby a faculty member's teaching workload is reduced to provide time for other academic work. AWA is used to support research, special projects, and grants as well as for training and mentoring other faculty in instructional technology and methodology.

Deans also support professional growth through evaluations of faculty, which are conducted annually during the faculty member's five-year probationary term and every five years thereafter. The dean's evaluation, which follows those of the department evaluation committee and chair, assesses the faculty member's teaching, service, and scholarship. Using the same criteria, the Provost then makes a recommendation (e.g. renewal or non-renewal) to the President, who makes the final decision. The evaluation process gives all faculty an incentive to continue their research, creative activity, and other forms of professional development. (See also **TENURE AND PROMOTION**, below.)

## **TECHNOLOGY USE**

Faculty have expressed a strong interest in learning about new instructional technology. Currently, the

most widely-used instructional platform at the University is Desire2Learn (D2L). According to the 2016 General Survey of ESU Faculty, nearly all (97.6%) of all faculty members report using D2L to some degree, with the vast majority (64.6%) using it to a great extent.

The University also maintains the Center for Teaching with Technology (CTT) that provides regular workshops on how to use technology for instructional purposes.

The most recent [CBA](#) has stipulated that the Administration may require some faculty training in order to teach online courses. The Administration and APSCUF have been cooperating to develop this protocol which should be finished by the end of the current academic year (2016-17).

## **CENTER FOR TEACHING WITH TECHNOLOGY**

The CTT has evolved over the last five years as more faculty have developed hybrid and online classes. The Center has accumulated a wide range of short training sessions (currently 45 webinars) on the various elements and possibilities of D2L. The CTT also conducts face-to-face sessions throughout the academic year. In addition to a Director of Distance Learning, a D2L administrator is available to faculty.

The CTT also conducts workshops tailored to faculty requested needs or technologies that are identified by the group as useful (e.g., iPads).

## **OFFICE OF UNIVERSITY RELATIONS**

The Office of University Relations supports and disseminates information about faculty accomplishments in a variety of ways. For example, it disseminates news releases about individual accomplishments and special programs. It also publishes an Experts Guide that lists faculty and their areas of expertise. The guide is used as a tool for reporters and editors seeking experts on given topics ranging from economics to political science to DNA research. Local and regional clubs and civic organizations also use the guide to find speakers. The University newsletter, ESU On Campus, devotes much of its coverage to faculty accomplishments, including publications, presentations, grants, and special activities. The annual University Authors Reception recognizes those faculty who have published books. Recently, fourteen faculty and two administrators were honored at a campus-wide reception. The books, along with author biographies, were placed in a new library display for viewing by students and colleagues. The Office of University Relations also writes and distributes a regular press release titled, "Faculty in the News." The release is always published by the Pocono Record, and often, the item of interest is published in a smaller paper in the faculty member's hometown. Both print and electronic media regularly cover individual faculty and departmental achievements, which the Office of University Relations publicizes.

## **INSTRUCTIONAL RESOURCES DEPARTMENT**

The Instructional Resources Department has also created a dedicated site as well as technical support for faculty who are creating visual materials for instruction and presentations. The supplies, equipment, and software are of high quality and accessible. The technical support is user-friendly and encouraging.

## **TENURE AND PROMOTION**

The APSCUF CBA is based on principles of fairness with due regard for the rights of all faculty and contains the standards and procedures for tenure and promotion, as well as related actions such as renewal and non-renewal. Faculty concerns regarding tenure or promotion decisions are resolved at Meet and Discuss or through the grievance process. A contractual grievance process to resolve tenure issues has been utilized in the past. The Tenure Committee and the Promotion Committee follow the requirements of the CBA, as well as tenure and promotions policy manuals which have been developed and agreed to by both faculty and administration. To ensure fairness, both the Tenure Committee and the Promotion Committee include one representative each from every faculty at ESU; there are seven faculties. Furthermore, each committee always includes one non-classroom faculty member. Any disputes about promotion eligibility

criteria (as outlined in Policies and Procedures manual) are addressed in the grievance process. A possible concern is that the policy is more detailed in relation to classroom faculty than non-classroom faculty.

By agreement, the due dates for promotion portfolios from individuals to the department evaluation committee have been standardized. The timetable for the dean's and Provost's recommendations (formally added to the process in the latest CBA), were also included in this revision. In response to concerns about feedback from the President to individuals who were not promoted, the President meets with any candidate who wishes specific feedback.

According to the 2016 General Survey of ESU Faculty, nearly all (98.8%) faculty members are aware of tenure and promotion policies that are in place. A vast majority of ESU faculty (93%) also are aware that the University offers tenure and promotion workshops. Almost three-in-ten ESU faculty (29.1%) indicated dissatisfaction with the tenure and promotion process, while nearly two-thirds (62.8%) indicate high to moderate satisfaction (see "[History of Promotions](#)" for promotion outcomes between 2012 and 2016).

## **RECOGNITION OF FACULTY ACHIEVEMENT**

ESU faculty and administration continue to recognize achievement in scholarship, teaching, research, and service. Faculty scholarship via research, creativity, publication, and performance has been acknowledged through the Provost's Colloquium and the Distinguished Professor Award. The Distinguished Professor Award recipients were traditionally chosen by an APSCUF supported committee. Last year, this process was updated by mutual agreement and will be implemented in AY 2016-2017.

## **MISSION AND GOALS**

ESU's courses and programs are designed, approved, and maintained by qualified professionals. Departments maintain approved courses and programs of study. All new courses and programs, as well as changes to existing ones, must go through the curriculum approval process before they are implemented. Generally, descriptions of courses and programs are maintained by the department chair, secretary, or program coordinator. While professors have considerable discretion as to books, assignments, etc. when designing their individual syllabi, every syllabus must conform to the approved course description. Departments vary on the timing of faculty updating the approved courses of study with some occurring yearly, every time the course is taught, and/or for accreditation purposes. Individual professors' syllabi are also maintained in a departmental file and updated regularly. Additionally, many departments maintain an updated list of academic resources (software, websites, videos, etc.) for faculty and student use.

The CBA clearly outlines the methods used to ensure carefully articulated, equitable, and implemented procedures and criteria for review of all individuals who have responsibility for the educational programs of the University. In particular, the "Preamble—Definition of Terms" of the [CBA](#) provides definitions for academic faculty, administrative faculty, faculty or faculty members, regular faculty, probationary non-tenured faculty members, and non-tenure track faculty. The CBA also addresses evaluation of department chairs and other faculty members involved in educational programs.

Understanding the University Mission is essential to understanding and successfully navigating the evaluation process. The Mission is clearly articulated in different media formats from University faculty meetings to publication of the Mission. The 2016 faculty survey indicated that nearly all (98.8%) of ESU faculty are aware of the mission of the University. On the other hand, the survey indicated that 10.5 percent are not aware of how the University assesses its Mission. Moreover, the survey indicated a similar awareness level for the strategic plan (96.5%). Though faculty members were aware of the plan, one-in-five (20.9%) indicated that they did not know how it is assessed.

## **NON-TENURE TRACK FACULTY**

The CBA clearly outlines the criteria for the appointment, supervision, and review of teaching effectiveness for part-time, adjunct, and other faculty, which are consistent with those of full-time faculty. In particular,

the “Preamble—Definition of Terms” of the [CBA](#) provides a clear definition for non-tenure track faculty. Article 11 describes the appointment of faculty members and includes regulations regarding the hiring of part-time temporary faculty members and the converting of non-tenure track faculty into tenure-track status. Article 12, which addresses the performance review and evaluation of all faculty, includes the evaluation procedures for temporary faculty members.

## **DEPARTMENT CHAIRS**

The CBA specifies that department chairs are faculty members and are elected to a three-year term by their department colleagues. The process first requires the department to send a list of nominees, who must be tenured or tenure-track members of the department, to the President for his or her approval. The department then votes by secret ballot to elect a chair. A majority is required for election.

Preparation for the role of department chair has been inconsistent. Only a few chairs reported receiving manuals, being assigned a mentor, or receiving position guidelines. Many reported receiving informal support from the previous chair. The Provost also conducts an orientation for chairs every three years to provide guidance. Less than half of all department chairs reported going through an orientation or workshop. The Academic Council of Chairs (ACC) was created under the University’s Academic Plan – More than A Classroom – 2015-2018 and was implemented in spring 2015. To support the work of the Academic Council of Chairs, the Academic Plan has recommended support for professional development for the chairs, including but not limited to chair and department roles in personnel reviews. The State System holds system-wide Department Chair professional development meetings twice a year. Those meetings have been attended by a majority of department chairs.

### **Strengths**

1. Faculty and other professionals with responsibility for ESU’s educational programs are highly qualified and well prepared for the positions they hold.
2. While still evolving, ESU has clear policies and procedures for faculty hiring, promotion, tenure, and related employment actions.

### **Recommendations**

1. Develop interdisciplinary and cross-cultural programs to encourage collaboration, collegiality, and inclusion.
2. Review and revise where necessary university retention, tenure, and promotion policies. Develop consistent expectations and support for advancements in each of the three categories of measurement – teaching, scholarship, and service.

## Chapter 7: Educational Programs

The institution's educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings. (Standard 11: Educational Offerings)

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards. (Standard 13: Related Educational Activities)

### Standard 11

#### USE OF EXTERNAL STANDARDS

The breadth, currency, and disciplinary rigor of departmental curricula are maintained through the review of academic journals, through conference attendance, and through departmental discussion. The content of upper division courses is particularly influenced by this process. In several disciplines (Sociology, Business Management, Economics, Physics), ETS Field Tests are used to measure breadth, depth, currency, and rigor. In Secondary Education, PRAXIS II Content Area Exams (Direct) are used yearly.

For the 17 undergraduate programs accredited by external content-specific organizations (including all of their concentrations), standards set by the external accrediting bodies ensure appropriate rigor of the ESU programs (see [S11Q1A](#) for the percentage of professionally accredited programs across ESU colleges).

The General Graduate Record Exam (GRE) and Subject GRE are used by many departments to assess program rigor against external standards. Some departments include this information in their Annual Program Assessment Reports (APARs) and/or five-year program reviews, which also include other ways that programs are assessed by external standards.

#### USE OF MISSION AND GOALS

According to its Mission Statement, ESU 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."

The success of the University in meeting this goal is measured by its students' success beyond ESU, as indicated by graduate program acceptance, employment in the chosen field of study, and passing certification exams. Departmental five-year program reviews and Annual Program Assessment Reports contain program-specific details regarding the post-graduation performance of ESU graduates. Also, the Graduating Student Survey (administered at the end of each semester to graduating students) indicates how students see their study at ESU as impacting them. The results of this survey (see [S11Q2A](#)) indicate that, for the past five years, between 70% and 78% of graduating seniors agreed with the statement "My ESU education allows me to be competitive with new graduates from other universities." Moreover, according to the 2014-2015 GSS, 60% of graduating students who had applied to graduate and/or professional schools had been accepted. In 2013-2014, 58% had been accepted, and in 2012-2013, 67% had been accepted. To collect more data about students' post-graduation success, the Career Development Office will be administering an Outcomes Survey to December 2016 and May 2017 graduates. The plan is to continue this process indefinitely, surveying all graduating students three months after graduation.

Currently, multiple tools are being considered by the Office of Institutional Effectiveness, Planning, and Assessment (OIEPA), Alumni Relations, and Career Development in order to collect and maintain this information and make it available campus-wide. At this point, the information available is kept informally by department heads and faculty.

## USE OF STUDENT LEARNING OUTCOMES

ESU's Expanded Learning Outcomes document consists of the seven GenEd SLOs along with their expanded definitions and associated skills (see [S11Q3A](#)).

At the institutional level, GE requirements, which are the same for all students, ensure that every student meets the University GenEd SLOs. To be certified GE, courses must address one or more of the seven University SLOs (see [S11Q3B](#) and [S11Q3C](#)). Completion of the entire GE program requires students to take courses that address each of the seven (see [S11Q3D](#)).

At the program level, academic departments have formulated SLOs for each of their programs. These departmental SLOs typically align with a subset of the University-level GenEd SLOs and provide more advanced training for students in this area. Departments maintain curricular maps showing how each of their courses aligns with both University and departmental SLOs (see [S11Q3E](#)). As mentioned above, the GE program itself integrates University-level GenEd SLOs at the program level. When a new program or alteration to a program is proposed, the department submits a "Green Form" to the University Wide Curriculum Committee (UWCC) (see [S11Q3H](#)). On this form, the proposing department must explain "the need for the addition of this new program." The UWCC reviews this form while keeping the University's academic mission (including the University-level GenEd SLOs) in mind.

At the course level, departmental curricular maps show which courses address which University-level SLOs and at what level (Introduced, Emphasized, Reinforced, Advanced) (see [S11Q3E](#)). Course syllabi also list which University and departmental SLOs the courses address and at what level (see [S11Q3F](#)). When a new course or alteration to a course is proposed, the department must submit a "Blue Form" to the UWCC (see [S11Q3G](#)). On this form, the proposing departments must explain "the need and programmatic relationship" of the course. The UWCC reviews this form while keeping the University's academic mission (including the University-Level SLOs) in mind.

## ASSESSMENT OF STUDENT LEARNING OUTCOMES

### Types of Assessment

ESU uses a variety of direct and indirect assessments to ensure that the desired educational outcomes are being met. Direct assessments include the ETS Proficiency Profile Tests (Freshmen Every Fall Fall/Summer 2012-2016; Seniors Every Spring 2013-2017), the ETS Major Field Test in Physics (Juniors and Seniors every spring semester 2012-2017), the ETS Major Field Test in Economics (Seniors every spring semester 2015-2017), the ETS Major Field Test in Business (Seniors spring 2015 and spring 2017), and the PRAXIS II Content Area Exam (Secondary Education concentrations in Biology, Chemistry, Earth and Space Science, English, French, General Science, German, Mathematics, Physics, Social Studies, Spanish, Special Education), the General Fitness Content Exam (2010-2011), and the James Madison Information Literacy Test (2008). Indirect assessments include the National Survey of Student Engagement (first year students and seniors every spring 2013-2017), the Graduating Senior Survey (graduating students every semester Fall 2012 to Spring 2017), the Survey of Faculty on General Education Program (Fall 2012 to Spring 2013), the 2016 Campus Experience Survey of Undergraduates (all undergraduates Spring 2016; to continue annually each spring) (see [S11Q1B](#)).

Many programs are also assessed in their accreditation reports. The programs with multiple concentrations accredited on five-year or seven-year cycles are: Athletic Training BS, Athletic Training MS, Computer Science BS, Instructional Technology MS, Early Childhood Education PreK-4 BS, Exercise Science BS, Clinical Exercise Physiology MS, Exercise Science MS, Health Education BS, Public Health BS, Public Health MPH, Nursing BS, Physical Education Teacher Education BS, Professional and Secondary Education UG (with concentrations in Biology, Chemistry, Earth and Space Science, English, French, General Science, German, Mathematics, Physics, Social Studies, Spanish, and/or Special Education), Reading Specialist MEd, Recreation and Leisure Services Management BS, Special Education Middle Level Education certification BS, Special Education/Early Childhood Education Certifications BS, Special Education MEd, Speech-Language Pathology MS, Hotel, Restaurant and Tourism BS, Social Work BS.

Programs not governed by accrediting bodies are assessed in five-year program reviews, and all programs are assessed annually. The GE program was also assessed in Fall 2013 for the [General Education Assessment Report](#), which led to the creation of the new GE program.

### **Uniform Assessment Regardless of Site or Mode of Delivery**

Courses offered at all sites are overseen by the same academic department ensuring that the courses meet the same course-level, program-level, and university-level learning outcomes regardless of location. Faculty teaching at all sites are governed by the same CBA and undergo the same process of peer evaluation and review.

The offering of a course through distance education must first be approved as such by the UWCC. A separate submission is required, using a course “blue form” on which the proposing department describes how the course will meet the same SLOs as does the traditionally-delivered course, and ensure academic integrity of all student evaluations.

Approximately 1.5% of ESU undergraduates participate in Study-Abroad programs. Excluding ESU faculty-led programs and ESU courses, the average participation rate was 24 students/year between 2012 and 2016. The transfer process (including ESU approval from the relevant department) ensures that the appropriate ESU SLOs are being met at the participating institution.

On the 2015-16 CESU (Campus Experiences Survey of Undergraduates), students were asked to rate the University’s effectiveness at helping them to understand major requirements, program-level Outcomes, and GE requirements. On a scale from 1-5, with 5 being the most effective, the average responses from 785 respondents were: major requirements, 3.59; program-level outcomes, 3.08; GE requirements, 2.94 (see [S11Q4A](#)).

### **Use of Assessment Data**

The recommendations from the [General Education Assessment Report](#) (Fall 2013) were used to craft a new General Education Program at ESU, one built around the incorporation and assessment of University-level SLOs in every GE course (see [S11Q5A](#), [S11Q5B](#) and [S11Q5C](#)). The faculty approved the framework for this new GE program at the end of the Spring 2014 semester and the full program at the end of the Spring 2015 semester. The full program passed through the full curricular process and was approved during the Fall 2015 semester. The new GE program has been implemented for new students entering in the Fall 2016 semester.

APARs include sections entitled “Describe Process Used by Program Faculty to Discuss and Interpret Key Findings,” “Changes Made as a Result of the Key Findings / Actions Taken,” and “Adjustments to Assessment Plan.” Thus, APARs describe actions taken at the program level to improve program outcomes and effectiveness (see [S11Q5D](#)).

### **TRANSFER PROCESS**

Pennsylvania colleges and universities participating in the Pennsylvania Transfer and Articulation Center (PA TRAC) -- including ESU -- abide by the statewide Program to Program (P2P) articulation agreement and Pennsylvania law (see [S11Q6B](#) and [S11Q6C](#)). The PA TRAC agreements are established by statewide committees that include representation from participating institutions. Content representatives from the institutions are included on these committees. In particular, the Transfer and Articulation Oversight Committee (TAOC) (see [S11Q6I](#)) shapes transfer policies and procedures at the state level. For courses not covered by articulation agreements, department chairs solicit information about the proposed transfer courses, confer with their departments, and decide (with departmental approval) on course equivalencies. Once approved by the department, courses are added to the online Transfer Course Equivalency Guide (see [S11Q6A](#)).

The ESU Transfer Center deals with all issues revolving around the transfer of academic credits and effectively transitioning transfer students into the ESU environment including building and continuing relationships with community college counselors, working closely with Deans and Department Chairs in developing course equivalencies for articulation agreements and single course transfers, and maintaining the transfer equivalency database/guides using the Banner Student Information System, statewide articulation systems, or other internal software.

Since its creation in 2013, the Center has collaborated with various academic departments to establish 85 agreements in the following areas:

- 51 Program-to-program agreements with community colleges in Pennsylvania, New Jersey and New York
- 13 Statewide Program-to-program through the PA Transfer Articulation Center (PA TRAC)
- 3 Dual Admissions agreements with neighboring community colleges
- 18 Reverse Transfers including 4 with out-of-state community colleges and the remaining 14 through joint partnership with the other State System universities and the 14 Pennsylvania Community Colleges

The ESU Enrollment Center/Transfer Center provides the process for establishing new transfer articulation agreements. The process may be initiated by ESU or by the other institution. In either case, the initiator fills out and submits the general template, which is then reviewed by the chair of the relevant department. If the chair approves, the agreement is sent to the other institution for approval. Typically, the dean, Provost, and Transfer Center are also involved. The President's Office, the Legal Department, and Chancellor's office may also be involved if necessary (see [S11Q6D](#)). The agreement is sent between the two institutions until it is approved by both parties. At that point, the ESU Transfer Center handles the remaining details (publicity on ESU webpage, communication to departments, etc.).

For State System universities, all agreements have to comply with statewide P2P Articulation Agreements (see [S11Q6E](#)). However, agreements with universities outside the State System do not. Agreements are usually made for a term of five years and renewed by the department chairs after ensuring that the courses still align. Policies regarding transfer credits and articulation agreements are implemented through the office of the Assistant Registrar of Transfer Articulation (ARTA).

The first communication prospective transfer students receive about ESU's transfer policies is the initial Transfer Credit Evaluation (TCE). The TCE is provided by the Transfer Center within five to seven business days after it receives the application (see [S11Q6F](#)) and indicates how a student's attempted coursework from other institutions will transfer to ESU. Once in-progress coursework has been completed, an updated TCE is sent to the student.

Transfer and articulation policies are communicated to the wider University community via the Transfer Center Online Portal (see [S11Q6G](#)) and [University Undergraduate Catalog](#) (pp. 10-12 and p. 18).

## **UNIVERSITY LIBRARY**

### **Assessment**

Kemp Library assesses its resources, services and staff through LibQual+ user surveys, and varying types of usage statistics including reference desk statistics, bibliographic instruction statistics, InterLibrary Loan and EZ Borrow statistics, and building statistics.

The library utilizes the LibQual+ survey every three years to assess itself based on student, faculty and staff needs. The LibQual+ survey uses 22 core survey items to measure three aspects of user perceptions of service quality, namely effect of service, information control, and library as place. Through the survey, users specify the levels of their minimum service and desired service, as well as perceived service performance. The survey is also designed to focus on information literacy outcomes, library use, and general satisfaction. Survey respondents can provide answers in an open-ended comment box with a wealth of information for qualitative analysis, in addition to an option to select five extra local questions as part of their survey. This survey was performed in 2012 and the fall semester of 2015. The reports

provided the survey questions and various breakdowns of the data. In both reports, one can see that library usage on premises and through the library website has increased slightly based on all user responses (see [2012 LibQual](#) and [2015 LibQual](#)).

Usage statistics reveal mixed practices at Kemp Library. Over the past three years, there was a steady decrease in the number of reference questions. This is universal across academic libraries in the country because of a continual increase in the number of online services. Kemp Library did observe such an increase in the services of online chatting and InterLibrary Loan/EZ Borrow request. According to the statistics, there was also an increase in the use of library computer labs, for-loan laptops, printers and scanners, and other multimedia equipment.

As a member of PASSHE's Keystone Library Network (KLN), Kemp Library does cooperative resource purchasing and sharing with thirteen other libraries. The KLN also conducts its own surveys of library resources and services for the library consortia as a whole and for member libraries individually. Its surveys in the past three years also provide important information for Kemp library to make resource allocation decisions (reports are available upon request). The reports show that although Kemp Library has the smallest group of librarians and library staff within the KLN, it provides the longest hours of physical operations and a comparable number of e-resources subscriptions including electronic books, databases, and multimedia items.

All of the above mentioned assessment results have been useful for improving Kemp Library services and reallocating resources. ESU's Library works closely with campus administrators, faculty, students, staff, KLN colleagues, and community members to adjust operations based upon what is currently held at the library and what library patrons need. For example, Kemp Library has, under a restricted budget, tried hard to keep the subscriptions of the most important databases useful for instruction, learning, and research.

### **Collaborations between Library and Classroom Faculty**

Many departments and professors have used the library to educate their students on information literacy. Theatre, Modern Languages, Criminal Justice, Biology, Hospitality and Recreation Management, Chemistry, Art, History, Education, Business and Sports Management, Exercise Science, Psychology, English, and Communications are among the departments that had information literacy sessions taught by library faculty in the past academic year. Campus-wide, each First Year Experience course has also had an information literacy session taught by a library faculty since August 2015 (Statistics available upon request). Although there is no formal assessment for these sessions, conversations are held between classroom and library faculties to facilitate each lesson and to ensure proper coverage of materials in relation to the classroom faculties' coursework.

In November 2015, the Center for Excellence in Teaching and Learning (CETL) worked in conjunction with library faculty to plan a faculty library orientation to familiarize faculty with Kemp Library's available resources. In Summer 2016 CETL's New Faculty Orientation included library resource presentations. The New Faculty Library Instruction will take place in March 2017. ESU's [Faculty Mentor Program](#) includes instruction on the use of library resources for faculty and encourages faculty to develop collaborative activities with library staff. In addition to this program, COE department chairpersons collaborate with the Library Dean in an effort to ensure that resources for education students are available in the library.

Library faculty serve as liaisons to academic departments with the goal of assisting classroom faculty through finding resources, library services, teaching bibliographic instructions for their classes and building relationships and opportunities for collaboration. Library faculty also create LibGuides for subjects and courses to provide students with 24/7 accessible research support targeted to their area of study or specific projects. Bibliographic instruction classes cover research strategies, library resources, how to search basic and advanced, among other topics.

The Professor Author Reception is hosted by Kemp Library to acknowledge books written by ESU faculty and honor their accomplishments. The administration also plans on creating collaborative digital

collections, e.g., electronic theses and dissertations with ESU's master's and doctoral programs, online exhibits with the university museum, and educational support with Online Instructions, etc., to better support ESU's teaching and learning.

## **Information Literacy**

ESU depends on its faculty to identify deficits and assist in correcting those deficits with information resources to enrich our students' experiences and provide them with real world skills in cutting edge technology. The Kemp Library redesigned its website in the spring of 2015 to create an easy navigation to the library's resources and services. The website is made visible in every header of ESU.

Students in the library have access to multiple resources like copy machines, printing, scanning, study areas, microfilms and microfiches, Wi-Fi connections, for-loan laptops (including PCs, Macs, iPads, and calculators), in addition to a state-of-the-art computer lab and an information literacy lab.

Kemp Library houses the Food4Thought Café where students can use their meal plan or money to purchase snacks and beverages they can enjoy inside the library, which helps promote a welcoming atmosphere and encourages attendance. Also housed in the library is the Writing Studio, run by the English Department, with services provided to assist students in writing papers and encourage library attendance. Students can also track mandatory study hours using the tutoring kiosk in the library entrance.

The library has many resources available digitally for students and faculty on/off campuses to access; and LibGuides has implemented digital research assistance accessible 24/7 online. In order to facilitate use of the digital resources, librarians are about to undertake the creation of numerous online tutorials with the goal of making them available by subject on the library's website as well as integrating them into D2L, ESU's online instructional platform, so that all students and faculty can use them as part of their class teaching and learning. Constant discussions with students and faculty will help our librarians to refine the format and content of the tutorials they are going to create.

The assessment of student information literacy is taken through conversations with classroom faculty and students to ensure appropriate coverage of materials in relation to coursework. It is also taken through LibQual+ user surveys and varying types of usage statistics as described above.

Under the new GE requirements, students will need to become proficient in Information Literacy and Technological Skills (SLO IV). SLO IV certified courses meet GE Standard IV (see [S11Q9A](#)). Therefore, to qualify as GE under Standard IV, each course will need to include a component to assess students' information literacy. For detail, see Standards 7, 12 and 14.

## **GRADUATE PROGRAMS**

### **Annual Assessment**

Graduate Programs produced assessment reports from the 2012-2013 AY through the 2015-2016 AY. The reports addressed the following areas: program-specific student learning themes assessed during last academic year, direct measures and indirect measures, key findings, process used to discuss and interpret key findings, and results of the key findings. Since the data in the 2013-2014 report was directly aligned with the Graduate Learning Themes (shown in the document in table form), graduate student learning at ESU does appear to meet all the criteria for advanced study appropriate to graduate school. Furthermore, the key findings were correlated, directly with the actions taken, showing that the data were used in a meaningful way. Accredited graduate programs also used the annual report to maintain assessment records.

### **Graduate Faculty**

Decisions to hire more faculty result mostly from conversations between department chairs and college deans. According to Provost Bruno, "We expect to hire those faculty with advanced or terminal degrees in

their field so as to teach other graduate courses rather than undergraduate; and who have research agendas that support the teaching of graduate offerings.” For faculty in graduate programs accredited by external content specific organizations, necessary credentials are based on national accreditation standards. For all graduate courses, the department chair and dean decide collaboratively what credentials their faculty members should have; ESU does not have a separate designation of graduate faculty.

## **CO-CURRICULAR AND EXTRA-CURRICULAR EXPERIENCES**

### **Types of Activities**

*Co-Curricular* and *extra-curricular* are terms used primarily for activities outside of the traditional courses that provide social, interpersonal, and emotional growth for ESU students (see [S11Q12D](#)). Though *co-curricular* and *extra-curricular* are not formally defined, the terms are operationalized in the Student Handbook, the Student Affairs web page, and the annual reports of Student Affairs and the SAA.

In the 2014-2016 Student Handbook, co-curricular is used in three main areas. First, it describes the Early Start program, in which “The curriculum is designed to fully engage students in gaining learning competencies through curricular and co-curricular experiences, ultimately producing active and lifelong learners” (p.5). Second, it states that Stony Acres “strives to administer facilities, programs, and services that encourage the pursuit of outdoors recreational activity, promote co-curricular involvement, foster leadership development, and provide social opportunities” (p.12). Third, it describes the UC as “providing a vital link between the academic program and the co-curricular life of the University” (p.12).

Extra-curricular is used less frequently now than in the past, as the campus community has come to believe that experiences sponsored by ESU and organizations to enhance student life will also build student careers and/or wellness and encourage life-long learning. However, extra-curricular is used in the Student Handbook to refer to student organizations and the process by which they are created and maintained (p.19).

As the main function of both Student Affairs and the SAA is to provide co-curricular and extra-curricular experiences for students, their annual reports further operationalize co-curricular and extra-curricular experiences.

Co-curricular activities also take place within and across academic departments through events such as the Student Research and Creative Symposium (Spring 2013 and annually thereafter), the Bi-Annual Student Art Shows (Art Department), the Technology Media Fair (Department of Digital Media Technologies), the Computer Science App contest (Department of Computer Science), and Through Their Eyes (Department of Special Education), as well as performances of dance, music, and theater. Many more, such as sponsored talks and field trips, occur through the efforts of academic departments.

### **Assessment**

The clearest evidence of assessment appears in the annual reports of Student Affairs (2013-2014; 2014-2015) and the SAA (2012-2013; 2013-2014; 2014-2015; [2015-2016](#)) (see [S11Q13A](#), [S11Q13B](#) and [S11Q13C](#)). Each annual report evaluates the unit and indicates the steps it will take to meet students’ needs more effectively. The Student Affairs annual report lists the major accomplishments and challenges of the nine departments of Students Affairs and the collaborating divisions across the University (see [S11Q12](#)). It evaluates educational effectiveness through multiple means. In 2013-2014, the report indicated a need for new retention initiatives for student athletes (p.12). The next year, when some of those initiatives had been implemented, the report evaluated their success based on the GPAs and academic progress of the athletes. The SAA annual report also lists the major accomplishments, challenges, and priorities for the upcoming year. In 2012-2013, the report focused on retention initiatives (p.8) and listed seven student leadership training initiatives in customer service. The next year, it evaluated new leadership certifications and textbook scholarships (pp.4-5). Another initiative addressed and evaluated in the SAA annual report is Warrior Link, which provides tools to support “efficient student organization management” and “will enable easier communication by student members [and] enhance

students' satisfaction with their co-curricular experiences" (8). Warrior Link also empowers students to develop their own co-curricular transcript to "develop official documentation of campus involvement, and ultimately enhance connectedness with the Institution" (p.8). Briefly, when a student submits an activity, his or her participation is verified by the organization's designee, SAA-appointed personnel, or other authority. The co-curricular transcript is in the beginning phases of implementation.

Co-curricular and extra-curricular programs sponsored by Student Affairs and the SAA are assessed using a variety of direct and indirect methods, and the results also appear in their annual reports. Initially, the department or organization hosting the program assesses it using measures such as event attendance, observation of the student reaction, and/or a survey of participants. It then reports the results to the sponsor (Student Affairs or the SAA). The evaluation may address any of the University SLOs, depending on the goal of the activity. The Student Affairs and SAA annual reports also must show alignment with CAS standards (see [Student Affairs Annual Report, 2014-15](#) and [Annual Report All SA, 2013-14](#)). As a result, the SAA must meet additional SLOs, and the results are available in the 2016 Annual Report. Individual departments may also report data in their five-year reviews or APARs. If the event is organized or commissioned by a committee, the data may also appear in the committee's annual report.

In the 2016 Campus Experience Survey of Undergraduates, students noted that their opinion of ESU had changed for the better since they began their studies at the University (Question #41). In that response, of the 396 students, 88% (n=351) reported that their experience with extracurricular activities contributed to their positive opinion (see [CESU Summary](#)).

## **UNDERPREPARED STUDENTS**

Students' initial level of preparation is determined through the admissions process. Incoming freshmen in need of additional preparation are enrolled in the Early Start program. (For details, see Standard 8, Retention Programs). Students who might benefit from this program are identified during the admissions process using a variety of [criteria](#) developed by ESU's Admissions Office.

The needs of underprepared students are monitored on an ongoing basis through DAEL tutoring, coaching, peer mentoring, and the Students in Transition to Academic Realization (STAR) transition program. These services are available to all students, but the DAEL routinely reaches out to students with below a 2.0 GPA. These students are placed in the ACHIEVE program which provides academic coaching and assists with scheduling strategies. All freshmen and sophomores with below a 2.0 GPA are urged to attend the Academic Success Conference organized by the DAEL. In addition, faculty advisors evaluate students continually as part of the regular academic advising process and may recommend that they visit the DAEL or that the DAEL reach out to them. To facilitate such communication, the DAEL provides an Early Warning Alert System by which faculty and staff can report academic concerns directly to an academic success coach. The student, the academic advisor, and the chair of the DAEL are then invited to meet with the academic success coach and the reporting professor.

The English and Math Departments offer remedial courses (English 090 and Math 090) for students who are underprepared in those subjects. Both departments use test scores to determine which students are underprepared. (See **Standard 8, PLACEMENT AND DIAGNOSTIC TESTING**, for details.)

## **COHESIVE LEARNING EXPERIENCE**

The University Vision, Mission, Goals, and Values statements provide the overall framework for a cohesive learning experience. Several University-wide educational programs and initiatives help ESU achieve this goal. These include the GE program, which is a degree requirement for all students and incorporates the University-level SLOs. The efficacy of the GE program, in meeting its goals, is periodically assessed through a variety of means (see [S11Q19A](#)). One component of the GE program that works to ensure a cohesive learning experience is the First Year Experience (FYE) course. FYE courses must be certified under GE Standard X (First Year Experience). To be so certified, they must help students "understand the nature, purpose, and value of undergraduate education" and "discover and connect with East Stroudsburg University and its community" (see [S11Q19C](#) and [S11Q19D](#)).

Co-curricular and extra-curricular activities are expected to connect with curricular activities to increase ESU students' understanding of the educational process. For example, Warrior Athletics sends an evaluation sheet to all athletes' professors, who report on their attendance, participation, and overall academic achievement. Also, the One Book, One Campus program includes eight to ten co-curricular fall events based on a book that can be used in courses or read outside of class (see [S11Q19B](#)). This program invites campus-wide dialogue and collaboration between the SAA (see [S11Q13B](#), pg. 5) and the curricular components of campus. Career Services organizes career fairs and offers help with building resumes and online presence. It also provides various leadership and career-building services. Academic classes encourage student participation.

In addition, every spring, the campus hosts the Student Research and Creative Activity Symposium. This event typically involves between 200 and 250 students from the sciences, social sciences, arts, and professional schools. Campus community members attend student talks, visit student poster displays, view student art installations, and ask questions.

Finally, Warrior Notes are emailed daily to campus community members (see [S11Q19E](#)). Warrior Notes contain an Academic/Educational section that raises awareness of University-wide educational events. Of 932 students responding to the question on the 2015-16 Campus Experience Survey of Undergraduates (CESU), 33.9% reported using Warrior Notes to stay informed about campus happenings, and among these students, the effectiveness of Warrior Notes was rated 3.64 on a scale from 1-5, with 5 being the most effective.

A cohesive learning experience is also facilitated by the wide variety of University-sponsored events that occur throughout the academic year. Of 979 students responding to the question on the 2015-16 Campus Experience Survey of Undergraduates (CESU), 38.2% reported participating in at least one University-sponsored event during the previous academic year.

## **ENROLLMENT TRENDS**

Five-year enrollment trends by major and concentration are tracked through the Office of Institutional Effectiveness, Planning and Assessment. Enrollment data by college is provided to both the President's Council and the Vice President of Academic Affairs (Provost). Current course enrollment is provided through Banner to project future course enrollment, using Ad-Astra (predictive software), enrollment projections are made by course, including the number of sections that will be needed by using the current status of students.

### **Strengths**

1. ESU has crafted and launched a comprehensive new General Education program structured around the university's Student Learning Outcomes.
2. ESU embraces a culture of assessment for all co-curricular and extra-curricular student activities and uses data from such assessment to improve the educational effectiveness of these activities.
3. ESU has implemented a wide array of programs designed to foster a cohesive learning experience across all disciplines, all student levels, and all locations.

### **Recommendations**

1. Continue to promote timely graduation of students when selecting course offerings.
2. Reexamine the course equivalency process and identify methods necessary to support it.

## **Standard 13**

### **NON-CLASSROOM CREDITS**

In all cases, educational oversight occurs either directly through a faculty member or by an affiliation agreement involving the relevant academic department. ESU students earn credits outside the classroom in several ways. For example, in the Study Abroad Program, students earn credit using one of two

mechanisms. In the first, the non-classroom activities are overseen by a faculty member. The students are enrolled in and received credits for a specific course. Therefore, the curricular process that guarantees the academic integrity of all courses does so for these courses. The results of in-course assessments are used in curricular development as they are with any other course. In the second mechanism, the non-classroom activities count towards completion of a credit-bearing course that is offered by another educational institution. Once the student completes the course, the credits transfer back through the usual course transfer process. This process (including approval from the relevant department) ensures the appropriateness of such non-classroom activities. The assessments used in such courses are reviewed by the relevant ESU department to determine whether the credits will transfer.

In some degree programs (such as BS Computer Science and BS Computer Security), students are required to participate in internships for which they are awarded credit. The internships are approved and overseen by a faculty advisor as part of the faculty member's workload. Initially, a proposal form is developed by the student, the faculty advisor, and off-site agency that describes the student's duties at the off-site agency. If the proposal is approved, the off-site agency will have a formal agreement with ESU (through Academic Affairs). During the internship, the faculty advisor maintains regular contact with the student regarding his or her off-campus activities. Upon completion of the project, the student submits a final report to the faculty advisor. This report is used to assess the curricular appropriateness of the internship and is used to improve future internship experiences.

Independent-Study courses are conducted under the aegis of an ESU faculty member and so are governed through the standard curricular process in the same way that a regularly-scheduled classroom course would be.

Finally, ESU has adopted a [credit-hour policy](#) to "establish and define the standards and procedures" for assigning credit hours, including non-classroom credit hours.

## **AFFILIATED ORGANIZATIONS**

ESU contracts out very few of its educational operations. Among these few are the Chincoteague Bay Field Station, the Study Abroad programs, and the ITV courses. Credits for these courses transfer back to ESU with the approval of the appropriate department chair. Course materials are made available to the appropriate ESU Department for review. A [State System ITV form](#) is used to complete the process.

For study-abroad programs, the methods of oversight are detailed above, under **NON-CLASSROOM CREDITS**. For internships, ESU's Affiliation Compliance Specialist coordinates the process by which affiliation agreements are crafted and monitored. The process involves representatives from all involved institutions, members of State System's legal team, Provost, and Affiliation Compliance Specialist. This process follows the guidelines established in the [State System's Handbook for Academic Affiliation Agreements](#).

Activities that occur at Chincoteague Bay Field Station are overseen either by the usual credit transfer process or by the internship process described in the previous paragraph.

## **DISTANCE EDUCATION**

### **Courses and Programs**

All of ESU's educational offerings, whether by traditional delivery methods or distance education, are approved through the curriculum process and evaluated during the regular five-year program review process. The proper balance of instructional delivery methods is determined by the departments offering these programs and courses, with approval by the college deans and the Provost.

ESU is "fully approved to offer distance education programs" effective with the successful submission to MSCHE of substantive changes for the MS in Sport Management (July 2012) and MS in Information Security (May 2010). Subsequent to the initial two programs that were either 50% or more or fully

available online, the following programs are now offered: MA in Professional and New Media Writing (100% online); MEd in Reading (100% online); MS in Advanced Clinical Practice in Athletic Training (50% or more online); MS in Health Education (100% online); and Post Baccalaureate certificate in Sport Performance Coaching (50% plus online).

ESU makes a similar commitment to degree or certificate completion whether in the traditional or distance education format. For example, the University now posts the entire academic year schedule online to provide students the ability to plan out their curriculum. In the event a course is cancelled due to low enrollment, departments can, with the approval of their respective dean, offer individualized instruction to complete the requirement. With the advent of greater use of predictive analytics, better prediction of course scheduling to meet student needs and demand has lessened the reliance upon individualized instruction.

All departments have been encouraged to develop distance education courses and programs. (The APSCUF CBA does permit incentives for developing distance education courses.) Faculty wanting to teach courses via distance education submit the course through the usual curriculum process, where the course's academic integrity is evaluated by the department, college, the University-Wide Curriculum Committee, and the Academic Council. It is then approved by the Provost. Departments have experimented with their online offerings to determine how many sections per semester will fill and made adjustments based on enrollment. For example, during the Winter Session, only online courses are offered, as a cost-effective way of managing University resources. During the summer session, ESU has found, primarily through enrollment data, a higher demand for distance education as a way of facilitating students' summer employment.

## Evaluation

The effectiveness of ESU's distance education programs and courses is measured in the same manner as that of other programs and courses at the University: by the department, college dean, and Provost and facilitated by the Director of Assessment and Accreditation. The effectiveness of each program must be determined individually.

## Support

Undergraduate students in distance education courses attend the same orientation as other new students and so receive the same introduction to ESU, their major departments, and available support services (see, for example, ESU's [Summer Orientation Brochure 2016](#)). They are informed of the policies governing student records, accounts, and financial aid, and they learn their responsibilities as students as well as the services and programs available to them. They also have an opportunity to tour the campus, visit the Enrollment Center, and interact with other students, financial aid personnel, and academic advisors. (For details, see **Standard 8, ORIENTATION**). Also at orientation, students who are unfamiliar with distance education courses and programs begin to learn about them and receive their first introduction to D2L, which is the course Learning Management System used by most faculty who teach distance education and hybrid courses at ESU. There is no specific orientation for graduate students.

An online introduction to D2L with training videos and links to the D2L resource library is available at the D2L landing page. From here, students can also access a support website that walks them through common processes such as taking quizzes on D2L. D2L instructions in PDF form are supplied by Academic Computing and the Center for Teaching with Technology. During office hours, Academic Computing offers help in person as well as by telephone, email, the online ticket system, and online chat. Students can learn more about D2L through DAEL workshops. In addition, D2L-related issues are addressed during Achieve Week and Success Week, the Major and Minor Fair, and the Academic Success Conference. The mentoring program and the tutoring center also offer opportunities for students to receive help with D2L.

For faculty, Face2Face training sessions offer help with D2L tools and step-by-step instructions. Academic Computing provides the same in-person, telephone, and online support to faculty as to students. The Multimedia Specialist is available to help with MediaSite and file conversion.

D2L support can be assessed in several ways. Faculty who attend Face2Face training evaluate it at the end. The usefulness of online resources provided by the Academic Computing and the Center for Teaching with Technology can be measured with the number of times the resources are accessed and the duration of use.

## **Facilities**

There are 25 computer labs available on campus. All academic buildings and residence halls have at least one computer lab. Computer labs are equipped with software packages from every academic discipline. Laptops and iPads are available for checkout within the library. An additional distance education lab is available in Stroud Hall room 405. This lab has full video conferencing capability in addition to 24 workstations. For off-campus or distance education students the university makes use of the learning management system Desire2Learn (D2L). Course material is available through secure login to the student's course in D2L. D2L incorporates other software including Turnitin to check for plagiarized writings, Blackboard Collaborate for voice, chat and real-time video sessions, and MediaSite for lecture capture and streaming. All university students, including distance education students, have access via their email account to the Microsoft Office 365 suite of tools which includes Microsoft Word, Excel, and PowerPoint.

## **MAIN CAMPUS VS. OTHER INSTRUCTIONAL LOCATIONS**

### **Adult Learners**

ESU strives to offer equivalent services to all its students regardless of site location or mode of delivery. ESU does allocate resources to meet the specific needs of non-traditional students by making study skills and work/life balance resources explicitly available to adult learners, providing instructional technologies workshops for distance learners, and coordinating with Kemp Library and the DAEL to ensure that students in distance education and at other instructional locations have access to library instruction, technical support, and other resources as well as academic advising and tutoring.

### **Accelerated and Degree Completion Programs**

ESU has no accelerated programs by MSCHE's definition. However, ESU's degree completion programs are designed specifically to address the needs of adult learners, offering accelerated, full-time degree programs for returning students who have earned an Associate's degree or equivalent credits. Degree completion programs are structured in accelerated sessions, offering eight- and nine-week courses year-round in order to accommodate the demands of a busy work and family schedule while enabling students to retain full-time status. Classes are offered on weekday evenings and during the day on Saturdays to allow maximum flexibility, and class schedules remain consistent, allowing students to plan ahead and complete their degrees on time. The structure and design of the degree completion programs are based on the Council for Adult and Experiential Learning's "Principles of Adult Learning." ESU offers Accelerated Degree Completion programs in four locations: the main campus, the State System Center City in Philadelphia, ESU's Lehigh Valley Center in Bethlehem, PA, and Northampton Community College's main campus in Bethlehem, PA. Classes are held in person, online, and in hybrid formats. ESU's degree completion offerings were selected based on growing job markets in the Pocono, Lehigh Valley, and Philadelphia regions, and the University offers degree completion programs in Public Health, Nursing, Business Management, Computer Security, Psychology, and Communications.

During the 2014-15 academic year, ESU's Director of Extended Learning completed an evaluation of ESU's Extended Learning Program (see [Report on Extended Learning](#)). This report, which included data from extended learning faculty and students and assessed ESU's success with regard to core CAEL principles, makes specific recommendations for improving ESU's Extended Learning programs and policies.

## **Course Offerings**

All of ESU's educational offerings, whether at the main campus or at other instructional locations, must first be approved through the curriculum process. Programs and courses to be offered at any ESU site are proposed by departments and approved by the colleges, then by the UWCC and finally the Provost. Some departments also distribute Surveys of Student Interest to determine future student interest in various courses, particularly in upper division courses.

Instructional locations are selected based on a number of criteria, including labor market demand, student demand, infrastructure and capacity to deliver instruction, and input from academic departments. The appropriateness of such choices is subsequently assessed by student surveys (via D2L), by instructor feedback, and by enrollment numbers.

In the College of Education, only graduate courses are offered at ESU's other instructional locations. The decision to conduct a course at the Lehigh Valley Center or at a particular school district is determined by the needs of the students.

All undergraduate programs have developed four-year course plans which are in the course catalog. Departments have also developed course rotation plans which are matched against data from Ad Astra Analytics, which provides us an analysis of how many seats are needed in courses, to ensure that students are able to take the courses they need to graduate on time. Once registration begins, adjustments are made based on actual registration numbers.

## **Site-Specific Policies**

ESU policies do not differentiate between the main campus and additional locations: all policies are in effect at all locations and thus in accord with University Mission and Goals. All policies and policy-based data undergo the same process of assessment in order to comply with professional accreditation standards and BOG policies.

## **Resource Allocation**

The Director of Graduate and Extended Studies maintains primary responsibility for offerings at other instructional locations. The allocation of human, financial, and physical resources is driven by demand for program offerings at each locations. Working with the college dean and department chair, the Director of Graduate and Extended Studies determines the need, considering both students' need for courses and the cost of offering those courses. The Assistant Director of Budget tracks revenue and expenditures. The President, the Provost, and the academic deans are ultimately responsible for the use of human, financial, and physical resources, and their decisions must be consistent with the Mission and Goals of the University.

## **Standards and Sites**

All departments who offer undergraduate Degree Completion programs and graduate programs at other instructional locations are fully engaged in the design, implementation, and continual assessment of those programs. Hiring practices are consistent with main campus practices with the full involvement of department chairs. All changes to curricula are similarly vetted by departments, with any significant changes being submitted to the MSCHE for approval.

Initially, the State System created the City Center in Philadelphia and looked to institutions in the eastern half of the state to offer programs there. Only programs not offered by Cheyney University could be offered at the City Center, so only a few ESU programs were eligible. However, the Public Health programs were eligible and were offered at the City Center. Because of the distance, it was difficult to staff the City Center programs with ESU faculty. Offering programs there proved to be also a net negative for ESU financially, so ESU decided to end its programs at the City Center.

At the Lehigh Valley Center, only degree-completion programs and graduate programs are offered. ESU is the only public four-year institution in the area and has developed a strong partnership with Northampton Community College. With a significant number of ESU faculty living in Bethlehem and Easton, it is relatively easy to staff programs at the LVC. The enterprise is supported financially by renting additional space at the location for business meetings and conferences.

## **Outcomes Assessment**

All educational experiences at all ESU locations are assessed in the same manner. Students enrolled in Extended Learning programs are coded accordingly, so that data can be assessed in relation to traditional students to measure retention, graduation rates, and grade point averages. The Graduating Student Survey provides another measure of student success, supplying information about graduates' employment and feedback about their ESU experiences. A 2015 survey of students taking classes at ESU's Lehigh Valley Center was designed to ascertain student satisfaction regarding: course sequencing; scheduling of class times; the accelerated rate of coursework; accessibility and customer service of staff, administrators, and advisors; classroom technologies; instructional resources; diversity and inclusion; access to study spaces; satisfaction with the program and professional preparedness; new student orientations; enrollment services; and community, campus life, and student activities.

Data from the evaluation of ESU's Extended Learning Program (see [Report on Extended Learning](#)) indicates that the extended learning programs are successful at providing greater flexibility in instruction, with students reporting a mean score of 1.7 on this measure (scale: 1-4, with 1=Strongly Agree and 4=Strongly Disagree). Questions on the "student support systems" measure the degree to which "the institution assists adult learners using comprehensive academic and student support systems in order to enhance students' capacities to become self-directed, lifelong learners." In this category, the students reported a mean score of 1.9 on the scale above.

## **STUDY ABROAD**

At the Study Abroad website, faculty can access the risk management form, document safety information, and resources for grants and international research funds. The same site also includes links to the State Department and the CDC (for travel warnings). Students learn about study-abroad opportunities through orientation meetings with study-abroad personnel. They can also visit the Study Abroad website, where they will find information about financial aid and scholarships, foreign exchange rates, US embassies, and passports. They will also find links to travel guides and travel warnings. The Buddy Program offers support for international students.

## **CERTIFICATE PROGRAMS**

### **Approval and Review**

Certificate programs involve the development of clearly stated course-embedded student learning outcomes (SLOs) aligned to program outcomes, general education learning outcomes and, for professionally accredited programs, discipline specific standards of practice. The development of such curricular mappings are required and guided by principles contained in local assessment procedures, [State System policies](#) and procedures (new concentrations, minors, certificates, degrees), State Department of Education (teacher preparation programs), discipline specific accreditation bodies, and [MSCHE guidelines](#) (substantive change requests, for one). Examples of successful substantive change requests to MSCHE include public health (post-baccalaureate), advanced sport performance coaching (post-baccalaureate), sport performance coaching (post-secondary) and Geographic Information Systems (post-secondary).

Certificate programs were revisited with the relatively new and revised policy of Board of Governors ([Policy 1985-01-A](#), October 2015) in which the former minimum credits of 30 was eliminated. This action, highly desired by all of the 14 chief academic officers, has permitted the development of shorter, competency-based certificates on a post-secondary level in various disciplines and fields. Such certificates, receiving substantive change approval at the post-secondary and post baccalaureate level through

MSCHE, constitute discrete but integrated credentials that are in addition or instead of a degree, depending on the student's interest and demand. Six post-secondary certificates were launched in 2015-2016 – credits ranging from 12 to 30 dependent upon outcomes expected as a result of the award of a certificate and discipline specific accreditation concerns. Students can either take the certificate sequence as a stand-alone offering or plan to “pick it up” as an additional credential while still be a part of one's major when appropriate, e.g. four-course sequence in Geographic Information Systems or in Professional, Technical, Business, and Scientific Writing. Focus of newer shorter certificates is to increase competitive advantage in the form of a recognized credential for various occupations or professions.

## **Communication**

New certificate programs, like new traditional programs, are announced to the campus community via UWCC communications, typically emails. All are invited to review objectives, requirements, and the curricular sequence. After approval, the requirements for all programs (including certificate programs) along with suggested plans for completing them are published in the course catalog and on the University website.

Hard copy academic program flyers are also printed for display in departments and for distribution during open house and orientation events.

## **NON-CREDIT OFFERINGS**

ESU does not offer non-credit courses. Although the credits for 090 (remedial courses) do not count toward graduation, the courses are still credit-bearing.

## **Strengths**

1. Policies are in place to ensure that educational experiences completed off-campus achieve the same level of academic rigor and are subject to the same curricular oversight as those completed on campus.
2. Students in need of additional educational support are identified in a timely fashion and a comprehensive suite of resources is offered to such students.

## **Recommendations**

1. Disaggregate assessment data by ESU's campus, additional locations, and other instructional sites in order to facilitate comparison of disparate locations.
2. Improve and centralize data gathering from alumni.

## Chapter 8: General Education and Educational Assessment

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency. (Standard 12: General Education)

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals. (Standard 14: Assessment of Student Learning)

### Standard 12

#### MISSION AND GOALS

The new GE program, implemented in Fall 2016 is designed to document, measure and assess ESU's General Education Student Learning Outcomes (GenEd SLOs), which closely align with the Mission, Goals, and Vision of ESU (see [S12Q1A](#)) and therefore with the Strategic Plan. The previous GE program was also designed to align with the Mission and Goals of the University, but the new program provides more structure and accountability. It not only connects the GE program with the Mission and Goals but also supplies an assessment system to ensure that the GE program achieves the University SLOs.

In support of ESU's Mission to provide "a scholarly community that promotes diversity," the first GenEd SLO states that ESU students will "demonstrate an understanding of their role as citizens of a diverse, global society." In order to qualify as GE under this standard, courses must include activities that promote: 1) students' familiarity with world cultures, 2) tolerance for diverse views and perspectives, and either 3) understanding of institutions, processes, and active civic participation or 4) awareness of their role as global citizens and understanding of global interconnectedness (see [S12Q7A](#)). Such courses must include direct assessments to verify mastery of the requirements. Faculty are asked to consider devoting 25% of the course grade to the assessment of areas 1 and 2. Departments are asked to note on their curriculum maps which courses will meet this standard as well as the learning level (i.e., Introduced, Emphasized, Reinforced or Advanced).

The new GE program (see [S12Q1C](#)) promotes Goal 1 of the Strategic Plan (improved retention and graduation rates) (see [S12Q1B](#), Goal 1, Page 6) with a First Year Experience (FYE) course designed to help students participate fully in the ESU community and learn actively inside and outside of the classroom (see [S12Q1D](#)). Three of the four new GenEd SLOs promote Goal 2 (creating challenging curricula and encouraging student research and entrepreneurship) (see [S12Q1A](#) and [S12Q1B](#), Goal 4, Page 15). Standard VIII, the Quantitative Standard, requires that students learn to interpret graphs and data along with algebraic and statistical models (see [S12Q1E](#)). Also, the Level II and Level III Writing standards (see [S12Q1F](#) and [S12Q1G](#)) as well as English Composition requirement ensure that students take courses with significant writing components and that they not only achieve course-level SLOs but improve their writing skills. All three writing standards also promote engaged learning and ensure that students are challenged and that they develop the necessary skills to participate in scholarly activities. In addition, Standard II (critical thinking) promotes the University Mission to "equip students to critically appraise and apply knowledge..." (see [S12Q1H](#)). A clear definition of "critical thinking" (including concepts such as logical consistency, clarity of argumentation, and the ability to assess evidence) also helps ESU fulfill its Mission.

#### COMMUNICATION

Students at ESU have access to GE requirements both online (see [S12Q2A](#)) and in hard copy (see [S12Q2B](#), page 40). At Orientation, the Dean of the College of Arts and Sciences explains the new GE requirements (see [S12Q2C](#)). Afterwards, department chairs meet with students to further explain the GE program, including its purpose as well as the advising process and academic tracking sheets (see [S12Q2D](#)) that will guide them through it. They are also assigned academic advisors to help them individually. At ESU, academic advising takes place via three main methods: 1) faculty advising in the

student's major department, 2) Academic Advising for the Undeclared Student, and 3) Advising for At-Risk Students. Various advising resources are available to students from the Department of Academic Enrichment and Learning (DAEL) website (see [S12Q2E](#)). A formative assessment of the impact of this multi-dimensional strategy took place in late Spring 2016 with the 2016 Campus Experience Survey of Undergraduates. Nearly four-in-ten (38.3%) of [students reported](#) that ESU has been "effective" in helping them understand the value and purpose of ESU's General Education curriculum with an additional 28.7% reporting that the University has been "very effective" (17.6%) to "extremely effective" (11.1%).

In addition, the new General Education Implementation Committee implemented a communication plan entitled "The New GE Roadshow," whereby the committee members met with various faculty, student, and staff constituent groups late August into Fall 2016 to emphasize the new aspects of the general education program and to support seamless transition to the new program. Degree works as well as a [General Education website](#) are tools to assist both students and faculty in advisement of the new general education program.

All professors are required to post their course syllabi on D2L. Departments also keep copies of current syllabi in both print and electronic form. According to the 2014-2015 Status of Program Assessment survey, 100% of course syllabi included course-embedded student learning outcomes (SLOs). On the [2016 Campus Experience Survey of Undergraduates](#), 44% of students reported that ESU has been "effective" in helping them understand the benefit (i.e., the value and purpose) of SLOs with an additional 30% of students reporting that the University has been "very effective" (18.2%) to "extremely" (11.8%) effective (see [S12Q2G](#), p.206:Q45).

## ASSESSMENT

In the past, ESU relied on indirect measures for GE assessment, a practice which the University community has changed with the new GE program. Specifically, to be included in the new GE program, all courses must be re-certified under one of the new standards. To be approved, the course description must include direct assessments that will be used to demonstrate the achievement of the standard. To facilitate this process, the Office of Institutional Effectiveness, Planning and Assessment (OIEPA) in conjunction with the University Assessment Committee has established a blueprint for faculty to incorporate direct assessments into pre-existing course requirements. This effort will allow faculty the freedom to teach and assess student learning as they see fit while still ensuring fidelity to the University's GenEd SLOs (see [S12Q4I](#)). Multiple assessment tools are currently being developed to aid in this endeavor. First, the Office of Assessment and Accreditation, in concert with the University Assessment Committee, is developing a General Education-Course Assessment Tool (GE-CAT) that will aid faculty in mapping the curriculum from their courses to the GenEd SLOs and allow them to identify assessments that will be used to ensure students are achieving the GenEd SLOs ([S12Q8A](#)). Once courses are certified, the plan is for faculty to use the Course Level Assessment Report (CLAR), which is currently being developed, to document the results of direct assessment from these GE courses ([S12Q8B](#)). While this framework is still being developed, the institution believes these processes, once in place, will demonstrate a robust system of assessment of the direct measures faculty are using to assess the achievement of GenEd SLOs.

Data from the Graduate Student Survey (GSS), the Proficiency Profile, the NSSE, and faculty surveys conducted in 2012 and 2013 were used to develop the new GE program (see [S12Q4E](#)). For example, in the faculty survey, only 52.87% agreed that the previous GE program was doing an "exceptional job" assuring that students develop critical thinking" skills, while 98.86% said it was "critical" that the new GE program directly address critical thinking. As a result, critical thinking skills became Standard II of the new program. When a new course is submitted for GE under Standard II, the description must explain how specific activities will develop critical thinking skills and how success will be directly assessed. Similarly, only 42% of faculty thought the previous GE program was doing "an exceptional job" ensuring that students were developing writing skills while 85% said it was "vitally important" that two courses in English Composition be required in a new GE program. Accordingly, the new program includes Level II and Level III Writing requirements in addition to Composition. (Courses from all fields are eligible to be certified as Level II or Level III Writing.) Moreover, only 52% of faculty believed the previous GE program was doing "an exceptional job" developing competency in quantitative reasoning while, 97.73% believed

the new GE program should directly address this issue, which it does in Standard VIII. To qualify as GE under Standard VIII, a course must include activities that teach students to explain and interpret quantitative information presented in graphs, tables and equations; use algebraic, geometric and statistical methods to solve problems; analyze quantitative data; and use that data to formulate and defend arguments (see [S12Q4G](#)). Furthermore, one of the Group B (Science) courses required under the GE program's breadth component must have as a prerequisite the Basic Mathematics Skills Competency requirement.

ESU uses a variety of measures including the Educational Testing Services (ETS) Proficiency Profile, Graduating Senior Survey (GSS), and the National Survey of Student Engagement (NSSE) to assess the current GE program. For example, regarding the critical thinking GenEd SLO, the GSS found that students believed they were prepared to engage in critical thought and analysis (see [S12Q4A](#)), with 80% indicating that they were required to do a significant amount of critical and analytical thinking at ESU (see [S12Q4B](#)). The Learning Gains, report from the ETS Proficiency Profile, shows a recent improvement with ESU students performing below expected levels on critical thinking in 2013-2014 but at expected levels in 2014-2015 (see [S12Q4C](#) and [S12Q4D](#)). Additionally, multiple programs are currently directly assessing student learning in their General Education courses. For instance, in Calculus I all students take a Gateway Exam on derivatives ([S12Q3B](#)). The Philosophy and Religious Studies Department uses a rubric to assess a sample of student surveys in Introduction to Religious Studies ([S12Q3C](#)). Additionally, the Biology department directly assesses students in the following GE courses: General Biology, Human Anatomy and Physiology I, and Introductory Biology. These assessments include pre and post-tests, subsets of exam questions and the evaluation of practical skills such as the use of a microscope ([S12Q3D](#)). This report acknowledges the limited availability of data that directly assesses student achievement of GenEd SLOs. In recent years the university, specifically, the General Education Committee, OAA and the UAC made a conscious effort to put their time and resources into the development of a new GE program that would better reflect the knowledge and skills our students need and the creation of an assessment program that would ensure students achieve these learning outcomes. The data collected from these indirect measures, and the efforts made to survey faculty and hold open forums to gather information in the development of the new GE programs, demonstrates the university's commitment to its GE program.

## **CONNECTIONS BETWEEN UNIVERSITY AND PROGRAM REQUIREMENTS**

One goal of the Fall 2016 GE program was to connect more clearly the GE requirements with those of academic programs. Since all students must complete the GE program, the GenEd SLOs—approved by the entire faculty—identify the foundational knowledge necessary for all disciplines. The program contains a map that illustrates how breadth courses and overlays provide instruction for all students in each of the GenEd SLOs (see [S12Q5A](#)). In addition, FYE courses must include specific instruction in the connection between GE and the student's major. University Studies 100 has been developed and approved by the GE Committee and the University-Wide Curriculum Committee as an FYE course (see [S12Q5C](#)).

### **Strengths**

1. ESU's new General Education program was driven by faculty input and is aligned with our university's Mission and Goals.
2. The course recertification process features clear definitions and operationalization of critical thinking, diversity, and other core concepts.
3. The direct assessment of student learning in the new General Education curriculum is being implemented.

### **Recommendation**

1. Assess and evaluate the new general education program.

## **Standard 14**

### **ASSESSMENT PROCESS**

ESU has made significant progress in creating a culture of student-learning assessment since being

reaccredited in 2007 (see [Curricular Assessment Organization Chart](#)). Programs with no external content-related accreditation must submit a [program review](#) every five years, and all programs, including programs with external content-related accreditations (see [S14Q3B](#) and [S14Q3B1](#)), must submit an Annual Program Assessment Report (ASPA) each academic year using a standard template (see [S14Q5A](#)) to the Office of Assessment and Accreditation (see [Program-Level Assessment Reporting](#)). Program assessments use both direct and indirect assessments to measure alignments between course-level student learning outcomes (SLOs), program-level learning outcomes (POs) and institution-level learning outcomes (GenEd SLOs). Together, the University Assessment Committee (see [S14Q3C](#)) and the Office of Assessment and Accreditation ([S14Q3A](#)) evaluate the reports using their own rubric (see [S14Q3D](#) and [S14Q3F](#)). Based on this evaluation, departments in need of improvement are identified and offered the opportunity to meet with members of the UAC and the OAA to identify ways to improve their assessment of student learning.

Assessments at the institutional level, used as both summative and formative tools, include the ETS Proficiency Profile, the National Survey of Student Engagement (NSSE), and the internally-developed Graduating Senior Survey (GSS) (see [S14Q3E](#)). The ETS Proficiency Profile (a direct assessment) compares first-year students to seniors in areas related to GenEd SLOs 2, 3, and 5 (see [S14Q3G](#)). The NSSE (an indirect assessment) includes questions related to GenEd SLOs 1, 2, 3, 4, and 5 (see [S14Q3H](#)). The GSS (an indirect assessment) includes questions related to GenEd SLOs 1, 2, and 4 (see [S14Q3I](#)).

Program and course-level SLOs are developed and assessed by the departments and faculty. Course-level SLOs are connected to program-level outcomes (POs) by curriculum mapping, which also connects General Education courses to GenEd SLOs (see [S14Q30](#) for example of curricular mapping). In 2014-2015, with the goal of improving the feedback and assistance it could provide to departments, the OAA implemented an online Status of Program Assessment (SPA) survey to measure the development and assessment of SLOs and examine program-, department-, and college-level needs for assistance in key best practice assessment areas. Among the outcomes, the SPA survey found the following levels of needed assistance across the University: 18.8% needed "a small amount of assistance" mapping SLOs to ESU's seven GE learning outcomes, 9.4% needed a "small amount of assistance" to a "moderate amount of assistance" developing POs, 37.5% needed a "small amount of assistance" to a "great deal of assistance" developing their program's assessment plan, and 18.7% needed a "small amount of assistance" to a "moderate amount of assistance" assessing at least one PO using a direct measure (see [S14Q3J](#) for 2014-2015 SPA outcomes and [S14Q3K](#)). Additionally, the SPA survey found that 100% of course syllabi included course-level Student Learning Outcomes and nearly 100% of academic programs across all colleges had created Program-Level Learning Outcomes which were mapped to the ESU's General Education Student Learning Outcomes (see [S14Q3J](#) for 2014-2015 SPA outcomes and [S14Q3K](#)). In the Campus Experience Survey of Undergraduate students found that ESU had used at least 18 different mediums to communicate information about Student Learning Outcomes to students including social media and new student orientations. However, the most common ways information regarding Student Learning Outcomes was communicated to students was through academic advisors and classroom faculty (see [S14Q2B](#)). Using these outcomes, the OIEPA provides continuous assistance to programs through office visits and an online assessment resource called *Data Points* (see [S14Q3L](#) and [S14Q3M](#)).

High-impact practices (such as internships and study abroad) are assessed in three ways. First, NSSE questions 11 and 12 ask students about participation in internships, leadership in student organizations, study abroad, faculty/student research, senior capstone projects, and service-learning. Second, the OIEPA reports on freshmen and senior participation in high-impact practices such as internships, study abroad, capstone projects, the ESU Research Symposium, faculty-student research, experiential learning, student competitions (for seniors), and the [First Year Experience](#) (see courses, the Early Start program, the Honors Program, and the Student Academic Success Program for freshmen). Finally, individual program reports across all colleges include direct assessment of high-impact practices, with the results documented in program assessment reports. Academic programs throughout all colleges in the university conduct direct assessments of culminating experiences to demonstrate students have achieved the Student Learning Outcomes prescribed by their programs. For example, the Department of Sociology, Social Work and Criminal Justice uses a department developed rubric to assess a random sample of senior capstone papers ([S14Q4A](#)). In the College of Health Sciences, the Sport Management Department uses a rubric to

assess student internships ([S14-Q4B](#)) and the Physical Education Teacher Education program also uses a rubric to directly assess student teachers in the classroom ([S14-Q4C](#)). Finally, programs in the College of Education use a dispositions rubric to directly assess critical thinking, professionalism, collaboration, ethics and other key skills required of educators. The completion of the dispositions rubric is an interactive and iterative process where students evaluate themselves prior to faculty evaluating students using the rubric and providing feedback on the student's self-assessment multiple times over the course of the student's academic career at ESU ([S14-Q4D](#)).

## USE OF ASSESSMENT DATA

ESU academic programs are making substantial progress in using assessment results to improve student learning. For example, the Department of Political Science used the senior seminar student research project to identify deficiencies in writing and quantitative analysis. It then revised its program requirements to include directed GE courses in Literary Analysis and Mathematics (see [S14Q5C](#)). Also, the Department of Chemistry identified deficiencies in student use and application of the literature in advanced courses. In response, the department now requires its students to enroll in CPSC101: PCs and Their Uses in Science, and faculty have incorporated additional discussion and refreshers on the use and application of chemical research (see [S14Q5D](#)). Yet another example is the Department of Physics' response to new students lacking the requisite skills to succeed in introductory physics courses. The department changed the sequence of those courses to allow students more time to obtain the required skills (see [S14Q5E](#)).

## MISSION AND GOALS

ESU's assessment of student learning supports its Mission to "provide challenging and contemporary undergraduate and graduate curricula that engage and equip undergraduate, graduate, and adult students to critically appraise and apply knowledge in their lives and chosen fields of study."

In the last five years, ESU has enhanced its assessment process using a [curricular assessment cycle](#) continuously to improve student learning. The process is hierarchical: each level is responsible for identifying student learning goals and outcomes, devising a plan for meeting its goals (e.g., develop and modify curricular maps/rubrics and direct/indirect assessments), gather and review evidence of student learning, use results to implement improvements. The cycle begins at the course level where data is collected and analyzed in relationship to course objectives and program-level outcomes. In Spring 2013, departments created curricular maps for each of their programs to align their courses with program goals. This process has been repeated in 2016-2017 to reflect the new General Education Program. The 2013 and 2014 MSCHE Monitoring Reports show ESU's institution-wide use of assessment data for making program and course changes (see [S14Q7B](#) and [S14Q7C](#)). ESU is currently revising its assessment process based on feedback from the University Assessment Committee and the faculty. After using Annual Program Assessment Reports (APARs) through the 2013-2014 Academic Year, the Office of Assessment and Accreditation conducted a Status of Program Assessment survey for the 2014-2015 academic year and as a result the OAA and the UAC are currently developing a web based, [Annual Status of Program Assessment \(ASDA\) survey](#) which will allow for program assessment data to be easily transferred into the TracDat software program (See Standard 7 for a more detailed discussion of the role of TracDat).

Furthermore, as a result of the new GE program, each department is building assessments into its courses. These will be used by the GE Workgroup of the University Assessment Committee (UAC) to assess annually the new GE program. The collection of assessment data from courses is also used to improve programs and evaluate and revise goals. The plan for improvement is communicated by the faculty to the academic dean and the UAC, then to the Provost and Vice President for Academic Affairs and the President. Formative and summative assessment continues through the program, college, and University levels in accordance with three-year reporting cycles unless changes necessitate more frequent assessment. By continuously assessing their programs and making changes based on the data, departments can ensure that their course offerings are current and that their programs prepare students for meaningful careers.

## SUPPORT FOR FACULTY ASSESSMENT

Departments continually assess courses and at least once a year discuss ways to improve teaching and learning based on those assessments. These discussions are recorded in annual assessment reports.

ESU faculty are motivated to improve their teaching continually, in part, because teaching performance counts for 60% of the promotion and tenure evaluation (see [S14Q8A](#)). To support this effort, teaching workshops are held regularly throughout the year. Examples include a series of brown-bag lunch discussions in spring 2016 on the book, *How Learning Works: 7 Research-Based Principles for Smart Teaching*. On May 16, 2016, Dr. Danielle Brown, an expert in assessment in the sciences, came to campus and held a workshop on assessment of science GE courses. Thirty faculty, the Dean and Associate Dean of College of Arts and Sciences, and the Provost participated (see [S14Q8B](#)). Another series of brown-bag lunches during spring 2015 on the book *What the Best College Teachers Do* culminated in the author, Kenneth Bain, coming to campus in May 2015 and providing an all-day workshop on teaching. Sixty faculty attended. In addition, the C.R.E.A.T.E. Lab hosts coffee sessions for faculty to discuss ideas and teaching techniques, and the Center for Teaching with Technology (CTT) held multiple workshops in Fall 2013-Spring 2014 on the use of D2L and rubrics. These workshops are now archived on the CTT website (see [S14Q8C](#)). Finally, in AY 2016-2017, a new faculty mentor program will include sessions on teaching, syllabi, and technology in the classroom (see [S14Q8D](#)).

In accordance with the Strategic Plan, ESU is developing a new center to support faculty innovation in teaching and scholarship (see [S14Q8E](#)). Also, the Office of Sponsored Projects and Research helps and encourages faculty and staff to obtain grants for assessment and to improve student learning (see [S14Q8F](#)). Specific grants awarded in this area include a FDR major leveraging grant of \$6,781 for advancing cross-cultural philosophy; an FDPC Innovation in Teaching grant of \$2,180 for "Thinking Green: Improving Student Learning and Environmental Awareness in a Pearson MyMathLab-Based College Algebra Course"; an NSF grant of \$13,684 for "Transforming Undergraduate Education in Science, Technology, Engineering, and Math, E-Learning Modules Chemistry"; an Entrepreneurship Across the Colleges grant of \$1,400 for a "3-D Printing Workshop with Kacie Hultgreen," and another Entrepreneurship Across the Colleges grant for "Developing Student Entrepreneurs: Coding Language Learning Apps."

A decentralized system for awarding travel funds permits the use of travel funds for professional development, including teaching conferences. Also, the Provost's office helps to fund faculty attendance at State System conferences on teaching and innovative teaching techniques.

## VALUE OF AN ESU EDUCATION

ESU's impact on students' intellectual development has been measured by the Learning Gains Report for Critical Thinking and Writing. Based on the ETS Proficiency Profile, the Learning Gains Report compares the University's scores to expected scores generated by ETS based on SAT and ACT scores (see [S14Q9A](#)). It also compares the gains of ESU students to those of other universities across the nation in Critical Thinking and Writing. In the latest report (2014-2015), ESU placed in the 50th percentile for Critical Thinking and the 90th for Writing. In Critical Thinking, ESU students gained 1.7 points from their freshman to their senior years, 0.1 points less than the expected gain of 1.8. However, in Writing, they gained 2.4, 1.4 points greater than the expected gain of 0.9. Also, the Graduating Senior Survey (GSS) asks students to respond to the statement, "My intellectual development at ESU was positively enriched through my experiences outside the classroom." In 2014-2015, 79% agreed "slightly" to "strongly" (see [S14Q9B](#)).

ESU's preparation of graduates to be leaders in their chosen fields has been measured by the State System survey of alumni. The most recent survey included 151 ESU alumni who graduated in 2011-2012 (see [S14Q9C](#) for PASSHE Alumni Satisfaction Survey Results). Nearly one-half (46.2%) of these graduates reported that they are employed full time in an area related to their major, 5.5% are employed full time in a chosen field unrelated to their major, and 12.4% are continuing their education (64.1% total). 65.8 reported being satisfied or very satisfied with their current jobs. As to the preparation they received at

ESU, more than 90% felt adequately, more than adequately, or very well prepared in the categories of critical thinking; locating, organizing, and evaluating information; applying knowledge in real world settings; communication; and collaborating with diverse groups. Also, the GSS asks students to rate their competitiveness with graduates of other institutions. In 2014-2015, 74% agreed "slightly" to "strongly" with both the statements "My ESU education allows me to be competitive with new graduates from other universities" and "I am competitive with graduates who have received similar degrees from other institutions."

National organizations have recognized ESU as successful in delivering good value for its students' investment and for making higher education accessible and affordable. ESU is designated as a "Best Value Top College" for workforce preparedness in 2016 by the non-profit organization Educate to Career (ETC) (see [S14Q9D](#)). This rating is based on a method developed by the ETC to measure the economic value of a degree. Moreover, the Education Trust has identified ESU as a "top 52 institution" in raising graduation rates for African-American students and reducing the gap between graduation rates for those students and other groups (see [S14Q9E](#)).

## **ASSESSMENT OF STUDENT LEARNING IN NON-ACADEMIC AREAS**

Most units in Student Affairs and the SAA have conducted student learning and program assessment for some time and report their results annually (see [S14Q10A](#) and [S14Q10B](#)). An assessment committee for Student Affairs and the SAA has been established to assist all units in developing annual assessment plans. The outcomes of these plans have been part of the annual SAA report. As required by the Middle States Monitoring Report, Student Affairs compiled a report on all student learning assessments conducted in every unit of Student Affairs and the SAA, indicating whether direct or indirect assessments were used.

The Student Affairs/SAA assessment committee was expanded to include other student services areas (i.e. Enrollment Management, University Police, etc.). This group leads the assessment efforts in each of their units and works to develop annual assessment plans with an emphasis on direct assessment. Each unit reports on the results of its annual assessment plan.

One example of direct assessment in a non-academic area is the SAA's requiring attendees at the Student Leadership Development Institute to write a reflection essay at the end of the experience which was then evaluated with a rubric to assess their understanding of leadership concepts. Using the results, attendees will be instructed to examine how they can apply their leadership skills on campus to enhance their ESU experience and to develop networking skills (see [S14Q10C](#)).

### **Strengths**

1. An assessment infrastructure brings together faculty, staff, students, and administration to serve on the University Assessment Committee (UAC).
2. The UAC works cooperatively with the Office of Assessment and Accreditation (OAA) to provide assessment support and educational resources to ensure academic and non-academic programs are able to assess directly their Student Learning Outcomes.

### **Recommendation**

1. Expand assessment efforts particularly at the programmatic and unit level, and then use the data to improve the quality of the total educational experience while ensuring alignment with the university's mission and strategic planning objectives.

## **Chapter 9: Conclusion**

### **VISION OF THE FUTURE FOR THE UNIVERSITY**

Since the last self-study, ESU has made considerable progress in its efforts to improve in many areas, including General Education, assessment of student learning, resource allocation, communication, and diversity. The new strategic plans for fulfilling the University Mission and Goals have provided the basis for a new General Education program which includes rigorous assessment at the course, program, and institutional levels.

The University leadership team is committed to the use of assessment data for improving practice and encourages innovation in both academic and non-academic programs. The newly-created Office of Institutional Effectiveness, Planning, and Assessment supports the facilitation, the development, and the continuous improvement of assessment in all areas of the University. It strengthens the campus community with guidance and information to ensure that all programs are aligned with the University Mission and Goals.

In response to continuing budget challenges, ESU has developed a more flexible resource allocation process with ongoing monitoring and strong internal controls which enable effective planning, goal achievement, and mission success. This process is less centralized and more inclusive than the previous one, allowing the needs of students to be the first priority in the allocation of funds. Moreover, the University has also been able to increase its financial reserves, enabling it to respond to the changes that are inevitable in an unpredictable economy.

Campus-wide efforts to improve student diversity and retention in accordance with our Mission and Goals have been highly successful. ESU's student body is now the most diverse in the State System, and ESU has been among the very few in the State System to increase undergraduate enrollment. These efforts have been assisted by improvements in the use of digital media to communicate with current and prospective students and with other campus constituencies.

The University is committed to developing and expanding several initiatives in response to changes in the institution and community. The improvement in student diversity mentioned above makes recruiting and mentoring a more diverse faculty an especially important goal. In addition, the unpredictable economic climate necessitates continued efforts to conserve resources, generate revenue, and ensure that funds are allocated to fulfill the Mission and Goals as efficiently as possible. The University will also need to continue improving communication, training, performance evaluation, and support for research.

As ESU continues to put its new University and Academic Strategic Plans into practice, the plans themselves will be assessed, along with new initiatives aligned with them. All programs will work to continue expanding direct assessment initiatives and use of assessment data. As the budgeting, planning, and resource allocation processes continue to improve, they will be reviewed.

In the last few years, the ESU community has worked to respond to a changing economic environment and to the changing needs of our students. As a result, we have significantly improved our programs and services. While proud of our successes, we have clear and workable plans for continuing improvement. With new leadership, an improved financial condition, innovative programs, and rapidly-expanding means of assessing those programs, ESU is ready for the next set of challenges.